2012–2014 Undergraduate Bulletin

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Fordham College at Lincoln Center
Fordham School of Professional and Continuing Studies
Gabelli School of Business
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Important Notice: This bulletin describes the academic procedures, degree programs and requirements, courses of instruction, and faculty as projected for the undergraduate colleges of Fordham University during the 2012-2014 academic years. The University reserves the right to withdraw or modify any course or program listed within, or to make any changes it considers necessary or desirable to improve undergraduate education, or for which it deems the registration insufficient.

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

For the most up-to-date version of the bulletin, go to www.fordham.edu/undergraduatebulletin.
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| Dec. 17-12 (Mon.-Fri.) | GSB EVE, PCS  
Final examinations                                                                 |
| Dec. 15 (Sat.) | Final examinations for GSB Saturday classes  
Final examinations for Principles of Financial Accounting classes, 9:30 a.m. |
| Dec. 24-1 (Mon.-Tues.) | Christmas recess—University closed                                               |
| **Spring 2013** |                                                                                   |
| Jan. 2 (Wed.) | University reopens                                                               |
| Jan. 14 (Mon.) | GSB DAY, FCLC, FCRH  
Classes begin  
FCRH: Advising Meetings |
| Jan. 14-17 (Mon.-Thurs.) | GSB EVE  
Extended hours (to 6:30 p.m.) for adult student advising, registration, and financial services |
| Jan. 21 (Mon.) | Martin Luther King Jr. Day—University closed                                        |
| Jan. 22 (Tues.) | Add/Drop ends, last day for Program change                                         |
| Jan. 25 (Fri.) | Deadline for removal of INC, ABS, and NGR grades incurred during fall 2012; Deadline for filing a Candidate for Degree Card for May 2013 and August 2013 graduation |
| Feb. 1 (Fri.) | FCLC, FCRH  
Arts and Sciences Faculty day                                                      |
| Feb. 18 (Mon.) | Presidents Day—University closed                                                  |
| Feb. 19 (Tues.) | FCRH, FCLC, GSB  
Classes will follow a Monday schedule                                               |
| Feb. 21-28 (Thurs.-Thurs.) | GSB DAY, FCLC, FCRH  
Midterm examinations                                                                |
| Feb. 22 (Fri.) | Last day for designating a course Pass/Fail                                         |
| Feb. 22-28 (Fri.-Thurs.) | GSB EVE Midterm examinations                                                       |
| TBA | University Convocation                                                            |
| Mar. 5 (Tues.) | Midsemester grades due for freshmen                                               |
| Mar. 11-17 (Mon.-Sun.) | Spring recess—No classes                                                          |
| Mar. 18 (Mon.) | Classes resume                                                                    |
| Mar. 22 (Fri.) | Last day to withdraw from a course without incurring a WF                          |
| Mar. 28- Apr. 1 (Thurs.-Mon.) | Easter recess—University closed                                                   |
| Apr. 2 (Tues.) | Classes resume                                                                    |
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Last day of classes                                                                |
| May 3-6 (Fri.-Mon.) | Reading Days                                                                      |
| May 4 (Sat.) | Last GSB Saturday classes                                                         |
| May 7 (Tues.) | GSB EVE Last day of classes                                                       |
| May 7-14 (Tues.-Tues.) | GSB DAY, FCLC, FCRH  
Final examinations                                                               |
| May 11 (Sat.) | Final examinations for GSB Saturday class  
Final examinations for Intro to Managerial Accounting, 9:30 a.m. |
| May 8-14 (Wed.-Tues.) | GSB EVE Final examinations                                                        |
| May 16 (Thurs.) | FCRH Encaenia (Senior Awards Ceremony)                                             |
| May 18 (Sat.) | University Commencement                                                            |
| May 27 (Mon.) | Memorial Day—University closed                                                    |
| June 14 (Fri.) | Deadline for removal of INC, ABS, NGR grades incurred spring 2013                 |

For the most up-to-date information on the calendars for each of the undergraduate schools and colleges, go to [www.fordham.edu/academiccalendar](http://www.fordham.edu/academiccalendar).

Please note that PCS has calendar information available only through the end of the fall semester. Up-to-date information can be found at [www.fordham.edu/academiccalendar](http://www.fordham.edu/academiccalendar).

**Key:**  
FCLC Fordham College at Lincoln Center  
FCRH Fordham College at Rose Hill  
GSB Gabelli School of Business  
PCS Fordham School of Professional and Continuing Studies
Fordham at a Glance

**Mission**

Founded in 1841 as the first Catholic institution of higher learning in the Northeast, Fordham is an independent university in the Jesuit tradition. It grants baccalaureate degrees in the liberal arts and sciences and business administration to both traditional and nontraditional students. Fordham's undergraduate student body both reflects the diversity of the metropolitan area in which the University is located and includes students from other regions who are attracted to New York's cosmopolitan culture. Whether educated at the Rose Hill, Lincoln Center, or Westchester campus, Fordham students benefit from close contact with a distinguished faculty who teach at the undergraduate, graduate, and professional levels.

The Jesuit tradition informs every aspect of a Fordham education. This tradition is characterized by excellence in teaching and by the care and development of each individual student.

Fordham's undergraduate Core Curriculum is designed to develop the capacity for clear and critical thinking and correct and forceful expression. It seeks to impart a knowledge of scientific principles and skills, an awareness of historical perspective, an understanding of the contemporary world with its cultural diversity, and an intelligent appreciation of religious, philosophical, and moral values. Thus, instruction goes beyond the transmission and acquisition of basic knowledge to the exploration of questions of values and ethics. Fordham insists that its students anchor their knowledge and appreciation of the culture, language, history, philosophy, and literature of the Western tradition as well as of other peoples by constantly considering the impact of their behavior and decisions on society as a whole.

In the future, as in the past, Fordham will continue to affirm the compatibility of a Catholic, Jesuit identity and respect for diverse religious and philosophical convictions with its educational community. It is in this spirit that Fordham encourages its students to develop an individual commitment to others and explore those themes that are central to the Jesuit tradition: the dignity of the human person, the advancement of the common good, and the preferential option for the poor. Of its students, Fordham expects intellectual ability, the desire to engage actively in their own education, a commitment to growth in personal and social values, and the willingness to judge and be judged on clear and high standards. Through students' participation in the intellectual community, Fordham teaches them not only how to use the resources of this world, but also how to make their own contribution.

**Religious Traditions**

Fordham University had its beginnings more than 170 years ago, when Archbishop John Hughes founded St. John's College at Rose Hill, and it has benefited over the years from the services of hundreds of members of the Society of Jesus, a religious order of men, many of whom have devoted their lives to higher education.

Fordham has found that its Catholic and Jesuit origins and traditions continue to provide valuable marks of distinctiveness and a source of strength. As a consequence, these traditions, religious ideas, perspectives, and values hold an important place in the University. Students of all faiths and of no faith are given encouragement and opportunity to join in seminars and discussions of religious issues and to participate in religious observances. University staff members are ready to assist students in the quest for their own religious commitment. These opportunities are not imposed on anyone; their use depends on the interest, good will, and initiative of the students.

A loving and respectful openness to people of all faiths is an integral part of Fordham's character. The very nature of religious belief requires free, uncoerced consent, just as the nature of a university requires a respect for evidence, investigation, reason, and enlightened assent.

**Enrollment**

Fordham enrolls more than 15,100 undergraduate and graduate students in its 10 colleges and schools. Students today come to Fordham from 48 states and from 62 foreign countries.

Through its undergraduate, graduate, and professional programs, Fordham serves a broad range of men and women, from those of traditional college age to older adults.

**Faculty**

The Fordham University faculty includes about 718 full-time and adjunct faculty members who bring their enthusiasm and professional expertise to the classroom. Among Fordham's full-time faculty, more than 94 percent hold a doctorate or other terminal degree. Additionally, 17 percent of all University faculty are members of minority groups.

Fordham also has one of the largest groups of Jesuit faculty and administrators of any of the 28 Jesuit colleges and universities in the United States.

**Location**

As an international center for both culture and commerce, New York City has no equal. It is here that many of the nation’s most ambitious young men and women come to make their mark in the arts, communications, business, finance, publishing, science, law, and international politics. For more than 170 years, Fordham University has been a vital part of this dynamic city, offering its students a campus without peer — where education takes place within and beyond the classroom. In the global capital of commerce and culture, students encounter and wrestle with questions of human rights and dignity, integrity in the marketplace, and the rule of law with an immediacy that is unrivaled.

Fordham conducts a highly successful internship program with more than 2,600 of New York City’s most prestigious employers, providing students with the decisive advantage of real-world, professional experience before graduation. As men and women for others, students are also encouraged to participate in an array of organized community outreach programs. Outings to the latest Broadway musical or art exhibition are a regular feature of student life.
Campuses

Rose Hill
Rose Hill, Fordham's original campus, was established in 1841. Located on 85 magnificent acres in the north Bronx, adjacent to the New York Botanical Garden and the Bronx Zoo, Rose Hill is the largest "green campus" in New York City. Rose Hill's traditional collegiate Gothic architecture, cobblestone streets, and green expanses of lawn have been used as settings in a number of feature films over the years, from Robert Redford's Quiz Show to The Adjustment Bureau starring Matt Damon. The Rose Hill campus is home to Fordham College at Rose Hill, the Gabelli School of Business, Fordham School of Professional and Continuing Studies, the Graduate School of Arts and Science and the Graduate School of Religion and Religious Education.

Fordham University at Rose Hill
441 E. Fordham Rd. | Bronx, NY 10458 (718) 817-1000

Lincoln Center
The Fordham campus at Lincoln Center, established in 1961, occupies the area from West 60th Street to West 62nd Street between Columbus and Amsterdam avenues, in the cultural heart of Manhattan. Across the street is one of the world's great cultural centers, Lincoln Center for the Performing Arts; nearby are Central Park, Broadway and Rockefeller Center. The Lincoln Center campus is home to Fordham College at Lincoln Center, Fordham School of Professional and Continuing Studies, the School of Law, the Graduate School of Business Administration, the Graduate School of Education, and the Graduate School of Social Service.

Fordham University at Lincoln Center
113 W. 60th St. | New York, NY 10023 (212) 636-6000

Westchester
Fordham Westchester, a three-story, 62,500-square-foot building on 32 landscaped acres in West Harrison, N.Y., was established in 2008. It is home to the Westchester divisions of Fordham's undergraduate adult program and the graduate schools of business administration, education, social service, and religion and religious education. For more information, visit www.fordham.edu/westchester.

Fordham University at Westchester | West Harrison, NY 10604

Louis Calder Center Biological Field Station
The Calder Center, a 114-acre field station with a 10-acre lake, is used to train a selected number of biologists for work in fresh- and salt-water management and conservation for government and industry. Because of the Center's location in Armonk, N.Y., in proximity to the Rose Hill campus, it offers excellent opportunities for field research and classroom experience in ecology and systematics. Qualified Fordham undergraduates may take courses and use the facilities of the center.

Fordham University London Centre
The Fordham London Centre is housed on the campus of Heythrop College, a part of the University of London that specializes in philosophy and theology. It is home to a variety of Fordham's own study abroad programs, including the London Dramatic Academy, programs sponsored by the Gabelli School of Business, Fordham's Liberal Arts Summer Program, and the London Centre Liberal Arts Semester.

The Colleges and Schools

Undergraduate Colleges

Fordham College at Rose Hill
Established in 1841 as St. John's College, Fordham's founding college was for 133 years a college for men. In 1974, by a merger with Thomas More College for women, it became coeducational. This four-year, undergraduate, liberal arts college for full-time students strives for the fullest development of the intellectual, volitional, and aesthetic faculties of the student. Fordham College at Rose Hill's carefully integrated yet flexible liberal arts curriculum is designed to develop clear and critical thinking and correct and forceful expression, and includes concentration in a particular field of study.

Fordham College at Rose Hill confers the degrees of Bachelor of Arts and Bachelor of Science.

Gabelli School of Business
Established in 1920 in the financial district of lower Manhattan, the Gabelli School of Business moved to the Rose Hill campus in 1947. This four-year undergraduate college seeks to enhance students' understanding of the liberal arts as well as the analytical and human-values dimensions of business education.

The Gabelli School employs a portfolio-based education, which approaches business education like a financial investment. Students invest in a broad range of career assets and learn to manage their highly diversified portfolios to ensure career success.

Through its G.L.O.B.E. program, the Gabelli School offers an international specialization with focused international internships and optional study abroad; a collaborative dual-degree option with Fordham's Graduate School of Business Administration enables talented students to complete their B.S./M.B.A in five years. The college is accredited by the AACSB (Association for the Advancement of Collegiate Schools of Business) International.

The Gabelli School of Business confers the degrees of Bachelor of Science in business administration, Bachelor of Science in management of information and communication systems, and Bachelor of Science in public accounting.

Fordham School of Professional and Continuing Studies
Formed by the consolidation in 1998 of Rose Hill's Ignatius College and Lincoln Center's EXCEL Program, and now with the addition of a weekend program at the Westchester campus, Fordham School of Professional and Continuing Studies (PCS) bridges all three campuses and offers a full complement of majors, certificate programs, and pre-professional opportunities to adult learners and other part-time students.
PCS students follow the same core curriculum and values-centered education as the University’s full-time day students, but in schedules and formats designed for men and women who pursue their educational aspirations after a busy day devoted to career or family. All classes meet in the evening or on Saturday.

Fordham School of Professional and Continuing Studies confers the degrees of Bachelor of Arts and Bachelor of Science.

Fordham College at Lincoln Center
Established in 1968, this four-year, undergraduate, liberal arts college offers an appealing blend of the traditions of a Jesuit education with the innovative educational opportunity offered by its location at the cultural, artistic, and commercial crossroads of Manhattan. The College maintains a solid liberal arts core curriculum for all its students.

Fordham College at Lincoln Center (FCLC) is a successor to a number of liberal arts schools Fordham has run in Manhattan, dating back to 1847. FCLC offers a wide range of majors in the liberal arts and sciences. A major in social work is also offered. In addition, there is a special commitment at FCLC to the training of students in fields such as communication and media studies, visual arts, theatre and, in affiliation with the Alvin Ailey American Dance Theater, dance. Many courses incorporate resources and programming offered by the city’s artistic institutions, social service agencies and varied neighborhoods.

Fordham College at Lincoln Center confers the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts.

Graduate and Professional Schools
School of Law
Established in 1905, the School of Law includes the study of general jurisprudence, the common and statute law of the U.S. system of equity jurisprudence, and the historic and philosophic origins of law.

The Law School significantly expanded its facilities in 1961 when it became the first Fordham school to move to the Lincoln Center complex. Today, the Ned Doyle Building, completed in 1984, houses the School of Law at Lincoln Center.

Admission standards at the school are among the most competitive in the United States, with more than 7,900 applications for the 480 seats available each year. Instruction is given by a full-time faculty of distinguished scholars and a part-time specialized faculty. Fordham law students are trained not simply as qualified legal technicians, but as lawyers fully conscious of their responsibilities to client and community.

The School of Law confers the degrees of Juris Doctor and Master of Laws.

Graduate School of Arts and Sciences
Established in 1916 at Rose Hill, the Graduate School of Arts and Sciences (GSAS) offers a wide range of master’s and doctoral degree programs in both traditional disciplines in the humanities and natural and social sciences, as well as in fields of study such as international political economy and development and computer science. GSAS takes pride in its tradition of strong and rigorous scholarship in the humanities and sciences, while at the same time providing a collegial intellectual community in which mentorship is valued by both students and professors.

Although GSAS encourages students to devote full time to graduate studies, many classes are scheduled for late afternoons and early evenings to accommodate those who wish to obtain an advanced degree on a part-time basis.

The Louis Calder Center Biological Field Station, a 114-acre field station with a 10-acre lake, is used to train a selected number of biologists for work in fresh- and salt-water management and conservation for government and industry. Because of the Center’s location in Armonk, N.Y., in proximity to the Rose Hill campus, it offers excellent opportunities for field research and classroom experience in ecology and systematics. Qualified Fordham undergraduates may take courses and use the facilities of the Center.

The Graduate School of Arts and Sciences confers the degrees of Master of Arts, Master of Science, and Doctor of Philosophy.

Graduate School of Social Service
Established in 1916, the Graduate School of Social Service (GSS) was designed to develop professional social workers who are committed to providing quality services, particularly to those sectors of the population whose social and economic opportunities are most limited by poverty and racism. Since its founding, the Graduate School of Social Service has become one of the nation’s largest and most prestigious institutions for the education and training of social service professionals.

With locations at both the Lincoln Center campus and at Fordham Westchester, GSS aims to provide graduates with knowledge of the relationship between person and environment, commitment to the evolution of a society characterized by justice, and skill to assist individuals, families, organizations, and communities.

The Graduate School of Social Service has created a baccalaureate program in social work in connection with Fordham College at Lincoln Center and Fordham School of Professional Studies, and confers the degrees of Master of Social Work and Doctor of Philosophy in social work.

Graduate School of Education
Established in 1916 in the Woolworth Building as Fordham Teachers College, the Graduate School of Education (GSE) moved to its present location on the Lincoln Center campus in 1969. Ideally located in the heart of New York City’s Lincoln Center neighborhood, GSE has from its beginning been committed to urban education. Reflecting the Jesuit tradition of social engagement and academic rigor, GSE takes pride in training teachers, counselors, administrators, and others for the challenges and realities of educational careers in the greater metropolitan area. High standards of scholarship are evident in all of the school’s programs. A dynamic balance between theory and practice and among research, teaching, and community service is maintained. Classes are also held at Fordham Westchester in West Harrison, N.Y.

The Graduate School of Education offers accredited programs in teacher education, educational administration, student personnel services, and urban education. GSE today is a leader in developing programs for
teachers of the handicapped, the learning disabled, and in bilingual-bicultural education.

The Graduate School of Education confers the degrees of Doctor of Philosophy, Doctor of Education, Master of Science in education, Master of Arts in teaching (French, biology and mathematics), Master of Science in teaching (elementary), and Master of Science in adult education and human resources development. GSE also offers professional diploma and graduate certificate programs.

**Graduate School of Religion and Religious Education**

Established in 1969 as the Graduate Institute of Religious Education (GRE), the program was raised to the status of a graduate school in 1975 with expanded goals and programming.

In cooperation with all denominations, GRE seeks to serve religious and religious education's research needs. While it is thus committed to help chart future directions, it also confronts the contemporary problems of church communities. Located on the Rose Hill campus, GRE offers its students access to the sharp contrasts of city life. Within the complex urban environment that New York City provides, students better understand the multidimensional problems of the American metropolis. GRE also offers courses at Fordham Westchester in West Harrison, N.Y.

Over the years, GRE has become an international center for training leadership personnel of all faiths for church, school, and a variety of social responsibilities. Students of all religious backgrounds are welcome.

The Graduate School of Religion and Religious Education confers the degrees of Master of Arts, Master of Science, Doctor of Ministry, Doctor of Philosophy, as well as a professional diploma.

**Graduate School of Business Administration**

Established in 1969 at Lincoln Center, the Graduate School of Business Administration (GBA) is dedicated to training future leaders for a business world driven by technological change and global interdependence.

GBA employs a portfolio-based education, which approaches business education like a financial investment. Students invest in a broad range of career assets and learn to manage their highly diversified portfolios to ensure career success.

In class at the Lincoln Center campus or Fordham Westchester, full-time students gain an important perspective from their part-time colleagues—often young professionals employed by some of the world’s most dynamic companies. The school is accredited by the AACSB (Association for the Advancement of Collegiate Schools of Business) International.

The Graduate School of Business Administration confers the degrees of Master of Business Administration, Master of Business Administration in professional accounting, Master of Business Administration in taxation and accounting, the J.D./M.B.A., the Beijing International M.B.A., the Transnational M.B.A., Master of Science in taxation, and Master of Science in media and communications management.

A number of University centers focus on special research, education programs, and scholarship, including:

- Archbishop Hughes Institute on Religion and Culture
- Hispanic Research Center
- McGannon Communication Research Center
- Center for Advanced Management Studies
- High School Principals’ Center
- School Consultation Center
- Institute for Irish Studies
- Institute for Social Policy and Innovation
- Center on European Community Law and International Antitrust
- Stein Center for Ethics and Public Interest Law
- Ravazzin Center
- Louis Calder Center Biological Field Station
- National Center for Schools and Communities
- Public Interest Resource Center
- Center for Family and Child Advocacy
- New York City School Superintendent’s Network
- Fordham Pricing Center

More centers and institutes can be found at [www.fordham.edu/centers](http://www.fordham.edu/centers).

**Resources**

**Libraries**

The William D. Walsh Family Library, which serves the entire Fordham community, has seating for 1,500 people and features 450 computer workstations, a state-of-the-art Electronic Information Center, as well as media production laboratories, studios, and auditoriums. Walsh Library is also home to the Fordham Museum of Greek, Etruscan and Roman Art, which opened in December 2007 and features more than 260 antiquities dating from the 10th century B.C. to the 3rd century A.D.

Currently, the combined libraries of Fordham University contain more than 2.2 million volumes and subscribe to more than 40,000 periodicals and serials. Access to these holdings is provided through Fordham’s online catalog. In addition, the library’s website provides online access to more than 300,000 full-text books, 19,000 journals, and 44,000 United States government documents.

On the Lincoln Center campus, the Gerald M. Quinn Library, a full-service, open-stack library, is located on the street level of the Leon Lowenstein Center. In addition, the School of Law maintains a separate law library.

All students have access to the New York Public Library system and many of the 750 special libraries in the New York area through Fordham’s membership in the New York Metropolitan Reference and Research Library Agency.
WFUV

WFUV (90.7 FM, www.wfuv.org), Fordham University’s professionally run public radio station, is located in Keating Hall on the Rose Hill campus. The 50,000-watt station reaches more than 350,000 listeners weekly with its City Folk music mix, National Public Radio news, Irish and Celtic programs, and Fordham Sports. WFUV’s 27-person professional staff supervises approximately 50 Fordham students from all schools and departments each semester. Working in paid internships, they receive training and hands-on experience in broadcast journalism, sportscasting, engineering, and other aspects of broadcasting. For students new to the University, WFUV offers a semesterlong workshop where they can pursue their interest in radio. Juniors and seniors who have worked at WFUV for at least one semester may take the WFUV practicum for academic credit. The station also offers two assistantships to graduate students seeking an M.A. in communications. WFUV’s website, www.wfuv.org, offers detailed information about WFUV and its programming as well as a live audio stream and archives of past programs.

Information Technology

Students and faculty can access the University’s network 24 hours a day via the Internet. For a complete overview of IT supported services at the university please, visit our website at: www.fordham.edu/it.

Instructional Technology Academic Computing, a division of Fordham IT, maintains computer labs at Rose Hill, Lincoln Center, and Fordham Westchester. The labs support an extensive array of software to facilitate teaching, learning, and research. Facilities and resources are available to all members of the Fordham community who present a valid Fordham University ID.

Computer labs on both campuses are complemented by the state-of-the-art Electronic Information Center located in the William D. Walsh Family Library. This center is a teaching resource as well as a research facility available to faculty and students. Fordham College at Lincoln Center students can take advantage of the graphic arts and media studies lab to fulfill course requirements.

Fordham University also maintains numerous specialized teaching labs throughout the campuses. These labs are designated for specific applications and are only scheduled for teaching of the discipline they are built for. For detailed information and scheduled hours for these labs, please visit the Computer Lab website at www.fordham.edu/computerlabs.

All campuses are supported by wireless technology, bringing mobility to the workplace and the academic life of faculty, staff, and students. Please visit our wireless website at: www.fordham.edu/wireless.

Vincent T. Lombardi Memorial Athletic Center

The Vincent T. Lombardi Memorial Athletic Center is the heart of intramural and recreational sports at Fordham. The Lombardi facilities are available to both day and evening students interested in physical fitness or simple fun.

Lombardi facilities include an eight-lane, 38-meter pool and diving well; basketball, volleyball, tennis, squash/racquetball, and handball courts; men’s and women's weight rooms; a 220-yard indoor track; aerobics and cardio-fitness facilities; a Finnish sauna; and equipment for indoor field events.

The center is named for Fordham alumnus Vince Lombardi, FCRH ’37, who was a member of Fordham football's legendary Seven Blocks of Granite before going on to an equally legendary career coaching the Green Bay Packers in the National Football League.

Fitness and Exercise Center

McMahon Hall at Lincoln Center houses the Fitness and Exercise Center on the second floor. The center is equipped with Nautilus machines, stationary bicycles, and step machines. For an additional cardiovascular workout, aerobics classes are also offered. Tennis and basketball courts are located just outside McMahon Hall for use by the Fordham community.

McGinley Center

The McGinley Center is the central gathering place for students at the Rose Hill campus. It houses a large student lounge, two cafeterias, Dagger John’s restaurant (named for Archbishop “Dagger John” Hughes, founder of Fordham), the University bookstore, various student activity and student services offices, a video and recreation room, the campus post office, the Office of Career Services, a ballroom/auditorium, and a faculty dining room and lounge. Also housed in this central Rose Hill location are the offices of Fordham’s Community Service Program, Student Activities, and Campus Ministry.

Lowenstein Center

The plaza level of the Lowenstein Center at the Lincoln Center campus features a recently enlarged cafeteria under a glass atrium that offers a view of the lawns and sculpture garden of Fordham's Robert Moses Plaza. The main building also includes student lounge areas, a bookstore, a new graphic arts facility (with a computer graphics lab and darkroom), and a computer center.

Monthly art exhibitions are installed in the Gerald M. Quinn Library Gallery; student and curated art is displayed in the Center Gallery off the main lobby and in the Push Pin Gallery in the Visual Arts Complex; sculpture shows are found outdoors on Robert Moses Plaza.

Science Laboratories

Fordham’s commitment to scientific education and research is reflected in the anthropology, psychology, and social science laboratories in Dealy Hall; the biology laboratories in Larkin Hall; the physics and biology laboratories in Freeman Hall; and the chemistry laboratories in Mulcahy Hall at Rose Hill. At Lincoln Center, there are laboratories for biology and psychology. Students in communication and media studies have access to the Edward Walsh Digital Media Lab in Faculty Memorial Hall at Rose Hill and a journalism/multimedia lab in Lowenstein 419 at Lincoln Center.

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

**Language Learning Center Locations:**
At Lincoln Center:
Lowenstein Room 412
113 West 60th Street
New York, New York 10023
Tel: (212) 636-6038 Fax: (212) 636-7892

At Rose Hill:
Keating Room B25
441 E. Fordham Road
Bronx, New York 10458
Tel: (718) 817-0799 Fax: (718) 817-0795

**Staff:**
Director: Sarafina DeGregorio, Ph.D.; degregorio@fordham.edu
Assistant Director: Jack Lugo; jalugo@fordham.edu

**Media Facilities**
Students and faculty have access to media production facilities designed to support and enhance the academic curriculum in the Walsh Library at Rose Hill and in Lowenstein 413-415 at Lincoln Center. Students may participate in the development and recording of their own film and video productions—including scripting, production design, filming, taping, graphics generation, editing, and sound mixing. Separate viewing facilities are available in Walsh Library at Rose Hill and Quinn Library at Lincoln Center. Media services (Keating basement at Rose Hill and Lowenstein 418 at Lincoln Center) provide technology for classrooms and maintain the “smart” classrooms available at both campuses.

**Theatre Spaces**
At Lincoln Center, the theatre department stages full-scale dramas and musicals in the Generoso Pope Memorial Auditorium. Workshops and smaller presentations take place in the Veronica Lally Kehoe Studio Theatre as well as the White-Box Studio in the Lowenstein Center.

Rose Hill students regularly stage student productions in the auditorium in Collins Hall.

**Residential Life**
More than 70 percent of Fordham's undergraduates choose to reside on campus in a variety of living environments. Freshmen on the Rose Hill campus may reside in traditional college residence halls such as Loschert Hall, Alumni Court South, and Martyrs' Court, offering double and triple rooms and common areas for study and recreation, or our residential colleges (see Integrated Learning Communities, below). Upperclass students at Rose Hill can choose from among doubles, triples, or apartment suites in either traditional residence halls or a residential college setting. Off-campus University leased and operated housing is also available.

At Lincoln Center, both freshmen and upperclass students enjoy an urban living experience in our 20-story McMahon Hall. Amenities include two- and three-bedroom apartment-style suites, a fitness center, three laundry rooms, study and recreational lounges, tennis and basketball courts, a student health center, acampus counseling center, and 24-hour security.

The Office of Residential Life at Rose Hill is located in the basement of Loschert Hall, (718) 817-3080 or resliferh@fordham.edu. The Office of Residential Life at Lincoln Center is located in McMahon Hall, Room 108, (212) 636-7100 or reslifecl@fordham.edu.

**Integrated Learning Communities and Residential Colleges**
Students at the Rose Hill campus can choose from a variety of residence halls intentionally designed to integrate our renowned intellectual tradition with experience-based learning. We call these special places Integrated Learning Communities (ILCs). Students in ILCs participate daily in activities ranging from formal debate and public speaking to common dinners with faculty and cultural events.

- Queen’s Court Residential College provides a 20-year history of strong community building in a student-directed environment.
- Martyr’s Court Jogues is home to the Manresa Scholars Program. Students enroll in one of several special seminars taught by a distinguished Fordham teacher-scholar. Students connect learning inside the classroom with experiences in their residence hall and greater New York City community.
- First-year students enrolled in science coursework may request to reside in the Science Integrated Learning Community, in Alumni Court South. Upperclass science majors will live on the floor as resident assistants and tutors, and science faculty and guest speakers will be invited regularly to participate in planned activities.
- Campbell, Salice, and Conley Halls, Fordham’s newest residence halls, open in fall 2010. Housing 450 students, these state-of-the-art apartment style suites are home to our newest residential colleges. These communities are designed to meet the unique needs of our senior and junior class students as they develop the transitional skills needed for life after undergraduate education.
Wellness Committee

This Lincoln Center campus program offers a wide range of social, physical, educational, and spiritual activities. Students can reside on any floor in McMahon. Participants meet on a regular basis as a member of a committee and have the opportunity to share this residential experience by living the ideals of a wellness community member. Community Expectation Forms will be completed when residents have their first meeting, allowing them to formally agree to promote a healthy lifestyle through participation in their community, leading by example and choosing an alcohol-, drug-, and tobacco-free lifestyle.

Student Leadership and Community Development

The purpose of the Office of Student Leadership and Community Development is to help fulfill the University’s Jesuit mission to educate the whole person. We provide students with meaningful interactions outside the classroom that connect students with their peers and with other members of the University community. These interactions help students to unify their educational experiences with their lived experiences, provoking critical thought and motivating them to develop a sound system of values. Believing in the importance of service in its many dimensions, we offer our students opportunities to work collaboratively with and for the benefit of the University, and local and world communities. This collaborative service promotes each student’s personal growth toward individual excellence. By registering and supporting a wide variety of clubs and organizations, as well as through the emphasis placed on leadership training and development, the University reinforces its commitment to stimulate the intellectual and personal growth of its students.

The Office of Student Leadership and Community Development is responsible for the supervision of campus clubs and organizations, New Student Orientation, the First Year Formation course, and Commuter Student Services. The staff of the Office of Student Leadership and Community Development also plans leadership development programs like Leadership Weekend, Fordham University Emerging Leaders, and the Transitions Senior Year Experience Program. The University values and encourages individual participation in any of the numerous clubs and organizations currently registered. Opportunities exist for membership in academic societies, service groups, peer education committees, cultural organizations, publications, and student government.

New Student Orientation

The mission of New Student Orientation is to give an understanding of the Jesuit tradition of education to new students by facilitating their transition to the University. The orientation program integrates new students into the Fordham community and introduces them to new opportunities with the assistance of current students who serve as leaders during orientation weekend. Each fall, New Student Orientation takes place the three days before classes begin. The program is mandatory for all new first-year students and new transfer students.

First Year Formation

First Year Formation is a pass/fail elective symposium designed to assist the first-year student in developing the skills that are essential to college success. The symposium covers such topics as stress and time management, study skills, finances, new relationships, and diversity. This course provides new students with an opportunity to meet weekly in small groups with a course facilitator and gain support during their transition to Fordham.

Leadership Development Programs

The Fordham University Emerging Leaders (FUEL) program is designed for freshmen and sophomore students who have been identified as having leadership potential. Through workshops, students enhance their leadership skills and foster new ones. Each fall semester, a Leadership Weekend retreat program is offered to student leaders to enhance their leadership abilities. The Transitions Senior Year Experience Program, which is offered to seniors, includes a variety of topics to assist with the transition from college to the work world. Practical skills are discussed such as how to manage finances, ways to be successful at the first job, and how to search for an apartment.

Clubs and Organizations

Fordham undergraduates support and participate in more than 125 clubs and organizations on the Lincoln Center and Rose Hill campuses. The development of leadership skills and the promotion of responsible and dedicated leaders for the University community and beyond are among the primary goals of the Office of Student Leadership and Community Development. Activities include student-run businesses, student government, academic committees, programming committees, cultural committees, media publications, performing clubs, service clubs, and political organizations.

Commuter Student Services

The Office of Commuter Student Services operates out of the Office of Student Leadership and Community Development. Commuter Student Services was created to complement the efforts already being made by the Commuting Students Association to meet the needs of the commuter population. The group’s goal is to assess the needs of the commuters and to evaluate the current services in relation to those needs. The Office of Student Leadership and Community Development is located on the Rose Hill campus in McGinley Center, room 204, (718) 817-4339, and in the Lowenstein Center room 408, (212) 636-6250, at the Lincoln Center campus.
Student Services

Counseling Centers
Fordham’s counseling centers on the Rose Hill and Lincoln Center campuses are staffed by experienced psychologists, advanced doctoral candidates, psychiatry residents, and consulting psychiatrists. The centers provide free and confidential services such as thorough evaluations, short-term individual counseling, medication consultations and longer-term group therapy. The counseling centers also provide workshops, education and outreach to the campus community.

Counseling and Psychological Services is committed to addressing the various needs of Fordham’s culturally and ethnically diverse student body. All students are encouraged to use these resources to help them adjust to the demands of college life, to cope with the many stressors that students face, or simply to enhance their experience at Fordham.

The Counseling Center is located in the basement of O’Hare Hall, (718) 817-3725, on the Rose Hill campus, and in McMahon Hall, Room 211, (212) 636-6225, on the Lincoln Center campus.

Campus Ministry
The Office of Campus Ministry fosters the personal growth of all our students, regardless of their different faith traditions, especially in their spiritual and moral development. Campus Ministry seeks to fashion individuals with self-awareness who will respect and value themselves and others. We see this happening within a diverse faith community founded on its growing relationship with God.

Campus Ministry offices and programs support students of all faiths. We provide opportunities, on and off campus, for worship, spiritual direction, retreats, interfaith services, choirs, Christian Life Communities, and other programs that we hope create an atmosphere that heightens the community’s awareness of God at work in our midst.

Campus Ministry Offices:
Rose Hill
McGinley Center, Room 102 | (718) 817-4500
Lincoln Center
Lowenstein Center, Room 217 | (212) 636-6267

Fordham Westchester
Westchester, Room 133 | (914) 367-3420

Global Outreach
Global Outreach (GO) consists of short-term service immersion projects for the students, faculty, staff, and alumni of Fordham University. GO travels to 30 locations throughout the world such as Alaska, New York City, Appalachia, Mexico, Central America, South America, Africa, India, and Thailand. GO participants learn about social, economic, and environmental injustices and attempt to become globally responsible people.

While learning about issues of injustice, GO students have the opportunity to live out the Jesuit philosophy of men and women for and with others. Through living in domestic and international communities, GO participants have the unique opportunity to learn how our daily activities have a global impact.

The GO experience is achieved through living out the four pillars of community, spirituality, simplicity, and social justice. Students are encouraged to live simply and to focus on being rather than doing and on people over things. Through building solidarity with the immediate GO team and the host community, students are encouraged to learn and strengthen relationships that will surpass the project dates. The ultimate goal is that the project will be an experience outside one’s comfort zone that encourages relationships, learning, and a commitment to social justice throughout life.

Career Services
Giving students professional help in preparing for the life and career planning process, the Office of Career Services offers workshops on career-related issues, such as résumé writing, career exploration, interview preparation, and job-search strategies. Students work individually with counselors to determine their areas of interest and to facilitate their job search. Other career services include Fordham’s unique and broad-based internship program, an on-campus recruiting program, job postings and contacts within an influential alumni network of New York executives. Fordham students and alumni may access national job postings by contacting our office.

The Office of Career Services is located in Room 224 of the McGinley Center, (718) 817-4550, and is located on the eighth floor of 33 West 60th Street at Lincoln Center, (212) 636-6280. Visit our website at http://www.fordham.edu/career to keep abreast of special programs, events, and online career resources.

Multicultural Affairs
Multicultural Affairs supports and realizes the University’s mission to prepare citizens for leadership in an increasingly multicultural and multinational society by intentionally engaging diversity to benefit both our student population and the greater University community. We seek to encourage the formation of an inclusive campus culture and learning environment in which each member of the Fordham University family is welcomed and valued. The Office of Multicultural Affairs provides a variety of resources to help facilitate an engaged campus community that proactively explores various areas of diversity, including race and ethnicity, gender, culture, sexual orientation, socioeconomic status, religious orientation, international concerns, and social justice issues.

The Office of Multicultural Affairs also works in concert with student clubs, faculty, academic offices, and other University departments to develop creative programs and collaborative projects designed to increase cross-cultural interaction and engagement. Multicultural Affairs is located at Rose Hill in the McGinley Center 215, (718) 817-0664 and at Lincoln Center in the Lowenstein Center 408, (212) 930-834.

Ram Van Service
Fordham’s Department of Intercampus Transportation provides a shuttle service between the Lincoln Center and Rose Hill campuses. Vans depart from outside the Ram Van office, located in the basement of the Regional...
Parking Facility (across from O’Hara Hall) at Rose Hill, and from the intersection of 60th Street and Columbus Avenue at Lincoln Center. Additionally, Ram Vans provide a shuttle to New York area airports at different points during the year, and may also be chartered for University groups and events. Tickets cost $3 and are available for purchase in Room 241 of the McGinley Center at the Rose Hill campus and at the ticket machines in the lobby of the Lowenstein Center at the Lincoln Center campus. Passes and discounted tickets are available; please visit the Ram Van website at www.fordham.edu/ramvan or call (718) 817-4346 for more information.

Note: The Ram Van will not operate when the University is closed.

For information regarding the Ram Van, please contact the Office of Intercampus Transportation at Rose Hill, (718) 817-INFO, or Student Activities at Lincoln Center, (212) 636-6250. The Ram Van schedule is subject to change.

Rose Hill Off-Campus Shuttle Service

The offices of Student Affairs and Campus Safety and Security offer a late-night neighborhood shuttle to and from campus between the hours of 10 p.m. and 4 a.m., seven days a week. A van will leave campus every 30 minutes from the front of the Security Office. Students and staff may notify the Security Office, (718) 817-2222, from off-campus and meet the van at designated stops to return to campus. Passengers must have a valid Fordham I.D., or be a guest of a passenger possessing a valid Fordham I.D.

Designated Stops

1. Fordham University Security Office
2. NYC Subway D-Train (Grand Concourse and 188th Street)
3. Lorillard House (Lorillard and 188th Street)
4. Terra Nova Houses (Hoffman Street)
5. Arthur House (2457 Arthur Avenue)
6. Full Moon Pizza (187th Street and Arthur Avenue)
7. Hughes House (2466 Hughes Avenue)
8. Belmont Two (633-635 E. 188th Street)
9. Keith Plaza (2475 Southern Boulevard)
10. Fordham University Security Office

Disability Services

The policy of Fordham University is to treat students with disabilities, including learning disabilities, in a nondiscriminatory manner for all educational purposes, including admission, programs, activities and courses. The Office of Disability Services was established to ensure implementation of this policy and to assist students with disabilities in becoming as independent as possible. The Office of Disability Services is located at the Rose Hill campus in O’Hare ground level, (718) 817-0655, and at the Lincoln Center campus in Lowenstein 207, (212) 636-6282. More information is available at www.fordham.edu/dss.

Reasonable accommodations provided include registration assistance, counseling, academic modifications, academic support services such as note-takers, readers, interpreters (sign language), exam proctors, extended test-taking time, textbook taping, photocopying assistance, library retrieval, transcribers, tutoring, library assistance, assistance in accessing the buildings and campus, and community resources. Students requesting certain reasonable accommodation may be first directed to seek eligibility for such services from the appropriate state agency or other no-cost service provider. Students are responsible for arranging other services, such as attendant care, mobility training, transportation, and special sources of financial aid. Students should make their needs known to their professors or to the dean of students, who will act as an intermediary when necessary. The Office of the Dean of Students is located on the Rose Hill campus, in Keating 100, (718) 817-4755, and on the Lincoln Center campus, Lowenstein 408, (212) 636-6250.

International Students

The Office for International Services issues the certificates of eligibility needed to obtain a U.S. entry visa to students and exchange visitors from abroad. Serving as a resource center for international students and scholars, the office facilitates adjustment to life in the United States through orientation and assistance with immigration matters, such as employment and travel authorization. Personal advisement, information on health insurance, social security cards, and banking are provided.

In conjunction with the Metro International organization, the office sponsors and provides access to programs promoting cross-cultural and international awareness.

Federal regulations and Fordham University require that individuals in F and J status have health insurance. All students will be automatically enrolled in Fordham’s health insurance plan and charged for health insurance each semester when they register. Students may waive Fordham’s policy by bringing a copy of their policy (in English) or insurance card to the office upon arrival (deadline to submit waiver are within two weeks of the start of the semester). The policy must reflect amounts in U.S. dollars and meet the following minimum requirements:

- $50,000 in coverage per accident or illness
- $10,000 in coverage for medical evacuation to your home country
- $7,500 in coverage for repatriation of remains in the event of death
- A deductible not to exceed $500 per accident or illness

Students who are eligible to waive Fordham’s policy must remember to submit a new waiver every September that they are enrolled at Fordham. To find out more about the plan, or to get a brochure, please contact the Office for International Services.

The Office of International Students at Rose Hill is located in Building 540, 540 East 191st Street, (718) 817-3145, and at Lincoln Center at 33 West 60th Street, Room 306, (212) 636-6270. You may also find information online at http://www.fordham.edu/acadh/ois.
University Health Services
All students have access to health centers on each campus. There is no charge for examinations; medical supplies and medications are available at minimal cost.

Any person in need of emergency aid should call security at (718) 817-2222. Identify yourself, your location, and the specific problem, and request that emergency services be contacted. At the Rose Hill campus, the Fordham University Emergency Medical Services-an emergency medical service registered with New York state—works in conjunction with the Health Center to provide emergency medical attention 24 hours a day.

The Health Center at Rose Hill is located in O’Hare Hall, (718) 817-4160.

At Lincoln Center, the Health Center is in Room 203 of McMahon Hall, (212) 636-7160. The closest emergency room is St. Luke’s Roosevelt Hospital, which is located one block south of campus.

Accreditations and Affiliations
Note: Fordham University has many honor societies that are major-specific. For a complete listing applicable to your major, see your individual College section.

The colleges and schools of Fordham University share the following accreditations and affiliations:

- The University is a member of the American Council on Education, the National Association of Independent Colleges and Universities, the Commission on Independent Colleges and Universities, the Association of Catholic Colleges and Universities, the Association of Jesuit Colleges and Universities, the International Association of Universities, Council for Higher Education Accreditation, Lower Hudson Valley Catholic Colleges and Universities Consortium, the International Federation of Catholic Universities, the Association of Governing Boards, the College Board, the Fulbright Association, Collegium, Lilly Fellows, and the Center for Academic Integrity.

- The University an accredited member of the Middle States Commission on Higher Education and is on the list of registered Colleges and Universities of the Board of Regents of the State of New York. Specific University programs and schools are also accredited by the American Bar Association, the Council on Social Work Education, the Association to Advance Collegiate Schools of Business International, the National Council for Accreditation of Teacher Education, the University Council of Educational Administration, the National Association of School Psychologists, the Certified Financial Planner Board of Standards, and the American Psychological Association.

- The University is also a member of the Association of American Law Schools, the Council of Graduate Schools, the American Association of Colleges of Teacher Education, the Northeastern Association of Graduate Schools, the Association of Graduate Schools in Catholic Colleges and Universities, and the National Collegiate Athletic Association.

- The University is a contributing institution to the American School of Classical Studies at Athens and to the American Academy in Rome.

- The University has chapters of Phi Beta Kappa and Phi Kappa Phi, national honor societies; Alpha Sigma Nu, the national honor society of Jesuit colleges and universities; Beta Gamma Sigma, the national honor society of accredited schools of business; Beta Alpha Psi, the honor society of accounting and financial services; and Alpha Sigma Lambda, the national honor society for adult students.

- There are chapters of the Society of Sigma Xi, a national honorary scientific research organization established to recognize and foster the scientific spirit in American colleges and to provide both stimulus and acknowledgment for independent scientific research; Pi Sigma Alpha, the national honor society for political science students; Alpha Upsilon Alpha, the honor society of the International Reading Association; Psi Chi, the national honor society for psychology; and Alpha Mu Gamma, the national honor society for foreign languages.

- In addition, the Schools of Business sponsor chapters of Alpha Iota Delta, the international honor society for decision sciences and information systems; Omicron Delta Epsilon, the academic honor society in the area of economics; and Alpha Mu Alpha, the national marketing honor society.

- Fordham also has chapters of Phi Delta Kappa and Kappa Delta Pi, both honor societies in education.
Admission

Office: Duane Library, Second Floor

www.fordham.edu/admissions

In addition to the policies and procedures listed below, please refer to the individual College sections of this bulletin for more information.

High School Entry

Admission to Fordham University’s undergraduate colleges is based on evaluation of the following: high school academic performance, scores on college entrance exams, personal statement, evidence of scholastic and personal characteristics such as special talents, and involvement in community or school activities.

Candidates for admission to Fordham must have completed a rigorous college preparatory program or its equivalent. This preparation should include a minimum of 16 academic units in the following areas: English (four years), science (one to two years), mathematics (three to four years), social studies (two to four years), and foreign language (two years). Students who intend to pursue a mathematics, science, or pre-professions) should consult with their special program adviser.

Requirements and Procedures

Applicants are required to complete either the SAT or the American College Test (ACT) by January of their senior year of high school and have scores submitted to Fordham. SAT II Examinations are not required but may be used for placement if submitted.

The application deadlines for freshmen are January 15 for the fall semester and December 1 for the spring semester. Freshman applicants for the fall semester, who have completed files, will be notified of decisions by April 1. Applicants who complete their files after this date will be notified approximately two weeks after all credentials have been received if space remains available.

Early Admission/Early Action

Early Admission: A qualified high school student who is recommended by his or her school may apply to be admitted to Fordham upon completion of junior year. Please note, Early Admission refers to applicants who will be completing high school early. Candidates for early admission must complete all requirements for a high school diploma prior to enrollment at Fordham. Personal interviews are required for early admission candidates.

Early Action: Students who would like to have their application reviewed early may submit an application by November 1. Students applying under the Early Action process should complete the SAT or ACT by October of their senior year. The Early Action process is nonbinding, and students do not have to commit to the institution they plan to attend until May 1. Decision letters will be mailed by December 25. Estimates of financial aid for Early Action applicants can be made after Fordham receives the processed CSS Profile form.

Advanced Placement

Fordham University cooperates with the Advanced Placement Program and encourages prospective students to take advanced placement examinations. Students are responsible for ensuring that their AP exams are sent to Fordham.

Only AP exams in the areas listed below are evaluated for credit. For scores below 4, no credit is awarded. Whether that course will apply toward a core or elective course is indicated below.

Art History History of Art: three core credits.

Biology Biology: three core credits. Students with core credit who are required to take biology for their major should consult the department for placement in biology courses. Students with core credit who are required to take biology for their special program (e.g., pre-health professions) should consult with their special program adviser.

Chemistry Chemistry: three core credits. Students with core credit who are required to take chemistry for their major should consult the department for placement in chemistry courses. Students with core credit who are required to take chemistry for their special program (e.g., pre-health professions) should consult with their special program adviser.

Computer Science Computer Science A: three elective credits; Computer Science AB: three core credits. Students in Gabelli School of Business: three elective credits.

Economics Microeconomics: three core credits; Macroeconomics: three core credits.

English English Composition and Literature: three elective credits; English Language and Composition: three elective credits.

Environmental Science Environmental Science: three core credits.

Government and Politics United States Government and Politics: three core credits; Comparative Government and Politics: three core credits; Students in Gabelli School of Business: three elective credits.

History European History: three elective credits; United States History: three elective credits; World History: three elective credits.

Human Geography Human Geography: three core credits.

Language and Culture Italian, Chinese or Japanese Language and Culture: three credits for 1502 level of the language.

Language and Literature French, German, or Spanish Language and Literature: three credits for 1502 level of the language; French or Spanish Literature, Latin-Literature, or Latin-Vergil: three credits for 2001 level of the language. Language requirement satisfied with 2001.

Mathematics Calculus AB, Calculus BC: three core credits.

Office: Duane Library, Second Floor

www.fordham.edu/admissions

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Biology Biology: three core credits. Students with core credit who are required to take biology for their major should consult the department for placement in biology courses. Students with core credit who are required to take biology for their special program (e.g., pre-health professions) should consult with their special program adviser.

Chemistry Chemistry: three core credits. Students with core credit who are required to take chemistry for their major should consult the department for placement in chemistry courses. Students with core credit who are required to take chemistry for their special program (e.g., pre-health professions) should consult with their special program adviser.

Computer Science Computer Science A: three elective credits; Computer Science AB: three core credits. Students in Gabelli School of Business: three elective credits.

Economics Microeconomics: three core credits; Macroeconomics: three core credits.

English English Composition and Literature: three elective credits; English Language and Composition: three elective credits.

Environmental Science Environmental Science: three core credits.

Government and Politics United States Government and Politics: three core credits; Comparative Government and Politics: three core credits; Students in Gabelli School of Business: three elective credits.

History European History: three elective credits; United States History: three elective credits; World History: three elective credits.

Human Geography Human Geography: three core credits.

Language and Culture Italian, Chinese or Japanese Language and Culture: three credits for 1502 level of the language.

Language and Literature French, German, or Spanish Language and Literature: three credits for 1502 level of the language; French or Spanish Literature, Latin-Literature, or Latin-Vergil: three credits for 2001 level of the language. Language requirement satisfied with 2001.

Mathematics Calculus AB, Calculus BC: three core credits.
Music *Music Theory*: three elective credits. Students with a 4.0 or better and majoring in music should consult the department for placement in music courses.

Physics *Physics B*: three core credits; *Physics C: Electricity and Magnetism*: three core credits; *Physics C: Mechanics*: three core credits. Students with core credit who are required to take physics for their major should consult the department for placement in physics courses. Students with core credit who are required to take physics for their special program (e.g., pre-health professions) should consult with their special program adviser.

Psychology *Psychology*: three elective credits.

Statistics *Statistics*: three elective credits.

Notes: Students who wish to apply Advanced Placement credit toward their major should consult with appropriate department.

It is possible, in some cases, to receive an exemption from a prerequisite based on performance on other standardized tests or on college-level courses, with grades of B or better, taken during high school. Consult with appropriate department.

Transfer credit will be awarded for a college course completed during high school if the course was offered on a college campus, taught by a member of the college’s teaching staff, not used toward high school graduation requirements, is similar in content to a course given at Fordham and if the student earned a grade of B or better in the course. Students are responsible for having their transcript sent to Fordham so we can evaluate and award credit.

International Baccalaureate: Fordham University offers university credit for Higher Level International Baccalaureate (IB) exam scores of 5, 6, or 7. The University also recognizes some foreign secondary credentials with university credit. These credentials are reviewed individually. See [http://www.fordham.edu/admissions/undergraduate_admission](http://www.fordham.edu/admissions/undergraduate_admission) for the most up to date information. Please contact the Office of Undergraduate Admission for details.

**Transfer Students**

In order to receive a Fordham degree, a student must complete at least half of his or her credits and four full semesters as a matriculated Fordham student. The colleges of the University normally accept up to 60 transfer credits on receipt of official transcripts from appropriately accredited institutions. In order to be transferable, a course must carry three or more credits and be equivalent to a course offered at Fordham. Only those courses in which a student has earned a grade of C or better can be accepted for credit.

Transcripts from foreign institutions should be translated to English and accompanied by a course-by-course evaluation completed by a certified credential-evaluating service, such as World Education Services (WES). Such an evaluation should provide the Office of Admission with the U.S. grade and credit equivalents. A transfer student with international credentials cannot be considered for admission until this evaluation has been received by the Office of Admission.

Transcripts from institutions following other than a semester system should be submitted to the Office of Admission, which will prorate the credits appropriately.

In consultation with the appropriate dean, the Office of Admission will determine which core requirements have been satisfied by transfer credits or may be waived. Each academic department/area will make a similar determination for credits applicable to a major or program. Students who do coursework which duplicates courses accepted through transfer will lose those transfer credits. It is the student's responsibility to avoid duplication of earned credit.

While the courses and credits accepted in transfer are counted toward the degree requirements of the University and, where appropriate, satisfy the prerequisites listed for advanced courses as if they were earned at Fordham, the grades received in the “transferred courses” are not calculated as part of the student's cumulative quality point index at Fordham.

Note: GSB students should review the GSB section of the bulletin for specific policies on transfer credits.

For specific inquiries, please contact the Office of Admission at enroll@fordham.edu or at 1-800-FORDHAM.

**International Students**

Fordham has been educating international students since the mid-19th century. Students from abroad must present original copies of their official records along with certified English translations and course-by-course evaluations if possible. International students must demonstrate English proficiency by submitting their official TOEFL or IELTS score report or by sitting for Fordham’s own English proficiency exam. Those who wish to schedule an appointment for this exam should contact Fordham's Institute of American Language and Culture at (212) 636-6353. Finally, international students seeking an F-1 student visa must submit an Affidavit of Support and supporting financial documents. The affidavit is available in the Office of Admission or on our website at [www.fordham.edu/ois](http://www.fordham.edu/ois).

**Tuition**

Fordham has made a determined effort to keep its tuition costs within reach of all families. Strong financial aid programs also support the effort to keep a Fordham education affordable. The University intends to maintain this status. If you seek more information about financial aid or need an application form with complete instructions for applying, please call 1-800-FORDHAM or (800) 367-3426. Visit us on the web at [www.fordham.edu/tuition](http://www.fordham.edu/tuition).

**Adult Entry**

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

For more information, refer to the Fordham School of Professional and Continuing Studies section of this bulletin and call the Office of Admission at the campus of your choice: Rose Hill, (718) 817-2600; Lincoln Center, (212) 636-7333; or White Plains, (914) 332-8295. There
is also an evening program for adults in the Gabelli School of Business; information can be found in the GSB section of this bulletin, or call the Rose Hill Office of Admission at the number above.

**State Law on Immunization**
New York State Law #2165 requires that all students born on or after January 1, 1957, have on file proof of immunity from measles, mumps, and rubella. These vaccinations must have been given on or after the first birthday. Therefore, students must submit proof of immunization signed by a physician or high school health official to the Health Center, located in O’Hare Hall on the Rose Hill campus, and in McMahon Hall, Room 203, on the Lincoln Center campus.

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## Financial Services

**Locations:**
- **Rose Hill Office:** Thebaud Hall, first floor
- **Lincoln Center Office:** Leon Lowenstein, second floor

www.fordham.edu/finaid

All inquiries concerning financial aid should be directed to the Office of Student Financial Services on your campus.

The University has developed an extensive financial aid program to help students afford a Fordham education. This aid may be available in the form of gift aid such as a scholarship or grant-in-aid, and/or self-help aid such as a loan and/or a work grant. The University also assists families with supplemental financing options. To review your financing options and/or create a personal plan, please go to my.fordham.edu and click on either the “Applicant” tab or the “Student” tab. Then select “Financing Fordham Online.” For accepted and/or enrolled students, the information there is specific to each individual student.

*Please note:* The data presented in this bulletin on financial aid is accurate at the time of publishing. Due to constantly changing government financial aid regulations, the data presented in this section should be used as a guide. Please confirm required forms and application deadlines with the Office of Student Financial Services. Please see www.fordham.edu/finaid.

## Application Procedures

**All New York State Residents**

TAP eligibility is based on the family’s New York State taxable income. Complete your FAFSA on the Web (FOTW) application. After receiving your submission confirmation, if you are a New York State resident and listed Fordham University on the FAFSA, you will immediately be given a link to complete your TAP on the Web (TOTW). If you haven’t already filed for TAP, please go to www.hesc.org to file. Follow the instructions on the TOTW website. Filing online is easier and less error-prone. The code for all undergraduate schools is 0245.
Grants and Scholarships

General Requirements
In order to be considered for the following grants or scholarships, a student must be matriculated in an approved degree program of study. Unless otherwise specified, only students who are United States citizens or eligible noncitizens may be considered. For grant and scholarship aid to be disbursed or considered for renewal, the student must file the Free Application for Federal Student Aid (FAFSA) annually, being at least satisfactory academic progress according to the academic progress policy of each college, meet all GPA requirements specific to the type of aid, be in compliance with university policies and the code of conduct, and meet all reapplication requirements. Renewal is limited to a maximum of eight academic year semesters (fall and spring only).

International students may be considered for Fordham University Dean’s Scholarships or Theatre Scholarships based on merit only, or for athletic scholarships based on the determination of a coach and the Athletic Department.

In addition to the aid programs listed below, each college may offer additional opportunities for academic scholarships and awards. Refer to the appropriate college section for more specific information.

Fordham Scholarships for Full-Time Students in Fordham College at Rose Hill (FCRH), Gabelli School of Business (GSB) Traditional Day, and Fordham College at Lincoln Center (FCLC)

The first five scholarships listed here are the most competitive. All applicants for admission are considered. There is no separate application. Unless otherwise specified, all these scholarships are automatically renewable upon filing the FAFSA annually, as long as a 3.0 GPA is maintained and all other requirements are met.

Presidential Scholarship
Freshman candidates for admission graduating at the top of their class, with SAT scores of at least 700 critical reasoning and 700 math (however generally, combined scores range from 1550 to 1600) are considered for this highly competitive scholarship. This scholarship augments other gift or grant aid to cover full tuition for courses taken at Fordham University. It is less the Federal Pell Grant, state assistance (for example, New York State Tuition Assistance Program [TAP] and/or scholarships or other state grants), and at least one-half of all outside aid received from all other sources. The Presidential Scholarship also covers the average cost of a double room (excluding board and fees) if the student lives on campus.

Fordham Excellence in Theater Scholar
Freshman candidates for admission who are Theatre majors and exhibit exceptional talent are considered for this highly competitive scholarship. This scholarship augments other gift or grant aid to cover full tuition for a regular course load taken at Fordham University. It is less the Federal Pell Grant, state assistance (for example, New York State Tuition Assistance Program [TAP] and/or scholarships or other state grants), and at least...
one-half of all outside aid received from all other sources. The Excellence in Theatre Scholarship also covers the average cost of a double room (excluding board and fees) if the student lives on campus. The scholarship is renewable provided the student’s academic major continues to be Theatre and all other requirements are met.

The Fordham Scholarship for Semifinalists in the National Merit, National Achievement, or Hispanic Recognition Competitions
Semifinalists and finalists in the National Merit, National Achievement, or Hispanic Recognition competition who are also in the top 10 percent of their high school class may receive this award. This scholarship augments other gifts or grants to cover full tuition for courses taken at Fordham University less the Federal Pell Grant, state awards (for example, New York State Tuition Assistance Program [TAP] and/or scholarship, or other state grants), and one-half of all gift aid received from all other sources.

Dean’s Scholarship
All freshmen applying for admission are reviewed for this very competitive scholarship. This merit based award is a minimum of $10,000 and may be higher, if need is demonstrated on the CSS Profile Application and FAFSA. To receive the award the student does not need to demonstrate need but the FAFSA must be filed. Should additional resources become available, the scholarship may be adjusted.

Fordham Theater Scholarship
Freshman candidates for admission who are Theatre majors are considered for the Fordham Theatre Scholarship based on both talent and financial need. The scholarship is renewable upon the annual filing of the FAFSA, provided the student’s academic major continues to be Theatre, a minimum 2.0 cumulative GPA is maintained and all other requirements are met.

The following four types of scholarships are awarded as part of the financial aid package:

Loyola and Jogues Scholarships
These two scholarships are awarded to students who show high academic performance and leadership ability. They are not awarded to recipients of the scholarships described above. Each student is notified of the specific GPA required for the renewal of these scholarships. Students eligible for both a Metro Grant and a Fordham Scholarship will receive the higher of the two, not a combination.

UPS Scholarship (formerly John LaFarge Fellows Scholarship)
This scholarship, which is funded by the UPS Foundation, assists students from underrepresented cultural minorities and/or special circumstances. The student must continue to demonstrate financial need for renewal of this aid.

Restricted Scholarships
Restricted Scholarships have criteria specified by the donor. Eligibility for all restricted scholarships is reviewed for all admitted applicants. These are scholarships supported by donated funds that are administered by Fordham University. A few of these are one-time awards, however, most can be renewed for up to four years. Once offered, renewable scholarships will be reawarded only if the specific scholarship requirements are met.

Athletic Scholarships and Grants
Student-athletes may be awarded scholarships based on athletic ability. The athletic department determines the amount of athletic aid each student-athlete will receive. For students with a financial aid package, this athletic aid becomes part of the package.

At the end of June, student-athletes are sent an athletic contract, which must be signed and returned before the aid becomes official and the student account is credited. All aid requires the annual filing of the FAFSA and compliance with team, league, and University policies.

Fordham Scholarship for School of Professional and Continuing Studies (PCS) and Gabelli School of Business (GBS) Evening for Both Full- and Part-Time Students

Dean’s Scholarship
Awarded to newly admitted students whose prior records and/or performance in the admissions skills assessment test demonstrate outstanding promise. Scholarships are automatically renewable for up to five years, assuming a B average, which is a 3.0 GPA (grade point average) in at least four courses per year. These awards are available only during the academic year (fall and spring terms).

Dean’s Achievement
Determined each year based on class rank during the prior academic year, during which the student completed at least four courses. This is not automatically renewable. These awards are available only during the academic year (fall and spring terms only).

ACE (Awards for Continuing Excellence)
Awards of $2,000 based on a 3.0 cumulative GPA in at least 24 completed credits. Applications are available in the early spring for the award in the next academic year (fall and spring terms).

Fordham Grants for Full-Time Students in Fordham College at Rose Hill (FCRH), Gabelli School of Business (GSB) (Day) and Fordham College at Lincoln Center (FCLC)

University Grant-in-Aid and Room Grant
This gift aid is awarded based on financial need and academic standing. The student must be a citizen of the United States or an eligible non-citizen. Room grant is also dependent on living in an on-campus Fordham residence hall. They require the filing of the FAFSA, an annual reaplication by the published deadline, continued demonstration of financial need and satisfactory academic progress. These are based on financial need, and can be renewed up to a maximum of eight academic year semesters (fall and spring only).
Tuition and Room Awards
A Tuition Award is a discount on tuition. A Room Award is a discount on room charges. These are not awarded to students that have grant-in-aid or room grants. The student must be a citizen of the United States or an eligible non-citizen. A Room award is also dependent on living in an on-campus Fordham residence hall. These awards can be renewed up to a maximum of eight academic year semesters (fall and spring only).

Metro Grant
This $6,000 grant is awarded only to entering freshmen and entering external transfers who commute to Fordham from their permanent residence in New York City or the surrounding areas. The student must be a citizen of the United States or an eligible non-citizen. The Metro Grant may be renewed to a maximum of eight academic year semesters (fall and spring only) as long as the student continuously commutes from their permanent residence and maintains satisfactory progress towards their degree. To receive the award the student does not need to demonstrate need, but the FAFSA must be filed annually. It becomes the first $6,000 of the financial aid package. Students eligible for both a Metro Grant and a Fordham scholarship will receive the higher of the two awards, not a combination of the two.

Other Aid

ROTC Incentive Award
This grant is offered to three and four year Army, Air Force and Navy ROTC full-tuition scholars. It covers the cost of a standard double-room or actual room costs, whichever is less. It does not include board or room-related fees. The ROTC package supersedes any financial aid package including scholarships.

Federal Pell Grant
The Federal Pell Grant program provides federal funds to exceptionally needy students. Eligibility for this grant, as well as the amount of this award is determined by the Expected Family Contribution (EFC) from your Student Aid Report (SAR). The SAR is a result of filing the FAFSA.

Federal Supplemental Education Opportunity Grant (SEOG)
The Federal Supplemental Educational Opportunity Grant Program (FSEOG) provides grant funds for undergraduate students who have not completed their baccalaureate degree and who also demonstrate exceptional financial need. This federally sponsored grant is available on a renewable basis to a limited number of students. Grants generally range from $500 to $1,500 per year.

Post-9/11 GI Bill
The Post-9/11 GI Bill provides education benefits for eligible veterans. The benefits will cover tuition and mandatory fees at the highest public in-state undergraduate tuition rate per credit hour and mandatory fees as set annually by the Department of Defense, be able to transfer unused educational benefits to their spouses or children. For more information on Post-9/11 GI Bill basic benefits, eligibility requirements, and transferability of benefits to dependents, please visit www.gibill.va.gov.

Yellow Ribbon Program
The Yellow Ribbon Program is part of the Post-9/11 GI Bill for eligible veterans or their dependents who are eligible for 100 percent benefits. It helps fund tuition and fees that exceed the amount covered by the basic Post-9/11 benefits. Awards are determined by the Veterans Affairs (VA) guidelines and Fordham’s annual Yellow Ribbon agreement with the VA.

State Grants/Scholarships

New York State Grant Programs
Full-Time Tuition Assistance Program (TAP)
Full-Time TAP is a grant and does not have to be paid back. These grants, ranging from $500 to $5,000 per year, are based on the family’s New York State taxable income from the previous calendar year. The TAP applications have more information and can be obtained by filing the Free Application for Federal Student Aid (FAFSA).
To be eligible for Full-Time TAP, you must:

- Be a United States citizen or eligible noncitizen
- Be a legal resident of New York State
- Have graduated from high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department
- Be enrolled as a full-time student taking 12 or more credits per semester
- Be matriculated in an approved program of study and be in good academic standing
- Have declared a major no later than within 30 days from the add/drop period
- In the first term of your sophomore year in an approved two-year program; or
- In the first term of your junior year in an approved four-year program
- Meet good academic standing requirements according to state requirements
- Not be in default on a student loan made under a NYS or federal loan program
- Meet income eligibility limitations

**New York State Part-Time TAP**

Part-Time TAP is a grant and does not have to be paid back. Part-Time TAP is not the same as Aid for Part-Time Study. The TAP applications can be obtained by filing the Free Application for Federal Student Aid (FAFSA).

To be eligible for Part-Time TAP, a student must meet all of the above criteria for Full-Time TAP with the exception of being full time, plus:

- Be a first-time freshman in the 2006-07 academic year or thereafter
- Have earned 12 credits or more in each of the two consecutive semesters, for a minimum total of 24 credits earned
- Maintain a minimum of a C average
- Be taking at least six but fewer than 12 credits per semester or at least four but fewer than eight credits per trimester

**(Aid for Part-Time Study) APTS**

The Aid for Part-Time Study (APTS) program provides grant assistance for eligible part-time students enrolled in approved undergraduate studies. Funding is limited and awarded on a first-come-first-serve basis. Awards provide up to $2,000 per year. An APTS award cannot exceed tuition charges. The APTS application can be obtained by visiting www.fordham.edu/finaid. Students must apply for APTS prior to the end of the second week of the semester. To be eligible for an APTS award, a student must meet all of the above criteria for Full-Time TAP with the exception of being full-time, plus:

- Be enrolled as a part-time student (less than 12 credits)
- Not have exhausted Tuition Assistance Program (TAP) eligibility

**Higher Education Opportunity Program (HEOP) Grant**

This aid is limited to New York State residents who have been designated as eligible for the HEOP program. This determination is made upon admission. It is gift aid, which does not have to be repaid. Part of this aid is credited to your account. If you are a commuting student, a portion of the HEOP grant will be paid to you in the form of a stipend.

**New York State World Trade Center Scholarships**

*(Not limited to New York State residents)*

The NYS World Trade Center Memorial Scholarship guarantees access to a college education for children, spouses, and financial dependents of deceased or severely and permanently disabled victims of the September 11, 2001, terrorist attacks on the United States or the subsequent rescue and recovery operations. This includes victims at the World Trade Center site, at the Pentagon, or on flights 11, 77, 93, or 175.

Survivors of the terrorist attacks who are severely and permanently disabled as a result of injuries sustained in the attacks or the subsequent rescue and recovery operations are also included.

For more information or to apply, visit http://www.hesc.com/content.nsf/SFC00/NYS_World_Trade_Center_Memorial_Scholarship.

**Other New York State Scholarships**

Visit http://www.hesc.com/content.nsf/SFC00/Grants_Scholarships_and_Awards_Quick_Reference to review other state scholarship programs for which you might be eligible.

**Other State Grants**

There are some states that allow students to carry state aid with them to colleges outside of their home state. These include but are not limited to Vermont, Rhode Island, Maryland, and the District of Columbia. If applicable, check with your guidance counselor to determine how to file.

**Outside Scholarships**

Outside scholarships or grants may be awarded from local community organizations, unions, etc. These awards must be reported to the Office of Student Financial Services as they are considered in the calculation of financial need and will be considered as a resource and a part of the financial aid package.

**Self-Help, Work, and Loan Programs**

Be sure to check the financial services website, http://www.fordham.edu/finaid, for up-to-date information.

**Federal Work-Study Program**

This aid is not credited to your Fordham student account. Wages are paid monthly directly to you in the form of a paycheck for the hours actually worked. The maximum annual earnings are limited to the amount listed in your award letter (generally a range of $1,500 to $3,000). If you have been offered work-study in your package and you accept the offer, the Office of Student Employment will contact you during the summer to arrange an interview and placement in a position. Employment is another opportunity to be a part of the Fordham community while
earning income to meet your day-to-day educational expenses. There are also opportunities to participate in the America Reads and Counts Challenge (ARCC) tutoring program in local schools.

**Federal Perkins Loan**
Loan funds from this loan program come primarily from repayments by previous Fordham University borrowers in addition to contributions from Fordham and the federal government. Loan amounts range up to $2,000. This loan currently has an annual interest rate of 5 percent. Interest does not accrue while you are in school. Repayment is spread over a 10-year period beginning nine months after you complete or terminate your education. The loan will be credited to your student accounts only after you sign a promissory note and complete an entrance interview. Cancellation of all or part of the loan may be earned by teaching in certain geographical locations, military service, and some counseling positions.

**Federal Direct Loan Programs (Subsidized/Unsubsidized, PLUS, and Graduate PLUS)**
The Direct Loan Program includes loans for students and for parents or guardians taken on behalf of dependent students.

**Subsidized/Unsubsidized Loan**
This loan is obtained through the federal government and is funded by the United States Department of Treasury. You are required to begin repayment six months from your last date of enrollment or from when you reduce your class load below six credits. At the time of publication, the interest rate for subsidized/unsubsidized loans is fixed at 6.8 percent.

**Annual Direct Loan Limits**

<table>
<thead>
<tr>
<th>All dependent undergraduates</th>
<th>Maximum subsidized eligibility</th>
<th>Unsubsidized eligibility (new)</th>
<th>Total Stafford Loan eligibility</th>
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<tbody>
<tr>
<td>Freshmen</td>
<td>$3,500</td>
<td>$2,000</td>
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<tr>
<td>Sophomores</td>
<td>$4,500</td>
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<tr>
<td>Juniors and seniors</td>
<td>$5,500</td>
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<tr>
<th>All dependent undergraduates with a PLUS denial and independent undergraduates</th>
<th>Maximum subsidized eligibility</th>
<th>Unsubsidized eligibility (new)</th>
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<tr>
<td>Juniors and seniors</td>
<td>$5,500</td>
<td>$7,000</td>
<td>$12,500</td>
</tr>
</tbody>
</table>

**Direct Subsidized Loan**
Offered to students who demonstrate financial need after considering all awarded aid. Interest is paid by a federal government subsidy while you are in school and during the loan grace period.

**Direct Unsubsidized Loan**
If you are not eligible based on financial need to borrow some or all of the Direct Subsidized Loan, you may borrow a Direct Unsubsidized Loan. The difference is that you, rather than the federal government, are responsible for the interest accrued after disbursement. You have the option of either making quarterly interest payments or having the accrued interest capitalized (added to your loan principal) at repayment.

Although an estimate of loan eligibility is provided in the award letter, you must accept your loan, and complete a Master Promissory Note (MPN) and Entrance Counseling Session to receive your loan funds. Fordham processes loans electronically. If you have not previously signed an MPN for a Federal Direct Subsidized/Unsubsidized Loan, you should complete one electronically at [http://studentloans.gov](http://studentloans.gov). Sign in and select the Complete MPN link. Follow the instructions until you receive the “Thank you for submitting the MPN” confirmation page. First-time borrowers at Fordham must also complete an Entrance Counseling Session before loan funds can be disbursed. This can also be done at [http://studentloans.gov](http://studentloans.gov).

**Federal Parent Loan for Undergraduate Students (PLUS) and Additional Unsubsidized Loan Eligibility**
Parents may borrow up to the cost of attendance minus any financial aid (this difference can include the expected family contribution) through the PLUS loan. To determine eligibility, parents must submit a credit check at [http://studentloans.gov](http://studentloans.gov). If approved, parents should go to [www.fordham.edu/finaid/plus](http://www.fordham.edu/finaid/plus) for instructions on how to submit a PLUS loan request to Fordham. Students whose parents are denied a PLUS loan may be eligible for additional Direct Unsubsidized Loan funding.

**Additional Direct Unsubsidized Loan eligibility:**
- Freshman and Sophomore: $4,000
- Junior and Senior: $5,000

Students must complete a FAFSA to qualify for the PLUS loan. Parents who only wish to determine if they are eligible and do not want to have their PLUS loan processed, can submit their credit check at [http://studentloans.gov](http://studentloans.gov) without completing a PLUS loan request at [www.fordham.edu/finaid/plus](http://www.fordham.edu/finaid/plus).

For additional financing information or to create a plan for financing your education at Fordham, a special tool is available to you at [http://my.fordham.edu](http://my.fordham.edu). Click on the “Student” or “Applicant” tab then select “Financing Fordham Online.”
Study Abroad Finances for Fordham Sponsored Programs

The University's goal is to make sure a study abroad experience is a viable option for students who meet eligibility criteria. Participation in selected programs may allow students to receive noninstitutional (federal/state) financial aid and a portion of their institutional (university) aid. Students must reapply annually and by the specified deadlines to be considered for all or a portion of aid from any source.

Noninstitutional Aid (Federal/State)
1. Students eligible for a Federal Pell Grant can apply their grant toward their semester abroad charges as long as all other eligibility requirements of the program and the University are met.

2. Students eligible for NYS TAP who meet program and University requirements may receive TAP for the semester. For other state aid, check with the awarding agency for eligibility.

Institutional Aid (University)
The total amount of university-funded aid applicable to study abroad is subject to a cap that is dependent on the type of program.

1. Portable types of institutional/university aid include grants-in-aid, university and restricted scholarships, and campus-based SEOG. This aid will be prorated. The aid from these sources cannot exceed the actual aid the student would be eligible for if in attendance at Fordham, and is subject to the following caps:
   • up to $5,000 per semester for full-year study at sponsored programs
   • up to $3,000 per semester for study at sponsored programs in Africa, Far East, Middle East, Eastern/Central Europe, Scandinavia, and Latin America
   • up to $2,250 per semester for study at all other sponsored programs

2. Non-Portable (aid that cannot be used for Study Abroad) types of institutional/University aid include:
   • Aid earmarked for housing in Fordham residence halls
   • Metro Grants awarded based on commuting to a Fordham campus
   • Tuition benefits obtained through FACHEX, Tuition Exchange, and Tuition Remission

Students are encouraged to research their options as there are outside scholarships for study abroad (Gilman Scholarship, Freeman Asia, NSEP program, etc.), and several of the sponsored programs offer their own scholarships and/or grants.

Academic Progress
Satisfactory academic progress must be maintained in order to continue to receive financial aid.

Students who are recipients of Federal Title IV aid programs (Pell, FSEOG, FWSP, Perkins Loan, Federal Stafford Loan, and students whose parents are taking a PLUS Loan) must maintain satisfactory academic progress as defined in the individual College sections of this bulletin. Additional copies of the definition of academic progress can be found in the Offices of the Dean and Student Financial Services. See individual school sections of this bulletin for the detailed criteria.

Students receiving University grants must meet at least these same standards and must have at least a 2.0 GPA. Aid is prioritized by academic performance and need. Scholarship recipients must meet all of the requirements of the individual scholarship program.

All academic progress decisions may be appealed in writing to the dean of the College. The appeal must be made within two weeks of the notification of academic standing. For more details, refer to the individual College sections of this bulletin.

All students receiving financial assistance under the New York State Tuition Assistance Program (TAP) must meet the New York State standards for academic progress, as well as a C index or 2.0 GPA by beginning of junior year. Students who receive awards under the New York State Tuition Assistance Program (TAP) risk losing eligibility for one or more future awards if they withdraw from all courses, complete less than minimum earned credits, or have a GPA below the minimum standards set by the Commissioner for Higher and Professional Education, State Education Department.

If a student should fall below these minimum standards, the state does offer two types of waivers to students due to extenuating circumstances. The first is a one time only waiver granted to students who were forced to drop or withdraw from courses after the add/drop date (causing the student status to fall below full time). The second waiver may be granted when a student is unable to meet academic requirements (at least 2.00 cumulative GPA by junior year) for a semester, but shows potential to complete the program of study.

A student requesting either waiver must submit a written request documenting the waiver reason to his/her Dean. The Dean in turn will evaluate the request and upon agreement, petition the registrar for final approval. Such a waiver may be granted provided that:

1. The student has been in good academic standing during previous semesters of attendance.
2. The student can demonstrate that extraordinary circumstances have prevented satisfactory degree progress.
3. The dean and the waiver committee can reasonably expect the student will meet future requirements of satisfactory progress as well as the school’s academic standards.
Academic Programs, Policies, and Procedures

Core Curriculum

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

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

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

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

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

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

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

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

NOTES: GSB and PCS students should refer to their respective chapters of this bulletin to guide their selection of liberal arts core courses. Students in the Class of 2012 and earlier should refer to the 2010-2012 Undergraduate
Bulletin for information regarding the previous core curriculum and core equivalents.

**Initial Courses**
The initial courses of the core curriculum begin the process of attaining the above goals and objectives with an emphasis on language mastery (English composition and foreign language preparation).

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

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

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

Language skills preparation: one to three courses. Students in modern languages starting a new language will take an intensive one-semester course (three class hours, two lab hours, two tutorial hours; five credits) in order to accelerate their progress (1001-Introduction I). This introductory course is followed by 1501/1502-Intermediate I/II and concludes with 2001. Students continuing with a language will be placed in Introduction II (only offered in the fall), in Intermediate I or II, or in 2001. No student is required to take more than four courses.


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

**In the Banner system, these courses may be located by searching for the appropriate subject code.**

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

**Introduction to Disciplinary Ways of Knowing and Concepts**
The second step continues the development of writing and oral expression as well as social awareness in the study of ways of knowing characteristic of liberal arts disciplines.

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

**MATH 1100-Finite Mathematics**
**MATH 1203-Applied Calculus I**
**MATH 1206-Calculus I**
**MATH 1700-Mathematical Modeling**
**CISC 1100-Structures of Computer Science**
**CISC 1400-Discrete Structures**
**CISC 1600-Computer Science I**

**In the Banner system, these courses will have the attribute Math/Computational Reasoning.**

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

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

**Two-course Disciplinary Sequences**
- BISC 1403-1404-Introductory Biology I and II
- BISC 1413-1414-Introductory Biology Lab I and II
- CHEM 1321-1322-General Chemistry I and II
- CHEM 1331-1332-General Chemistry Lab I and II
- PHYS 1501-1502-General Physics I and II
- PHYS 1511-1512-General Physics Lab I and II
- PHYS 1601-1602-Introductory Physics I and II
- PHYS 1701-1702-Physics I and II
- NSCI 1403-1404-General Biology I and II
- NSCI 1413-1414-General Biology Lab I and II
- NSCI 1423-1424 Concepts in Biology I and II
- NSCI 1433-1434 Concepts in Biology Lab I and II
- NSCI 1321-1322-General Chemistry I and II
- NSCI 1331-1332-General Chemistry Lab I and II
- NSCI 1501-1502-General Physics I and II
- NSCI 1511-1512-Physics Lab I and II

**Two-course Sequence for nonscience majors**
- NSCI 1050-1051 Health and Disease I and II

**Prerequisite: Mathematical/Computational Reasoning**

**Life Science for non-science majors**
- ANTH 1200-Introduction to Physical Anthropology
- BISC 1001-Human Biology
- BISC 1002-Ecology: A Human Approach
- NSCI 1030-Human Function and Dysfunction
- NSCI 1040-People and the Living Environment
- PSYC 1100-Biopsychology

**Prerequisite: Physical Science**

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

**PHIL 1000-Philosophy of Human Nature**

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

**THEO 1000 Faith and Critical Reason**

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

**ARHI 1100-Art History Introduction**
**VART 1101-Urbanism**
**MUSC 1100-Music History Introduction**
**MUSC 1101-Opera: An Introduction**
**THEA 1100-Invitation to Theatre**

**In the Banner system, these courses will have the Fine & Performing Arts attribute.**

**Texts and Contexts: One Required Course**
The introductory core course in English literature, which may include literature in translation, will teach the arts of literary interpretation by developing techniques of close reading, an appreciation of the relations among literary works and the contexts in which they are written and read, and an ability to write critically about the interplay between text and context. The sections of this course will offer students choice among thematic and topical foci, which will be specified in each section title and spelled out in the section’s description. All sections will be offered in the *Eloquentia Perfecta* format (see page 19), which emphasizes writing and presentation.

**ENGL 2000-Texts and Contexts**
(This course may also be offered by COLI, CLAS, MVST, and MLAL)

**In the Banner system, these courses will have the Texts & Contexts and EP2 attributes.**

**Prerequisite: ENGL 1102-Composition II**

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

**HIST 1000-Understanding Historical Change: Modern Europe**

**HIST 1075-Understanding Historical Change: Early Modern Europe**

**HIST 1210-Understanding Historical Change: Ancient Greece**

**HIST 1220-Understanding Historical Change: Ancient Rome**

**HIST 1300-Understanding Historical Change: Medieval History**

**HIST 1400-Understanding Historical Change:** Latin American History

**HIST 1550-Understanding Historical Change: East Asian History**

**AFAM 1600-Understanding Historical Change: African History**

**HIST 1700-Understanding Historical Change: Middle East History**

**HIST 1750-Understanding Historical Change:** Islamic History & Culture

**HIST 1800-Understanding Historical Change: Global History**

In the Banner system, these courses will have the Understanding Historical Change attribute.

**Social Sciences: One Required Course**

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

Courses at the 1000-level

**ANTH 1100-Introduction to Cultural Anthropology**

**ANTH 1300-Introduction to Archaeology**

**COMM 1010-Introduction to Communication and Media Studies**

**COMM 1011-Introduction to Media Industries**

**ECON 1100-Basic Macroeconomics**

**ECON 1200-Basic Microeconomics**

**POSC 1100-Introduction to Politics**

**SOCI 1100-Introduction to Sociology**

Courses at or above the 2000 level

**COMM 2010-Communication and Technology**

**COMM 2011 Mass Communication: Theory and Research**

**COMM 2701-Persuasion and Attitude Change**

**PSYC 2600-Social Psychology**

**PSYC 2700-Infant and Child Development**

**PSYC 2710-Adolescent and Adult Development**

**PSYC 2800-Personality**

**PSYC 2900-Abnormal Psychology**

In the Banner system, these courses will have the Social Science Core Req attribute.

**Advanced Disciplinary Study**

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

**Philosophical Ethics: One Required Course**

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

**PHIL 3000-Philosophical Ethics**

**Sacred Texts and Traditions: One Required Course**

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

**THEO 3100-3724 course with Sacred Texts and Traditions attribute**

**Advanced Disciplinary Courses in Literature, History, and Social Science: Two Required Courses**

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

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

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

In the Banner system, these courses will have the following attributes:

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

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

In the Banner system, these courses will have the attribute Interdisciplinary Capstone Core.

Values Seminar: One Required Course
In these courses, students will learn to identify, take seriously, and think deeply and fairly about complex ethical issues in contemporary and former times. Faculty from all departments in the Arts and Sciences will develop these capstone seminars. These small, writing intensive topical seminars will be offered in the Eloquentia Perfecta format (see below).

In the Banner system, these courses will have the attributes Value Seminar and Eloquentia Perfecta 4.

Distributive Requirements
Eloquentia Perfecta Seminars: Four Required Courses
Eloquentia Perfecta (EP) seminars will dedicate at least one-fifth of class time to student writing and oral expression. Students will be expected to take four EP seminars during the undergraduate years. Special sections of disciplinary core classes will be designated as Eloquentia Perfecta 1. These courses are reserved for freshmen students. Upper class transfer students are exempted from EP1. All sections of Texts and Contexts will be designated Eloquentia Perfecta 2. Special sections of core, major, and elective courses will be designated Eloquentia Perfecta 3. All Values Seminars will be designated Eloquentia Perfecta 4.

In the Banner system, these courses will have the appropriate Eloquentia Perfecta attribute.

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

In the Banner system, these courses will have the attribute Globalism.

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

In the Banner system, these courses will have the attribute Pluralism.

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

In the Banner system, these courses will have the attribute Service Learning.
**Special Academic Programs**

**Early Admissions to Graduate School of Arts and Sciences Masters Programs**

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

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

The early admissions policy is available for the following programs:
- Master of Science in Applied Psychological Methods
- Master of Science in Biology
- Master of Science in Computer Science
- Master of Arts in Economics
- Master of Arts in Elections and Campaign Management (Department of Political Science)
- Master of Arts in English
- Master of Arts in Ethics and Society
- Master of Arts in History
- Master of Arts in Latin American and Latino Studies
- Master of Arts in Philosophy
- Master of Arts in Political Science
- Master of Arts in Public Communications (Department of Communication and Media Studies)
- Master of Arts in Sociology
- Master of Arts in Theology
- Master of Arts in Urban Studies

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

**Applying for Early Admission to a GSAS Masters Program**

The GSAS Office of Admissions accepts online applications only. The application is available at [http://www.fordham.edu/gsas](http://www.fordham.edu/gsas), and by clicking “Apply Online.” An applicant can access his/her application as often as he or she wishes and submit the application to the Office of Admissions only when it is complete. Please note that you can submit your application before all of your recommenders have submitted their letters of recommendation.

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

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

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

**Graduate Study**

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

In addition, Fordham College seniors are allowed to register for courses in Fordham’s Graduate School of Arts and Sciences. Seniors with an index of at least 3.000 may register for courses offered by their major department. Students wishing to take graduate courses must get permission from the department and the dean of the Graduate School of Arts and Sciences, then contact their class dean to be registered.
Higher Education Opportunity Program (HEOP)

Directors: Stephie Mukherjee (RH), Elena Vranich, Ph.D. (LC)
RH: Freeman Hall 102, (718) 817-4205
LC: Lowenstein 803, (212) 636-6235

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

Academic Advising for Student-Athletes

Director: Francis P. Taylor III
RH: Keating Hall 106, (718) 817-4660, ftaylor@fordham.edu

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

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

Tutorials

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

Institute of American Language and Culture (HESIS Code 1508)

Director: Irene Badaracco, Ph.D.
LC: 33 West 60th Street, 3rd Floor, (212) 636-6353
Web: www.fordham.edu/esl

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

Service-Learning Program

Faculty Director: Jeannine Hill Fletcher, Ph.D. (Theology)
Duane Hall 142, (718) 817-3256, hillfletche@fordham.edu

Dorothy Day Center for Service and Justice

Program Director: Sandra Lobo Jost, M.S.W., lobo@fordham.edu
Rose Hill Associate Coordinator: Justin Freitas, M.S.W.
McGinley 101, (718) 817-4510, freitas@fordham.edu
Lincoln Center Associate Coordinator: Kate Cavanagh, M.S.W.
Lowenstein SL18A, (212) 636-7464, cavanagh@fordham.edu

As a living-learning initiative, service-learning offers students an opportunity to expand their academic experience by bringing together service in the community with the learning resources of a course. The central idea with service-learning is that students are testing the concepts of their courses (e.g., in the humanities) or practicing the skills of a course (e.g., languages or sciences) through experience in the community. This experience is in service to an underrepresented or marginalized group. Thus, service-learning aims to create mutually beneficial relationships for the student who learns course materials through additional methods, exposure and experience, and the community agency where the student volunteers his or her time. Aligned with Fordham’s mission as a Jesuit university, service-learning aims to form students in a “well-educated solidarity” (Jesuit Conference 2002, 31
“Communal Reflection on the Jesuit Mission in Higher Education”) and to provide an opportunity to apply academic resources to the work of social justice.

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

Currently, Fordham has service-learning initiatives across the disciplines in two forms, including:

**Service-Learning Interdisciplinary Seminar**

Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies students are eligible to enroll in the Service-Learning Interdisciplinary Seminar. The Service-Learning Interdisciplinary Seminar brings together community service, reflection, and coursework. Students in the Interdisciplinary Seminar volunteer in the local community and connect this to the work of a course in which they are enrolled. The faculty member teaching this course serves as their service-learning mentor, while students across the disciplines come together at the Interdisciplinary Seminar sessions organized through the Dorothy Day Center for Service and Justice.

The requirements for the Service-Learning Interdisciplinary Seminar include: 30 hours of community service, two integrative essays, five interdisciplinary seminars, and weekly reflections assignments. Through successful completion of the program, students earn an additional credit for the course in which they are enrolled. Students may receive only one extra course credit per semester and a total of three credits during their undergraduate career. Students receive credit for the learning that takes place through the integration of service and scholarship, not for the service itself.

To become a participant in the Interdisciplinary Seminar a student must:

1. Preregister for SERV-0099; choose the section for your home campus.
2. Choose the course and service agency with which you would like to partner (staff assists in each student’s placement at an agency).
3. Pick up a service-learning agreement from the Dorothy Day Center for Service and Justice in McGinley 101 or Lowenstein SL 18A.
4. Discuss connections between service and the course with a service-learning staff member.
5. Discuss connections between service and the course with the instructor: Get instructor’s approval and have the instructor sign the agreement. (E-mail a copy of the syllabus to the service-learning staff.)
6. Discuss the agreement with an agency supervisor, who must also sign the agreement.

7. Make a copy of the agreement for your own records and return the original to the Dorothy Day Center for Service and Justice by the second Friday of the semester.

**Integrated Service-Learning Courses**

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

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

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

Possible service-learning courses have included:

- AFAM 4800 – Community Research Methods: Oral History
- COMM 4001 – Films of Moral Struggle
- ECON 3240 – World Poverty
- ENGL 3964 – Homelessness: Literary Trope and Historical Reality
- HIST 3808 – New York City Politics
- HIST 3940 – The African City
- HPRU 3051 – Ethical Dimensions of Contemporary Social Problems
- PHIL 3000 – Philosophical Ethics
- PHIL 3109 – Environmental Ethics
- PHIL 3815 – Political Philosophy: Introduction to Peace and Justice
- PHIL 3962 – Sustainability and Process
- POSC 2506 – Global Governance
- POSC 3916 – Understanding the Global Economy
- POSC 4107 – Municipal Elections
- PSYC 2900 – Abnormal Psychology
- PSYC 3107 – Clinical Child Psychology
- PSYC 4810 – Community Psychology
- PSYC 4830 – Practicum in Psychology
- THEO 1000 – Faith and Critical Reason: Service
- THEO 2075 – The Prophets
- THEO 3220 – Parables of Jesus
- THEO 3500 – Religion in Public Life
- THEO 4001 – Art and Christian Values
- THEO 4020 – Faith that Imagines Justice
- THEO 4030 – Moral Aspects of Medicine
- SOCI 1100 – Introduction to Sociology Through Community Service
- SOCI 3256 – Politics in Film
- SOCI 3504 – Work and Family
- SOCI 4970 – Community Service and Social Action
- SPAN 2640 – Spanish in New York City
- WMST 3010 – Feminist Theories in Inter-Cultural Context
Internship Programs

Career Services Office, Experiential Education Program
RH: Bernie Stratford, Director of Experiential Education Program, McGinley Center 224, (718) 817-0577
Samantha Friedberg, Internship and Employment Administrator
McGinley Center 224, (718) 817-4350
LC: Marion Viray, 33 W. 60th Street, 8th Floor, (212) 636-6280
Web: www.fordham.edu/career

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

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

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

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

FRCR, FCLC, PCS College Policy

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

- Enroll in an internship tutorial and meet with the instructor on a regular basis
- Enroll in an internship seminar within a discipline, if one is available
- Enroll in a general internship seminar, e.g. SOCI 4900, SOCI 3321

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

International and Study Abroad Programs

Director: Ronald S. Méndez-Clark, Ph.D.
RH: Walsh Library, Suite 039
LC: 33 W. 60th Street, Room 309
Web: www.fordham.edu/isap

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

Sponsored programs at some destinations (mostly in Ireland, Scotland, Australia, and England) give students the opportunity to enroll directly and do all coursework at a foreign university. Students considering these programs should note that they will be exposed not only to a different culture but also, and more significantly, to a different academic tradition and to different teaching styles, conventions, and assessment methods. In “island” or “hybrid” programs in which coursework is mostly done at a study center for American students, the methods of assessment and expectations of students will be significantly closer to those with which American students are familiar, but exposure to students from the host country and their educational system will be limited. Some sponsored

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programs have a specific focus and are distinctively designed for students from Jesuit universities. These include: Casa de la Solidaridad at Universidad Centroamericana in El Salvador and The Beijing Center for Chinese Studies in China. Fordham University currently maintains two centers abroad. The Fordham University London Center offers semester-long programs in theater and business studies: the London Dramatic Academy and the Gabelli School of Business in London. In addition, Fordham in Granada offers a spring semester program for students studying Spanish language and culture.

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

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

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

Reserve Officers’ Training Corps (ROTC)

Army Reserve Officers’ Training Corps (ROTC)

Enrollment Director E-mail: arotcroo@fordham.edu
RH: Faculty Memorial Hall, Room 130, (718) 817-4098/4875 or toll-free at 1-800-692-7628
Web: www.nycrotc.com

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

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

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

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

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

For more ROTC scholarship and incentives information, please refer to the Financial Services chapter of this bulletin. For ROTC course listings please refer to the Gabelli School of Business's section dealing with this program.

Naval Science

SUNY Maritime College, Fort Schuyler, (718) 409-7241
Web: www.sunymaritime.edu/NROTC and MMR

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

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

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

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

Those interested can also refer to the pertinent paragraphs in the Grants and Scholarships section under the Financial Services chapter of this bulletin.
**Aerospace Studies**

Unit Admissions Officer E-mail: afrotc@manhattan.edu  
Manhattan College, Leo Engineering Building, Room 246, (718) 862-7201  
Web: home.manhattan.edu/~afrotc

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

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

Those interested in obtaining more information about the four-year and two-year Air Force ROTC Scholarship and College Programs should contact the Unit Admissions Officer. Please call (718) 862-7201, visit the AFROTC detachment website or write to:

AFROTC Detachment 560 | Manhattan College  
Leo Engineering Building, Room 246  
3825 Corlear Avenue | Riverdale, NY 10463

**Academic Policies and Procedures**

**University Code of Conduct**

**Rationale for University Discipline**

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

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

**Jurisdiction**

Persons: This Code shall apply to every member of the Fordham University community which includes faculty, students, administrative officials, and staff. When any individual accused of violating this University Code of Conduct maintains more than one of the above-mentioned statuses in the University, determination of his or her status in a particular situation will be made in the context of the surrounding facts.

**Violations**

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

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

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

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

I. The Academic Integrity Statement

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

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

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

II. Standards of Academic Integrity

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

A. Plagiarism

Plagiarism occurs when individuals attempt to present as their own what has come from another source. Plagiarism takes place whether such theft is accidental or deliberate. It is no defense to claim that one has “forgotten” to document ideas or material taken from another source.

Examples of plagiarism include, but are not limited to:

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

B. Cheating

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

Examples of cheating include, but are not limited to:

1. Having or using unauthorized materials, information or an unauthorized device at an examination, test, or quiz;
2. Copying from another student at an examination, test, or quiz, or copying another student’s assignment, data, or laboratory report;
3. Permitting another student to copy from an assignment, paper, computer program, project, examination, test, or quiz;
4. Obtaining and/or using an unauthorized examination, test, or quiz prior to its administration;
5. Having another person act as proxy to take an examination, test, or quiz or to complete an assignment, paper, computer program, or project.

C. Falsification

Falsification occurs when individuals make false statements that mislead others.

Examples of falsification include, but are not limited to:

1. The submission or presentation of a falsified excuse for an absence from a course requirement, examination, test, or quiz;
2. The presentation of false identification or credentials in order to gain admission to a course, examination, test, quiz, or degree program;
3. The creation of a false or misleading citation;
4. The manipulation or falsification of data for an academic assignment.

D. Unapproved Collaboration

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

E. Other Violations of Academic Integrity

Additional violations of academic integrity include, but are not limited to:
i. Theft, destruction, or tampering with library materials, audio- and videotapes, computer hardware or software;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Meeting with the Dean and Administration of Sanctions**

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

**Record Keeping**

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

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

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

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

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

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

**VI. Sanctions for Violations of Academic Integrity**

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

**A. First Offense**

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

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

**B. Second Offense**

i. The student shall receive an F for the course and shall be subject to suspension or expulsion from the college, at the discretion of the dean. In the event that the student receives an F in the course and subsequently elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF, a grade which is equivalent of an earned F in the cumulative quality point index. If the student is expelled, the notation—Withdrawn by the University—will appear on his or her transcript.

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

**C. Third Offense**

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

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

NOTE: The Academic Integrity Violation Report is available on the Fordham University website at www.fordham.edu/undergraduateacademicintegrity.

Integrity of Full-Time Study

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

Grading System

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
<th>Grade Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent. Honors-level work, outstanding.</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Still excellent.</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Very Good. High level of performance.</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Good. Solid and above average level of performance.</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Good. Above average.</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Better than satisfactory.</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Satisfactory. Acceptable level of performance.</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Minimally Acceptable.</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Passing but unsatisfactory. Below the average level expected. The lowest passing grade.</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failure. Inferior performance.</td>
</tr>
</tbody>
</table>

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

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

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

INC  Temporary grade given when a course requirement, other than the final exam, has not been met, given only for rare and compelling circumstances.

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

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

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

Helpful Definitions for Reading Grade Reports on My.Fordham

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

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

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

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

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

Pass/Fail

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

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

Students are permitted to take one course per year on a pass/fail basis in their sophomore, junior, and senior years. (In the Gabelli School of Business Administration, students are only permitted to exercise their pass/fail option for liberal arts electives. Pass/Fail courses may not be used for the fulfillment of courses going toward majors, minors, or concentrations.) Credit will be granted for a passing grade (D or better), but since there is no numerical value attached to a pass/fail grade, the grade is not computed in the student's index.
Withdrawal from a Course
With the permission of the appropriate assistant dean, a student may withdraw from a course or courses until the deadline specified in the academic calendar. If permission is obtained, the student will be awarded the grade of W, a grade which carries no academic penalty; if the student withdraws without permission, he or she will be awarded the grade of WF, a grade which is the equivalent of an earned F in the cumulative quality point index. If a student withdraws from a course after the deadline specified in the academic calendar, they will receive a WF. If a student is found in violation of the Academic Integrity Policy and receives an F in a course, and subsequently elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF. Students who withdraw from a course are responsible for discussing with the appropriate assistant dean how the lost credits will be made up. In addition, they are advised to refer to the information on tuition refunds in the Academic Programs, Policies, and Procedures chapter of this bulletin for information about financial penalties.

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

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

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

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

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

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

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

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

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

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

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

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

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

Midterm Grades for Freshmen
In freshman year, all full-time students receive an alphabetical evaluation of their work at midterm. Parents of Fordham College at Rose Hill freshmen are also mailed a copy of midterm grades. This grade is not factored into the student's academic record nor does it affect their GPA. It only indicates where they stand in their semester work and, if they are failing, urges them to make the necessary adjustments to better their performance.
Midterm Appraisal
At the midterm of both the fall and spring semesters, teachers inform their students about their standing in their respective courses. This is accomplished through conferences with students or by other appropriate means of the teacher’s choosing. Students are responsible for learning their academic standing at this time. Students who withdraw after the deadline for withdrawing will receive a grade of WF for the course.

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

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

Student Attendance

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

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

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

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

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

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

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

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

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

Procedure for Documenting Student’s Excused Absence

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Readmission**

Students wishing readmission to Fordham University after a withdrawal<br>or leave of absence should reapply through the Office of Admission.

**Payment of Tuition and Fees**

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

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

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

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

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

For those students who are eligible to pay by credit card, payment may be<br>made in person or by calling Enrollment Services during regular business hours at (718) 817-4900 or by accessing my.fordham.edu and clicking on “Make a Payment.” Credit cards currently accepted are VISA, MasterCard, American Express, and Discover. Credit card payments sent to the P.O. Box address will be returned to the sender. For the most up-to-date payment methods, please visit [www.fordham.edu/payments](http://www.fordham.edu/payments).

**Late Payment and Penalties**

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

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

**Refund Policies and Procedures**

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

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

Credit balances resulting from anticipated payments, third party<br>payments (i.e., outside scholarship providers, employers, governmental<br>agencies, New York State Tuition Assistance Program [TAP], etc.) or<br>personal checks will only be refunded once funds are received by<br>the University and applied to the student’s account. Refunds will be<br>processed as follows: credit back to the original credit cards up to the<br>amount of the original charge, PLUS loans refunded to parents, monthly<br>payment plan payments usually refunded to applicant; all other credits<br>will be refunded to the student. Student refund checks are mailed to the<br>student’s local address, unless otherwise specified on the refund request<br>form.

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

Room deposits are refundable according to the following schedule:

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

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

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

A student is considered withdrawn from the University only if an official<br>withdrawal form has been submitted to the Office of Academic Records.<br>The effective date of withdrawal will be the date this form is signed by to<br>the Office of the Dean.
Refund of Institutional Charges
The following refund policies are based on 100 percent payment of all institutional charges for the enrollment period. The refund period begins on the first day of the enrollment period.

**Institutional Refund Policy (Tuition)**

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

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

**Institutional Return Policy**
(Residence hall charges, other than room deposits)

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
<th>Due Fordham</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to availability</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Prior to second week of availability</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Prior to third week of availability</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Prior to fourth week of availability</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Prior to fifth week of availability</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Thereafter</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Changes to federal law may affect this policy.

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

**Step 1: Determine the withdrawal date.**

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

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

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

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

**Step 2: Calculate the percentage of enrollment period completed.**
The percentage of enrollment period completed is determined by dividing the total number of calendar days in the enrollment period into the number of calendar days completed in that period as of the withdrawal date. (The total number of calendar days in a payment period includes all days within the period. Scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in the enrollment period and the number of calendar days completed in that period.)

**Step 3: Calculate the amount of Title IV assistance the student can keep.**
If the withdrawal date is greater than 60 percent of the enrollment period (semester), the student can keep 100 percent of the Title IV aid received for that semester. If the withdrawal date is less than or equal to 60 percent of the semester, the amount of Title IV funds that the student can keep is calculated by determining the percentage of Title IV funds that has been earned by the student for that semester. Then apply this percentage to the total amount of Title IV funds that was disbursable for the semester as of the withdrawal date.
The amount of Title IV funds that the student cannot keep is calculated by subtracting the amount of Title IV funds the student can keep from the total of Title IV aid received.

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

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

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

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

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

**University Policy**

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

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

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

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

Kathryn J. Rodgers
Interim Director of Institutional Equity and Compliance
Administration Building, Room 114
Rose Hill Campus
(718)817-3112
krogers7@fordham.edu

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

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

**Campus Security**
The Advisory Committee on Campus Security will provide upon request all campus crime statistics as reported to the U.S. Department of Education. The U.S. Department of Education Website is www.ed.gov. Fordham University provides campus crime statistics on its Website, www.fordham.edu. Requests for a hard copy can be directed to the University Associate
Vice President Safety / Security by phone at (718) 817-2222 or in writing to: Associate Vice President Safety / Security, Thebaud Annex, Fordham University, 441 East Fordham Rd., Bronx, NY 10458.

Equity in Athletics Disclosure Act

In accordance with the “Equity in Athletics Disclosure Act,” effective July 1, 1996, information regarding the intercollegiate athletics program is available for review upon request to the Director of Athletic Administration, Fordham University, Rose Hill Gymnasium, Bronx, New York 10458, Telephone: (718) 817-4300.

Support Services for Students with Disabilities

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

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

Applicants who have been accepted for admission, or current students who are seeking accommodation(s) for a disability should contact the Director of Disability Services at the following locations: Lincoln Center Campus, Lowenstein Room 207, (212) 636-6282; Rose Hill Campus, O’Hare Hall, Lower Level, (718) 817-0655; Westchester students should contact the Rose Hill office (718) 817-0655.

Student Records

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

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

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

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One of the exceptions which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as on a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon the request of officials of another school in which a student seeks or intends to enroll, the University may disclose educational records without the student’s consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fordham University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

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

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

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

For information on Fordham University’s participation in the Post 9/11 GI Bill Yellow Ribbon Program, please refer to http://www.fordham.edu/tuition__financial_a/veterans_initiative_71659.asp.
Fordham College at Rose Hill

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

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

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

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

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

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

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

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

Administration
Dean: Michael Latham, Ph.D.
Associate Dean: Rosemary Santana Cooney, Ph.D.
Associate Dean for Science Education: Donna Narsavage Heald, Ph.D., Director of Pre-Health Professions Advising
Assistant Deans: John Dzieglewicz, S.J., Ph.D., Assistant Dean of Seniors
William Gould, Ph.D., Assistant Dean of Juniors
Luz Lenis, Ph.D., Assistant Dean of Sophomores
Robert J. Parmach, Ph.D., Assistant Dean of Freshmen
Michelle Bata, Ph.D., Assistant Dean
Erin Marie Burke, Assistant Dean of Transfer Students and Director of Pre-Law Advising
Ellen Watts, Assistant Dean for Pre-Health Advising
Administrative Assistant: Tara McWilliams

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

Core Curriculum
The Core Curriculum is described in greater detail in the Academic Programs, Policies, and Procedures chapter of this bulletin.

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

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

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

Students interested in premedical or pre-health professions, architecture, the 3-2 cooperative engineering program, or the teacher education track
should indicate this program interest when applying. Changes may be made during the summer prior to beginning of classes. Incoming freshmen will be registered for the courses specified by these programs. Changes subsequent to the start of classes may be made in consultation with the student’s class dean.

Major fields of study leading to the B.A. degree

- African and African American Studies
- American Studies
- Anthropology
- Art History
- Classical Civilization
- Classical Languages
- Communication and Media Studies
- Comparative Literature
- Economics
- Environmental Policy
- English
- French Language and Literature
- French Area Studies
- German Language and Literature
- German Area Studies
- History
- Integrative Neuroscience
- International Political Economy
- Italian Language and Literature
- Italian Area Studies
- Latin American and Latino Studies
- Mathematics/Economics
- Middle East Studies
- Medieval Studies
- Music
- Philosophy
- Political Science
- Religious Studies
- Social Work (available as a second major)
- Sociology
- Spanish Language and Literature
- Spanish Area Studies
- Theology
- Urban Studies
- Visual Arts

Major fields of study leading to the B.A. or B.S. degree

- Biological Sciences
- Computer Science
- Information Science
- Mathematics

Major fields of study leading to the B.S. degree

- Chemistry
- Engineering Physics
- Environmental Science
- General Science
- Integrative Neuroscience
- Physics
- Psychology

The Minor

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

Electives

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

Degree Requirements

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

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

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

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

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

**The College Council**

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

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

**Academic Policies and Procedures**

**Financial Aid**

All inquiries concerning financial aid should be directed to the Office of Student Financial Services at (718) 817-3800.

The University has developed an extensive financial aid program to help all students attend Fordham College at Rose Hill. This aid may be in the form of a scholarship or grant-in-aid, a loan, or a work grant.

Fordham University's Financial Aid Guide describes the principal forms of university, state, and federal financial assistance and explains the procedure for applying for these programs. The guide is available upon request at the Office of Student Financial Services.

**Registration**

**Matriculation**

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

**Classification of Students**

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

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

**Official Registration**

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

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

By way of exception, third- and fourth-year students who have achieved a 3.600 grade point average (cumulative or for the two preceding semesters) are eligible for a scholarship for a fifth course taken to enrich their academic program. Such scholarship courses and credits may not be used to accelerate graduation, that is, to reduce the number of full-time semesters a student spends in Fordham College at Rose Hill. To register for a fifth course, approval of the appropriate class dean is necessary.

Juniors and seniors with a grade point average lower than 3.600 may not take an additional course except for unusual reasons and with the approval of the class dean. In such cases, payment per credit over 18 is required.

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

**Course Changes**

By the last day of course changes, as specified in the academic calendar, students should recognize that they have made a serious commitment to complete the courses for which they have registered. Alterations in registration after the last day for course changes will be allowed only if the class dean determines that such a change is important to the academic program of the student. Students’ nonacademic commitments should be arranged so as not to interfere with coursework to which the student is committed by registration.
Change of Address or Name
Students are expected to notify the class dean and the Office of Academic Records immediately of any change of address or change of name.

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

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

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

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

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

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

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

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

The minimal GPA required for acceptable academic standing is shown in Table 1 by semester and year of attendance. Failure to meet this standard may result in academic probation, suspension or dismissal.

Table 1. Academic Standing as Reflected in Grade Point Averages

<table>
<thead>
<tr>
<th>Years of Attendance / Semesters Until Graduate</th>
<th>Minimally Acceptable</th>
<th>Academic Probation</th>
<th>Academic Suspension</th>
<th>Academic Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 semesters until graduate</td>
<td>1.350</td>
<td>1.200-1.349</td>
<td>1.000-1.1999</td>
<td>less than 1.000</td>
</tr>
<tr>
<td>6 semesters until graduate</td>
<td>1.600</td>
<td>1.500-1.599</td>
<td>1.450-1.499</td>
<td>less than 1.450</td>
</tr>
<tr>
<td>Second Year:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 semesters until graduate</td>
<td>1.700</td>
<td>1.600-1.699</td>
<td>1.550-1.599</td>
<td>less than 1.550</td>
</tr>
<tr>
<td>4 semesters until graduate</td>
<td>1.800</td>
<td>1.700-1.799</td>
<td>1.650-1.699</td>
<td>less than 1.650</td>
</tr>
<tr>
<td>Third Year:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 semesters until graduate</td>
<td>1.900</td>
<td>1.800-1.899</td>
<td>1.700-1.799</td>
<td>less than 1.700</td>
</tr>
<tr>
<td>2 semesters until graduate</td>
<td>2.000</td>
<td>1.900-1.999</td>
<td>—</td>
<td>less than 1.900</td>
</tr>
</tbody>
</table>

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

Table 2. Minimum Credit Completion Policy

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

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

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

Appeals Process
Academic progress decisions may be appealed, in writing, to the dean of the college. The appeal must be made within three business days of the notification of academic standing. The decision of the dean shall be final.
Academic Probation
Probation (conditional promotion) is a serious warning that the student must improve his/her academic performance. Students on probation may continue to study at Fordham and may be awarded financial aid. Probationary status is not automatically acquired by the student but must be granted by the dean and is restricted to two consecutive semesters.

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

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

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

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

If after a period of suspension, a student wished to continue his or her studies in the college, he or she must formally apply for readmission to the college. In order to be readmitted to the college, the student must achieve a 2.75 GPA at an approved baccalaureate institution and show that the deficiencies that caused her/his suspension have been addressed and remedied.

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

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

Once a student has been dismissed from the College for academic reasons, he or she may not take courses in Fordham College at Rose Hill.

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

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

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

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

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

Academic Honors, Awards and Societies

Dean’s List
The Dean’s List, published annually in the fall, is composed of those students in each of the four classes who have received letter grades for at least 24 credits during the preceding academic year and have achieved high scholastic standing with a quality point index of 3.60. Scrolls are presented annually to all students on the Dean’s List at a ceremony in the fall.

First Honors are awarded to all students who obtain a quality point index of 3.90. Second Honors are awarded to all students who obtain a quality point index of 3.80.

Scholarships and Awards
In addition to the scholarships, prizes, and awards listed in the Financial Services chapter, students of Fordham College at Rose Hill are also eligible for these scholarships:
The Monsignor Henry A. Brann Scholarship provides scholarship assistance to a student in Fordham College at Rose Hill, with the recipient being designated by the pastor of St. Agnes Church, New York City.

The Michael J. Breslin III Scholarship Fund was established in memory of Michael J. Breslin III by his family and friends. The fund will assist students of Fordham College at Rose Hill and the Gabelli School of Business Administration in the payment of tuition expenses, with preference given to members of the Fordham Rugby Union Football Club. The recipients are selected by the deans of Fordham College at Rose Hill and the Gabelli School of Business Administration on the basis of academic achievement and financial need.

The Fordham College Class of 1940 Scholarship Fund was established by the members of the Class of 1940. The fund is awarded to Fordham College at Rose Hill undergraduate students who are children or grandchildren of members of the Class of 1940. For further information, contact the Office of Student Financial Services.

The Dean’s Summer Research Grant was funded through the generosity of our alumni. The College administers and awards to undergraduates a number of summer fellowships and scholarships that support a range of creative and academic endeavors that enrich the undergraduate experience, and that prepare students for graduate work and for application for fellowships. Awards are made at the discretion of the dean.

The Class of 1989 Scholarship was established by the members of the Class of 1989 in loving memory of two classmates who died during their senior year, Gregory Aiosa and Mark Tobin. The recipient is selected by the deans of Fordham College at Rose Hill and the Gabelli School of Business Administration on the basis of the applicants’ academic and extracurricular achievements.

The Fordham University Club of Washington, D.C., offers an annual scholarship to undergraduate students whose permanent residence is within the greater Washington, D.C., area and who exhibit financial need. For further information, contact the Office of Student Financial Services.

The Martin H. Glynn Scholarship was established in memory of Martin H. Glynn to assist in defraying tuition expenses in Fordham College at Rose Hill for students who come from Albany and Columbia Counties in New York State.

The Thomas Kavanagh Scholarship was established by a bequest from Thomas Kavanagh. The Kavanagh Scholarship is awarded annually to a communication and media studies major to help defray some of the tuition costs associated with the senior year in college. In order to apply for the scholarship, students should consult the Office of the Dean.

The Leahey Renaissance Student Award Named in honor of Edward B. Leahey, Jr., M.D., FCRH ’69, this scholarship award is presented to a Renaissance-type student with broad cultural intellectual interests and a record of good academic achievement and service to the College, to be used for foreign study or travel before the beginning of senior year.

The Clare Boothe Luce Undergraduate Scholarship Fordham University has been given a grant from the Clare Boothe Luce Scholarship Fund to award scholarships each year to outstanding sophomore women who are majoring in biology, chemistry, physics, mathematics, or computer science and who are not planning medical careers. The scholarship fund was set up by Mrs. Luce in her will in order to encourage women to enter those math and science fields in which they have not been well represented.

The Fordham scholarship recipients will be designated Clare Booth Luce Scholars, and the award will cover tuition and if applicable room and board charges for their junior and senior years. A stipend will also be provided for research at Fordham during the summer between junior and senior years. Sophomores interested in applying for the scholarship should contact Dean Lenis in the fall of their sophomore year.

The John Marion Scholarship Established by Mr. Walter Annenberg to honor Mr. John Marion, FCRH ’54, the retired chairman of the board of Sotheby’s, the Marion scholarship is awarded annually to a student who excels in the study of the fine arts. To apply for the scholarship, students should consult with the Department of Art History and Music.

The Harold Mulqueen, S.J., Scholarship is awarded to a member of the University band to be selected by the moderator of the band. (Students in the Gabelli School of Business are also eligible for this scholarship.) Please consult with the director of bands/orchestra for details.

The Summer Student Science Internship was funded through the generosity of alumni on the Fordham College Board of Visitors. Qualified students in biology, chemistry, physics, and psychology are invited to do research with a faculty mentor. The fellowship covers a student stipend as well as room and board.

The Regis High School Alumni Association Scholarship provides tuition assistance for a graduate of Regis High School, New York City. For further information, contact the Office of Student Financial Services.

The Edward A. Walsh Scholarship honors the memory of one of Fordham’s legendary professors of communications. The scholarship is intended to help a senior majoring in communication and media studies cover the cost of tuition during the senior year. Please consult the Department of Communication and Media Studies for details.

Travel Fellowships
The College awards fellowships every year to juniors on the basis of academic performance, service to the College, and the imaginative nature of the travel proposed for the following summer. Applications for the fellowships below must be made to the dean of the College by March 15 of each school year.

Charles W. Baisley Travel Fellowship: This Fellowship was established through the generosity of Mr. Baisley, a member of the Fordham College Class of 1952 and is a one-time award to a full-time student who has excelled in academics, has been accepted into an international study program, and has financial need.

The George McMahon, S.J., Travel Fellowship: Funded by the Alumni Association of Fordham College to honor George McMahon, S.J., a former dean of the College, this fellowship is intended to help a student defray the cost of travel during the summer between junior and senior year. The fellowship will be awarded to a student who is a member of the Fordham
Club, the United Student Government, the Fordham University Band, or members of the University’s intercollegiate sports teams.

The Tobin Travel Fellowships: Funded by the Tobin family and their friends to honor the memory of Mark Tobin, FCRH ’89, these fellowships are intended to help students defray the costs of travel during the summer between junior and senior year. Applicants should have broad academic and extracurricular interests. The fellowship committee will give special consideration to applicants whose travel plans show imagination and creativity.

External Scholarships and the Campion Institute
The college strongly encourages all students to compete for fellowships and grants. Not only do such applications offer the prospect of support for undergraduate and graduate studies, but the process of applying for these awards yields important long-term benefits. Many award competitions demand immediate action during the first weeks of classes in the fall, particularly those of interest to graduating seniors. Those students who intend to apply for external scholarships should see John Kezel, Ph.D., University director of prestigious fellowships and the Campion Institute for the Advancement of Intellectual Excellence, for more information in Thebaud 107, (718) 817-2771, as soon as possible and preferably no later than the fall of their junior year.

The Campion Institute prepares students to apply for prestigious fellowships by means of meetings and workshops that alert the student to different opportunities and that discuss the different elements of the application process, such as proposal writing and interviewing techniques. Certain students are recommended to work closely with faculty mentors in composing their fellowship applications.

The following is a brief outline of the key fellowship and grant competitions open to Fordham undergraduates. (For information on graduate or professional school scholarships, students should contact the appropriate departmental or career adviser and should write directly to the sponsoring institutions or organizations.)

Rhodes Scholarships
Awarded for advanced study at Oxford University. Academic excellence (a GPA of 3.70 or better), along with an exceptional record of leadership and participation in extracurricular activities, are prerequisites.

British Marshall Scholarships
Awarded for advanced study at a wide range of schools in Great Britain. Criteria for selection are similar to those for the Rhodes and include a concern for the student's ability to contribute to a greater understanding between the United States and the United Kingdom.

Gates-Cambridge Trust Scholarship
Awarded for advanced study at Cambridge University. The scholarships are awarded on the basis of a person's capacity for leadership, intellectual ability, and their desire to use their knowledge to contribute to the well being of society.

Fulbright U.S. Student Program
Awarded for one year of focused research following the senior year in one of approximately 140 countries abroad. Disciplinary areas of study covered and the amount of the award vary by country. The feasibility of the research project and appropriate undergraduate preparation are key considerations in the selection process.

Mellon Fellowship in the Humanistic Studies
Awarded to those with outstanding academic promise who wish to pursue doctoral work in preparation for a career of teaching and scholarship in the humanities, including history, area studies, and philosophy, but excluding the fine and performing arts, political science, and science and medicine.

National Science Foundation Grants
1. NSF Graduate Research Fellowships and Minority Graduate Fellowships are awarded for studies leading to the Ph.D. in the mathematical, physical, medical, biological, engineering, and social sciences, and in the history and philosophy of science. Awards are not made in clinical education or business fields, in history, or social work, for work leading to medical, dental, or joint science-professional degrees. Studies are ordinarily pursued at nonprofit institutions of higher education in the U.S. or abroad. In general, only seniors or first-year graduate students are eligible. High academic accomplishment is a prerequisite.

2. NSF Research Experiences for Undergraduates (REU) are awarded to undergraduates who have completed a significant portion of their requirements in full-time science work with faculty members on research projects. The projects must be recipients of a NSF REU allowance, and the student may approach researchers at Fordham or at other institutions of higher education for permission to participate in the project.

Rotary Foundation Scholarships
These awards support one or more years of study in any foreign country where a Rotary Club is located, for the purposes of learning about other cultures and serving as an “Ambassador of Good Will.” Students must apply through the local offices of the Rotary Foundation, as country coverage varies by locale. There are three Rotary programs relevant to our students:

1. Multiyear Ambassadorial Scholarships, for those who will have received a bachelor's degree and who wish to study in a degree program in another country.

2. Academic-Year Ambassadorial Scholarships, for those who wish to study abroad at the university level, but have not completed their baccalaureate.

3. Cultural Ambassadorial Scholarships, for those who wish to pursue either three or six months of language study abroad and to stay with a local family.

Harry S. Truman Scholarships
Juniors with approximately a 3.70 GPA who wish to be active in the area of public policy change may compete for this scholarship. The award provides partial funding for the senior year and significant support for the two years of graduate or professional school. Applicants must have an outstanding record with evidence of leadership and commitment to community service.

New York City Urban Fellows and Government Scholars Program
This program offers students the opportunity and challenge of an intensive fieldwork experience in urban government. The Urban Fellows Program is intended for graduating seniors and lasts for nine months; the Government Scholars Program takes place during the summer and
is appropriate for all class years. The Fellows and Scholars work closely with city officials on long- and short-term projects and attend weekly seminars to gain an academic perspective on the functioning of local government. Students receive a stipend from the city and a choice of paid health insurance plans. All students who are interested in urban government are encouraged to apply regardless of academic discipline.

New York State Assembly Session Intern Program
This program offers college juniors and seniors a chance to participate in state government operations for one semester or for the summer. Applicants should have a strong interest in state government and the legislative process, regardless of their academic field. Contact: Bruce Berg, Ph.D., political science coordinator.

Saint Andrew's Society Scholarships
Awarded for one year of graduate study in any field in Scotland. Selection is based on the applicant's record of academic achievement, participation in extracurricular activities, responsible leadership, financial need and employment, evidence of Scottish descent, and a statement of personal objectives.

Barry M. Goldwater Scholarships
The purpose of this program is to attract students into research careers in mathematics or the natural sciences. Scholarships are awarded on the basis of merit to sophomores and juniors with excellent academic records and demonstrated interest in and potential for research careers in mathematics and the natural sciences.

Honor Societies
For the Fordham College at Rose Hill Honors Program, please see description for the Rose Hill Honors Program under Honors Programs in the chapter Programs of Study at FCRH, FCLC, and PCS.

Alpha Kappa Delta
Alpha Kappa Delta is the international sociology honor society. In 1920, it was founded at the University of Southern California by sociologist Dr. Emory S. Bogardus. The purpose of the society is to stimulate scholarship and promote the scientific study of society. Alpha Kappa Delta's motto is “To investigate humanity for the purposes of service.”

Iota, Fordham's chapter of Alpha Kappa Delta, distributes a call for membership in January of each academic year. Students may nominate themselves if they are members of the junior or senior classes with a GPA of B (3.000) or better.

Alpha Mu Gamma
Alpha Mu Gamma is the national collegiate foreign language honor society of the United States, founded in 1931. The society's aim has long been to recognize achievement in any language and to bring the best students of various languages together into a cosmopolitan, cohesive, and stable organization. The ideals of the society are enlightenment, friendship, and a sympathetic understanding of other people.

Gamma Beta, Fordham University's chapter of Alpha Mu Gamma, was established in 1965. Each May it initiates new members from among the outstanding students of French, German, Italian, Russian, and Spanish.

Alpha Sigma Nu
Alpha Sigma Nu is the national honor society of Jesuit colleges and universities. It was established in 1915 at Marquette University. Alpha Sigma Nu has more than 14,000 members and initiates approximately 1,000 students each year, less than 2 percent of the combined enrollment of Jesuit colleges and universities having active chapters.

The purpose of the society is to honor students of Jesuit colleges and universities who distinguish themselves in scholarship, loyalty, and service and to encourage those honored in this way to appreciate and promote the ideals of Jesuit education.

Fordham University's chapter was established in 1982. Admission is in junior and senior years to those students who are approved by a selection committee. Candidates must demonstrate an above-average interest and proven competence in academic work; a proven concern for others demonstrated by cocurricular and extracurricular activities in support of the College, University, or community; an intelligent appreciation of and commitment to Jesuit ideals of higher education (intellectual, moral, social, and religious); and a sufficiently visible identification with those ideals to warrant a candidate's being singled out for membership in Alpha Sigma Nu.

Phi Alpha Theta
The mission of Phi Alpha Theta is to promote the study of history and to create a space for intellectual exchange among students and faculty members. It is one of the few honor and professional historical societies that encourages student participation at all its functions. The Chi Phi Chapter of Phi Alpha Theta at Fordham University sponsors many activities throughout the year, including field trips to museums in the New York area and lectures by notable speakers each semester. Phi Alpha Theta members at Fordham are active in regional and national competitions for scholarly prizes. For information about membership, contact Nicholas Paul, Ph.D., at (718) 817-3928.

Phi Beta Kappa
Phi Beta Kappa is the oldest, largest, and most widely recognized academic honor society in America. Founded in 1776 by a group of students at the College of William and Mary in Virginia, Phi Beta Kappa has grown to include chapters at nearly every major college and university in the country. The society's aim has long been to encourage intellectual excellence, not in a narrowly focused or specialized sense, but in the broad range of the liberal arts. Over the years, Phi Beta Kappa membership has been founded on Emerson's belief that the "American scholar" is one who "takes unto himself all the contributions of the past, all the hopes of the future...a university of knowledge."

Fordham University's chapter of Phi Beta Kappa (Tau of New York) was established in 1962, and each May it installs new members from among the most academically distinguished upperclass students. Admission is limited to seniors and a highly select group of juniors who have completed at least four full semesters in Fordham College at Rose Hill, compiled outstanding academic records, and shown excellence in a broad liberal arts curriculum that includes English, history, philosophy or theology, mathematics, a foreign language, and the social sciences. Students with outstanding grade point indexes are screened for
memberships, but the society limits its ranks to those who have also exhibited a wide range of intellectual interests. Accordingly, selection is contingent on the variety of the student's coursework outside the major, evidence of intellectual maturity and the quality of evaluative remarks written by professors.

**Phi Kappa Phi**
The national honor society of Phi Kappa Phi was originally founded in 1897. Its stated purpose is the recognition and encouragement of superior scholarship in all academic disciplines. This honor society maintains a truly high standard of eligibility; at the same time, it extends its interest and membership across the entire range of fields offered at the modern university, calling attention to the fact that the world needs a breadth of understanding far beyond that of scholars who restrict their outlook to their specialty. The objective of promoting academic excellence is supported by a generous scholarship and fellowship program. Fordham students have typically received these awards. Fordham's Alpha Chapter of Phi Kappa Phi was founded in 1982. Membership is by invitation and based primarily on grade point average (3.900 for juniors, 3.800 for seniors), though graduate students can be nominated by individual departments. Letters of invitation circulate in April, and the initiation occurs in May.

**Phi Sigma Tau**
Phi Sigma Tau was founded at Muhlenberg College in 1930 as Alpha Kappa Alpha, with chapters at colleges in Maryland and Pennsylvania. It remained in this regional status until October 1955, when it was incorporated as Phi Sigma Tau, a National Honor Society in philosophy. Phi Sigma Tau was founded at Muhlenberg College in 1930 as Alpha Kappa Alpha, with chapters at colleges in Maryland and Pennsylvania. It remained in this regional status until October 1955, when it was incorporated as Phi Sigma Tau, a National Honor Society in philosophy. Today it has more than 100 chapters in accredited colleges and universities throughout the United States.

The aims of the society are to honor academic excellence and philosophical concern, to encourage a professional spirit and friendship among those who have displayed marked ability in philosophy, and to popularize interest in philosophy among the general collegiate public. These aims are expressed in the Greek motto philounton sophian time, which means “the honor of those who love wisdom.” The motto serves to remind us that the quest for truth is not the province of a single culture or time or person, but that there is a unity among all those who seek knowledge.

Membership's Chapter of Phi Sigma Tau was founded in 1991. Membership is by invitation, is based primarily on grade point average, and is limited to senior and junior philosophy majors and minors. Students are invited to membership in April and initiation occurs in May.

**Pi Mu Epsilon**
Pi Mu Epsilon, the national mathematics honors society, was founded on May 25, 1914, at Syracuse University. The society is dedicated to the promotion of mathematics and recognition of students who successfully pursue mathematical understanding.

To be eligible for membership, undergraduates must meet one of the following criteria: have at least two years of college mathematics, have at least a B average in their mathematics coursework, and be in the top third of their class in general; OR be a sophomore majoring or intending to major in mathematics, have at least three semesters of college mathematics (including calculus) with a straight A record in these courses, and be in the top quarter of their class in general.

**Psi Chi**
Founded on September 4, 1929, at Yale University, Psi Chi is the National Honor Society in psychology. Its purpose is to encourage, stimulate, and maintain excellence in scholarship and to advance the science of psychology. Psi Chi is the world’s largest honor society, with 350,000 life members and chapters at 940 U.S. colleges. Membership is for life, with no annual dues.

Fordham's two chapters of Psi Chi at Rose Hill and at Lincoln Center accept undergraduate or graduate students who have completed at least 12 credits of psychology and have maintained a B+ average in their courses. Induction ceremonies are held in May and December of each year. The two Fordham Psi Chi chapters often work in tandem and are very active to sponsor some 20 cocurricular activities per semester for the Fordham community—workshops, lectures, trips, symposia on career preparation, and graduate work in psychology.

**Sigma Xi**
Founded in 1886 at Cornell University, Sigma Xi, the Scientific Research Society, actively promotes the promise of science and technology. The society’s goals are to foster interaction among science, technology and society; to encourage appreciation and support of original work in science and technology; and to honor scientific research accomplishments.

Membership in Sigma Xi is by invitation. The most promising young scientists and students with demonstrated research potential are invited to join as associate members. Full membership is conferred on individuals who have demonstrated noteworthy achievements in research.

Membership is drawn from the disciplines of biology, chemistry, computer science, economics, mathematics, physics, psychology and sociology. Undergraduates who have completed research projects are nominated for associate membership by their major departments. The board of directors of the Fordham University chapter of Sigma Xi reviews the applications and invites qualified students to join the society. The initiation ceremony is held in May.

The Fordham chapter sponsors lectures in the scientific disciplines throughout the academic year.

**Graduation Honors and Awards**

**Encaenia**
On an evening preceding the University Commencement, the senior class of Fordham College at Rose Hill holds Encaenia, or Commemoration. Emerging from a tradition both biblical and medieval, solemn and light, Encaenia is the evening on which the College honors the graduating class with awards and prizes while the graduates in turn bid farewell in the persons of the Class Valedictorian and the Lord or Lady of the Manor.

**The Claver Award**
The Claver Award, which is named for St. Peter Claver, an 18th-century Spanish Jesuit who spent more than 44 years ministering to African slaves in Cartegena, Colombia, is granted by the Jesuits of Fordham to a
Fordham College at Rose Hill senior who exemplifies in an outstanding manner Fordham’s dedication to community service.

The Fordham College at Rose Hill Alumni Association Award
A Fordham chair will be presented to a student who exemplifies the Fordham spirit of excellence in academic, service, and extracurricular achievement.

Prizes and Awards

African and African American Studies Department
The W.E.B. DuBois Award, named in honor of the leading African American philosopher and social commentator of the early 20th century, is given to a graduating senior who has demonstrated excellence in the field of African and African American studies.

The Alvin Leonard Memorial Award is bestowed on a graduating senior whose academic career has, in the judgment of the members of the faculty of the department, been marked by excellence and service.

American Studies Program
The Orestes Brownson Award, named for one of the leading American intellectuals of the 19th century, a member of the Transcendentalist Circle and a frequent visitor to St. John’s College, Fordham, is given to a graduating senior who has majored and excelled in American studies.

Art History and Music Department
The Art History Award is given to a graduating art history major who has shown excellence in coursework and an interest in the activities of the department of art history and music.

The Stark Prize. Funded by a bequest of Dr. and Mrs. Werner Stark, the Stark Prize is given each year to a student in the department of Art History and Music to enable him or her to “experience the art treasures of Europe.”

The Vasari Lecturer. Named after the great 16th-century art historian Giorgio Vasari, this honor is bestowed on an art history major who, in addition to demonstrating academic excellence, produces the best research paper and oral report in the department’s Senior Seminar.

The James L. Kurtz Award in Music, named for the first professor of music in the department, is given to a graduating music major who has shown excellence in coursework and a significant involvement in the activities of the department and the musical life of the university.

Chemistry Department

The Merck Index Award. Donated by Merck & Co., this award is given each year to a student who has shown ability and general excellence during his or her freshman year.

The Alycia and Hane Fuchs Memorial Award is funded through the generosity of their son, Dr. Helmuth Fuchs. The award is given to a deserving chemistry major interested in pursuing the field of biochemistry. The award is intended to be used by the recipient to help defray some of the tuition costs while at Fordham.

The Leo K. Yanowski Award is bestowed on a graduating senior who has demonstrated excellence in analytical chemistry. The award, established and funded by his family, colleagues, and alumni of the College, is given to honor and perpetuate the name of a devoted teacher, adviser, and friend of Fordham students.

Classics Department

The Rev. Richard E. Doyle, S.J., Memorial Awards is awarded to students of the classics. Named for a long-time member of the classics department and a distinguished dean of the Graduate School of Arts and Sciences, the Doyle awards are given each year to the two students who, in the judgment of the members of the department, have demonstrated excellence in the study of Latin, Greek, or classical civilization.

Communication and Media Studies Department

The Rev. Ralph W. Dengler, S.J., Memorial Award, which honors the memory of a longtime member of the communications faculty and a scion of the Fordham family, is granted each year to a graduating senior who has demonstrated scholarly excellence in the field of communications.
The Herbert Robinson Award in Creative Writing is given annually to the student who submits the best sample of creative writing outside the field of poetry.

The Sigma Delta Chi Award is presented to the outstanding senior in the field of journalistic studies.

**Computer and Information Sciences Department**

The Herbert W. Bomzer Awards in Computer and Information Sciences were established to honor the memory of the founding chair. The awards are given to the graduating seniors, who, in the judgment of the department, have shown excellence and promise in their respective disciplines of computer science and information science.

**Debate and Oratory**

The Alumni Debate Award is given each year to that member of the debate team who has been the most cooperative and representative of Fordham during his or her senior year.

The Class of 1915 Prize for Oratory is given each year to the outstanding speaker in the senior class of the College.

**Economics Department**

The Economics Award is presented to that senior economics major who, in the judgment of the members of the department, has achieved the highest level of excellence in the study of economics.

**English Department**

The Alumni English Literature Prize is bestowed each year on the student who writes the best essay of approximately 5,000 words. (Details concerning the prize may be obtained from the English department.)

The Margaret Amassian Award, which is made possible by the generosity of Dr. Amassian's family, friends, and former students, honors the memory of a beloved member of the English faculty. It is given each year to the graduating English major who has achieved the highest grade point average in the course of his or her college career.

The Claire Hahn Becker Award, which is named for a legendary member of the English faculty, is given to a graduating senior who has demonstrated excellence in the writing of English. The award is intended to be used by the winner to help defray some of the tuition costs in the graduate or professional school of his or her choice.

The Charles J. Donahue Prize in English is awarded annually to a student or recent graduate of Fordham College at Rose Hill or the Graduate School of Arts and Sciences who has, in the judgment of the members of the department, submitted the best critical essay based on research in Old English or another scholarly field appropriate to the memory of the distinguished professor whose achievements the prize is meant to honor. (Details concerning the prize may be obtained from the English department.)

The Bernice Kilduff White and John J. White Prizes, which have been funded by the members of the White family to honor the memory of their parents, are awarded annually to the two students who demonstrated excellence in the study of English literature and outstanding achievement in creative writing.

**Higher Education Opportunity Program**

The Higher Education Opportunity Program Award recognizes the highest cumulative academic achievement attained in a liberal arts program of study by a student in HEOP.

**History Department**

The A. Paul Levack Prize in History is awarded annually to the student in Fordham College at Rose Hill or the Graduate School of Arts and Sciences whose work, in the judgment of the members of the department, best demonstrates high scholarship and extraordinary service to Fordham University. The prize is given to honor Dr. A. Paul Levack, a distinguished professor in the department, from a special fund established by his colleagues and alumni of the College.

The Mooney History Award. Named in honor of Edward Cardinal Mooney, the late archbishop of Detroit, the award is given to the student who, in the judgment of the members of the department, has shown excellence in the study of history.

**International Political Economy**

The Rev. Ferdinand Verbiest, S.J., Award in International Political Economy is presented to the graduating senior who most clearly demonstrates scholarly excellence in this discipline. The award is named in honor of the 17th-century scholar, missionary, and diplomat to China.

**Latin American and Latino Studies Program**

The Angelo Rodriguez Research Awards. These two awards are given annually to those students who have produced the finest original work dealing with the social, political, economic, literary, and artistic life of the Latino community in the United States and in Latin America. (Further details concerning the awards may be obtained from the Latin American and Latino Studies Institute.)

The Bernardo Vega-Rigoberta Menchu-Tum Award. Named for a Nobel Prize–winning author and a pioneering Puerto Rican worker-intellectual, the award is given annually to the graduating senior who has, in the judgment of the faculty of the Latin American and Latino Studies program, demonstrated excellence in the study of Latin American and Latino culture.

**Mathematics Department**

The Senior Mathematics Prize is given each year to the graduating senior who, in the judgment of the members of the department, has most conspicuously demonstrated excellence in the study of mathematics over the course of four years.

**Mathematics and Economics**

The Mathematics/Economics Award is presented to the senior who has achieved the highest level of excellence in the interdisciplinary Mathematics and Economics program.

**Medieval Studies Program**

The Medieval Studies Award is given annually to the student in the medieval studies program who has achieved significant distinction in the course of studies offered by the medieval studies program.

The Bernardo Vega-Rigoberta Menchu-Tum Award

The Rev. Alfred Barrett, S.J., Memorial Award is bestowed each year on the senior member of the troupe who has exemplified the high ideals set down by the Rev. Alfred Barrett, S.J., a poet of some distinction and a
longtime moderator of the Mimes and Mummers, the College's dramatic society, in theater at Fordham.

The Fechtelter Award. Named in honor of Joseph Fechteler, the award is given annually to the senior who has made significant contributions to theater at Fordham, either through acting, producing, or playwriting.

Modern Languages and Literatures
The Anthony and Cecilia Guardiani Award for Excellence in the Study of Modern Languages, established by Ms. Mary Guardiani, UGE ’62, to honor the memory of her parents, is bestowed annually on the graduating senior who has achieved the highest grade point average in the study of modern languages and literatures.

The French Achievement Awards are given to those students who attain outstanding achievement in French.

The Heydt Senior French Award is given to the senior who has attained the highest achievement in French.

The Heydt Freshman French Award is given to the freshman who has attained the highest achievement in French.

The German Achievement Award is given to the senior who has demonstrated excellence in the study of German.

The German Consulate General Award. A book prize for excellence in three years of German is given to the student in the junior class who submits the best essay on a topic of German cultural interest.

The Literary Society Foundation of New York Awards are given to students who submit the best essays on an assigned topic dealing with German culture.

The Francis R. Favorini Italian Achievement Award, which recognizes outstanding achievement in Italian, has been endowed by his children to honor his memory.

The Italian Achievement Awards are given to the students in each year who have shown outstanding achievement in the study of Italian.

The Istituto Italiano di Cultura Award is bestowed on the student who has demonstrated the highest scholarly achievement in Italian.

The Russian Award is granted to the senior who has shown the greatest progress and proficiency in the study of Russian.

Russian Award for First- and Second-Year Studies is granted to the most outstanding student in first- or second-year Russian language courses.

The Cervantes Award is given to that student who writes the best essay on a topic relating to Miguel de Cervantes.

The Heydt Senior Spanish Award is given to the senior who has attained the highest achievement in Spanish.

The Heydt Freshman Spanish Award is given to the freshman who has attained the highest achievement in Spanish.

Philosophy Department
The Archbishop John Hughes Award. Named to honor the memory of the founder of the University, the Hughes Award is bestowed each year on the graduating senior who has demonstrated outstanding achievement in the study of philosophy.

The Jouin-Mooney Award. Named in honor of Edward Cardinal Mooney, the late Archbishop of Detroit, and the Rev. Louis Jouin, S.J., a Renaissance man and an early member of the Jesuit faculty of St. John’s College, Fordham, the Jouin-Mooney Award is given each year to the graduating senior who has shown outstanding achievement in the field of ethics and values.

Physics and Engineering Physics Department
The Victor F. Hess Award is given annually to the graduating senior who has the best record of achievement and service in physics. The award is given to honor the late Dr. Hess, a longtime member of the physics department, who received the Nobel Prize for his discovery of cosmic radiation.

The Martin King Memorial Award in Engineering Physics is presented to the graduating senior who has demonstrated academic excellence in engineering physics and who has the qualities of inventive thinking and leadership. The award was established to honor the memory of Mr. King, who gave generously of his time to students and faculty for over 40 years.

The Papay Science Award was established by a distinguished alumnus of the college to recognize scientific excellence by a graduating senior in physics or engineering physics, and to support his or her plans for graduate study.

Political Science Department
The William R. Frasca Prize. This prize, named for a member of the class of 1932 who served on the faculty of the department from 1938-1964, is awarded annually to the senior who has displayed outstanding achievement in the study of political science.

The Incentive Award for Political Science. Honors the graduating senior whose career at Fordham has been marked by both high intellectual achievement and a demonstrated understanding of the ideals of Jesuit education.

Psychology Department
The James C. Higgins Award is given each year to the graduating psychology major who, in the judgment of the members of the department, has achieved significant distinction in the field of psychology. The award is funded by an endowment set up by Dr. Higgins’s family, colleagues, and former students to celebrate the memory of one of the department’s pioneer members.

Sociology and Anthropology Department
The Rev. Joseph P. Fitzpatrick, S.J., Memorial Award. Named to honor the memory of the Rev. Joseph P. Fitzpatrick, S.J., a leading scholar in the field of Hispanic studies, the award is given each year to the senior sociology major who writes the best essay on a contemporary social issue.

The Rev. J. Franklin Ewing, S.J., Memorial Award is bestowed annually on the senior anthropology major who writes the best essay dealing with issues of culture, belief, or behavior, past or present.

Theology Department
The Jouin Award. Named in honor of the Rev. Louis Jouin, S.J., a Renaissance man and an early member of the Jesuit faculty of Saint
John's College, Fordham, who served the College and its students for nearly half a century (1851-1899). The Jouin Award is given each year to the graduating senior who has shown outstanding achievement in the study of theology.

The Theta Alpha Kappa Award, sponsored by the national honor society for religious studies and theology, is awarded each year to a theology major who has demonstrated extraordinary academic excellence, leadership, and service in her or his coursework in theology.

Urban Studies

The Anne Devenney Memorial Award in Urban Studies is presented to the graduating senior who best combines scholarship in urban studies with community service and community involvement. The award is named after Anne Devenney, a pioneering leader of the Northwest Bronx Community and Clergy Coalition.

WFUV Fordham’s Radio Station

The Rev. Laurence J. McGinley, S.J., Memorial Award. Named to honor the memory of the late Rev. Laurence J. McGinley, S.J., the 26th president of the University and the “architect” of Fordham’s Lincoln Center campus, the award is given each year to the senior who has, in the judgment of the administrative staff of WFUV, given the most outstanding service to Fordham University radio.

Women's Studies Program

The Women’s Studies Essay Award honors the graduating senior who has written the best essay in the field of women’s studies.

Visual Arts

The James Storey Memorial Award is granted to a graduating senior for outstanding accomplishment in visual arts.

College Support Services

College Writing Center

Director: Gold (English)
RH: Dealy 533E, (718) 817-4006, writingctr@fordham.edu
Web: http://www.fordham.edu/academics/programs_at_fordham_/english/writing_center_10435.asp

The Writing Center offers tutoring on all levels of writing, from students’ first compositions to advanced research papers, and in all aspects of the writing process, from topic development to editing techniques. Professional tutors act as advisers; the work remains the student’s own. Students schedule half-hour appointments or walk in during the center’s hours, which are posted. The services are free to students.

Mathematics Help Room

RH: JMH 410

The Mathematics Help Room, staffed by faculty, provides tutoring service for all levels of math courses.

Economics Tutoring Center

The Economics Tutoring Center offers free tutoring services in Basic Microeconomics, Basic Macroeconomics, and those sections of Statistics I and Statistical Decision Making that use the department approved textbook. The center is located in the Economics Department; Fifth Floor, Dealy Hall, Room E-545. We can be contacted during the academic year at (718) 817-3149 or via e-mail at ecotutor@fordham.edu.

Information Technology Services

Web: www.fordham.edu/IT

Fordham University’s information technology services are provided in support of your academic goals. Please visit the Student Technology Services website at www.fordham.edu/sts for detailed information on such services as your Fordham e-mail account, computer maintenance and security tips, University Help Desk, Walk-In Support Centers, recommended computer specifications, cellular services, and the wireless network.

Fordham University Portal

my.fordham.edu

My.Fordham is the gateway to Fordham’s online resources including MyFiles, the university file storage system, bookmarks, calendar, an online directory, campus announcements, an e-mail interface, discussion groups, and registration, financial aid, bill payment, and academic course information through Banner.

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

Computer Labs

www.fordham.edu/computerlabs

The teaching computer labs located in John Mulcahy Hall, rooms 302, 342 and 404, in Keating B9, and the public access lab located in John Mulcahy Hall, room 308, are maintained by the Instructional Technology Academic Computing (ITAC) Department. Computer labs are also available at the Walsh Library. At the computer labs students can utilize both Macintosh and Windows computers. Access is available to a wide range of hardware and software for use by the academic community, including business applications (word processing, spreadsheets, etc), programming languages, statistical packages, utilities, access to Internet and email. Computer user assistants are available to answer any questions.

Walsh Library Hours*:
Monday - Thursday: 8:30 a.m. – 12 a.m.
Friday: 8:30 a.m. – 7 p.m.
Saturday: 9 a.m. – 10 p.m.
Sunday: 12 p.m. – 12 a.m.
* Some computer labs may be available all night in the Late Night Zone.

Public Access Lab Hours:
Monday–Thursday: 9 a.m. – 10 p.m.
Friday: 9 a.m. – 6 p.m.
Sunday: 1 p.m. – 9 p.m.
You may also visit one of our Walk-In Support Centers:

**Residential Network (ResNet)**

[www.fordham.edu/ResNet](http://www.fordham.edu/ResNet)

ResNet was designed to provide high-speed data access to the Internet, e-mail, and the library to students by employing state-of-the-art technologies. Special educational discounts are available on personal computers at [www.fordham.edu/studentcomputerpurchases](http://www.fordham.edu/studentcomputerpurchases) and cellular service at [www.fordham.edu/rancell](http://www.fordham.edu/rancell).

**Help Desk / Walk-In Support Centers**

[www.fordham.edu/helpdesk](http://www.fordham.edu/helpdesk)

The University Help Desk provides support and assistance for all technological issues related to Fordham IT services, including e-mail, network access (wired and wireless), virus infections and prevention, and hardware and software installations and malfunctions.

Hours: Monday–Friday, 8 a.m.–8 p.m.
Telephone: (718) 817-3999
E-mail: helpdesk@fordham.edu
[www.fordham.edu/helpdesk](http://www.fordham.edu/helpdesk)

You may also visit one of our Walk-In Support Centers:

**Rose Hill Campus**

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

**Lincoln Center Campus**

Hours: Monday–Friday, 8 a.m.–8 p.m.
Location: Lowenstein, Room SL19A

**Resident Technology Consultant Program**

[www.fordham.edu/RTC](http://www.fordham.edu/RTC)

If you live in the residence halls, you can contact your Residential Technology Consultant (RTC). The RTC is the primary source of technology-related assistance for students living in the residence halls and can help with many of the same issues as the Help Desk and Walk-In Support Centers.

**The Language Laboratory**

**Director:** Sarafina DeGregorio, Ph.D.
**Assistant Director:** Jack Lugo
**RH:** Keating B07, (718) 817-0796

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

**Visual Arts Complex at Rose Hill**

**RH:** Keating B07, (718) 817-0796

The Visual Arts facility at Rose Hill has newly renovated and equipped studios to accommodate classes in painting, drawing, graphic design, architecture, and digital photography. The open floor plan of the painting and drawing studio allows maximum flexibility in accommodating both large-scale projects and various configurations of studio furniture for smaller work. This space also serves as a workspace for our Design and Sculpture course. The graphics lab is equipped with industry standard, up-to-date software, printers for both photography and design work, a digital projector, and a large plotter printer. This Mac-equipped lab also serves our courses in digital photography and architecture. As part of the renovation of the lower level of Keating, dedicated exhibition wall space has been provided for the display of student work in both adjacent hallways.

All studios are available to students when classes are not in session, including weekends, evening hours, and vacation breaks.

**Fordham College at Rose Hill Alumni Opportunities**

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

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

For more information about opportunities to get involved with the alumni program, please contact the Office of Alumni Relations at (212) 636-6520 or visit our website at [www.fordham.edu/alumni_relations](http://www.fordham.edu/alumni_relations).
Fordham College at Lincoln Center

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

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

The college's urban location also allows students to confront the pressing social and ethical questions of modern life: issues of justice, equality, community, diversity, faith, and human dignity. Opportunities for community service and service-learning are readily available. Seniors are eligible to apply for a United Nations Field Study program. The social work and education programs immerse students in the work of the city. All seniors participate in a seminar on values and moral choices. Combining the resources of New York City with those of Fordham's Lincoln Center and Rose Hill campuses allows FCLC students to experience unrivaled educational opportunities as the 21st century unfolds.

The College at a Glance

- FCLC has a student body of approximately 1700, with small and personalized classes, in keeping with the Jesuit tradition of caring for each student as an individual.
- The transition to college is facilitated by the First Year Experience program of special seminars events and a system of active faculty advising.
- The College welcomes transfer students. Each year many students receive credit for coursework completed at other universities and go on to complete their bachelor's degrees at FCLC.
- Many graduates of the College continue their education at outstanding medical, dental, law, graduate and other professional schools across the United States and abroad.
- A strong full-time arts and sciences faculty of about 140 is based at Lincoln Center and is augmented with colleagues from Rose Hill. Adjunct faculty bring to classes special professional expertise.
- Many members of the faculty are well-known and established scholars, authors and editors in a wide range of academic disciplines. Others are active practitioners including painters, photographers, filmmakers, poets, and composers, and Obie-winning actors and directors.
- FCLC maintains programs with the professional schools of Fordham University with whom we share the Lincoln Center campus and with the Graduate School of Arts and Sciences at the Rose Hill campus.
- Qualified students may gain entry to the 3-3 program with Fordham Law School and thereby save a year of study.
- Completion of the B.A. in social work enables graduates who matriculate at Fordham University School of Social Service to complete the M.S.W. degree in one year.
- The College, in collaboration with the Graduate School of Education, coordinates a teacher education track leading to certification.
- Business courses offered on the Lincoln Center campus by Fordham's Gabelli School of Business Administration allow a student to complete a business minor.
- Faculty from theater, English, and communication and media studies collaborate to offer a minor in creative writing.
- A visual arts complex offers students splendid facilities for painting, drawing, photography, video, and computer graphics.
- The innovative BFA in dance combines the resources of Fordham and The Ailey School.
- Our Global Outreach and community service programs reflect Fordham's Jesuit commitment to educate men and women who will use their education in the service of others.

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

Administration

Dean: Robert R. Grimes, S.J., Ph.D.
Associate Dean: Mark Mattson, Ph.D.
Arleen Pancza-Graham, Ph.D., Assistant Dean for Sophomores
Joseph B. Desciak, M.S. Ed., Assistant Dean for Juniors and Transfer Students
Joseph P. Creamer, Ph.D., Assistant Dean for Seniors
Students should consult the University-wide early sections of this bulletin for more information on admissions, financial services, academic programs, policies, and procedures.

**Academic Policies and Procedures**

**Registration**

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

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

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

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

**Course Changes**
Students may change their course schedules by adding or dropping until the deadline specified in the academic calendar.

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

**Credit/Course Load**
1. Full-time status is achieved by registering for 12 or more credits per term; part-time status involves a credit load of fewer than 12 credits. Full-time status is needed for financial aid and residential life.
2. The normal credit load per term is five three-credit courses for freshmen and sophomores and four four-credit courses for juniors and seniors.
3. Students who have demonstrated their ability to carry a 16-credit course load with at least a 3.000 cumulative GPA may request special permission of an assistant dean to enroll in an additional course. Students paying the flat tuition rate will be charged extra tuition for any credits over 18. (BFA students may register for up to 21 credits without additional charges, and students majoring in natural science for up to 20.)
4. The College reserves the right to cancel the registration of students who take more than the maximum credit load without permission.

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

All former students who wish to apply for readmission may obtain the application form from the Office of Admission, Lowenstein, Room 203 or on the Admissions application webpage.

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

Readmission decisions are based primarily on the applicant's previous academic record with the college, although other factors may be considered as well. For more information, contact the Office of Admission at (212) 636-6710.

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

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

- Completion of a minimum of 124 credits and 36 courses of three credits or more, with a minimum grade point average of 2.000
- A residency of at least 64 credits (a minimum of 16 courses) exclusive of courses taken on a pass/fail basis
- The core curriculum that provides students with a broad-based exposure to the liberal arts
- Completion of a major with a minimum grade point average of 2.000
- Completion of remaining elective credits which students may choose to use for a second major, a minor or a preprofessional program
Full-time students are expected to complete their coursework in four years. Students who need additional time to complete their degree due to special circumstances, such as illness, a change in major, etc., must complete their coursework in a period not to exceed six years.

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

### Academic Status

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

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

Fordham College at Lincoln Center has established minimum standards of academic progress for each year of attendance. Failure to maintain these standards will result in being placed on academic probation and the student may be subject to suspension or dismissal. Students on academic probation may continue to study at Fordham and may be awarded financial aid in keeping with their status; students on probation must recognize the seriousness of their status. Students on academic probation are prohibited from participating in extracurricular activities, or serving on the University's residence hall staffs. Students on academic probation for two semesters may be subject to suspension or dismissal if they are judged not to be making satisfactory progress towards achieving good academic standing. Suspension is an enforced leave from formal studies for a minimum of two semesters. If after a period of suspension a student wishes to resume studies in the college, the student must formally apply for readmission to the college. In order to be readmitted, the student must show that the deficiencies that caused the suspension have been addressed and remedied. Students may be subject to dismissal if their GPA falls below those indicated. Once a student has been dismissed from the college for academic reasons, he or she may not take courses in the college.

### Minimum Credit Completion Policy

<table>
<thead>
<tr>
<th>Year of Classification</th>
<th>Credits Attempted*</th>
<th>Percentage Completed*</th>
<th>Minimum Credits Completed**</th>
</tr>
</thead>
<tbody>
<tr>
<td>First or Freshman</td>
<td>up to 30</td>
<td>65%</td>
<td>18-20</td>
</tr>
</tbody>
</table>

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

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

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

### Summer Courses and Courses Taken at Other Universities

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

### Nonmatriculated Students

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

### Visiting Students

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

**Special Students**

Students with a degree from an accredited college or university may apply to further their studies through the Office of Undergraduate Admission in Room 203. This nonmatriculated status allows students to register for courses for a period of one academic year. Special students must notify the Office of Undergraduate Admission of their intention to continue study at the college beyond this period of time.

**Alumni Audit**

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

**Academic Program**

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

**Core Curriculum**

Described in the Academic Programs, Policies, and Procedures section of this bulletin, the Core Curriculum typically consists of 17 required courses and six distribution requirements. Advanced Placement credit and college courses taken elsewhere may be considered for core credit; otherwise, the core must be completed in the student’s home college: FCLC. The core is designed to open up new intellectual vistas; enhance understanding of ways of knowing within the disciplines and of connections among the disciplines; develop writing, research, and quantitative skills in order to prepare students for upper-level study; and situate students intellectually so they are prepared to make the right choice among major fields of study. Students are expected to complete most of the core by the end of sophomore year, with the exception of the advanced disciplinary and interdisciplinary, global, pluralism, and senior values requirements.

**The Major**

The college offers major fields of study in 43 areas. Students normally select an academic major before completion of the second year of study. They are assisted in this process by their academic advisers and the academic deans. Requirements for the major are described in the departmental and program sections of the bulletin.

Students have the option of completing a minor in many of these areas of study. For requirements for a minor, consult the departmental program descriptions. Students can also minor in bioinformatics, business, creative writing, Irish studies, music, Orthodox Christian studies, Russian, and a new minor in humanitarian affairs. Certificate programs in peace and justice studies and American Catholic studies are also available to students. The college reserves the right to limit the number of students in a particular major.

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

**Major Fields of Study**

- African and African American Studies
- American Studies
- Anthropology
- Art History
- Classical Civilization
- Classical Languages
- Communications
- Comparative Literature
- Computer Science
- Dance (by audition only)
- Economics
- English
- Environmental Policy
- Environmental Science
- French Language and Literature
- French Studies
- German Language and Literature
- German Studies
- History
- Information Science
- Interdisciplinary Math/Economics
- International Studies
- Italian Language and Literature
- Italian Studies
- Latin American and Latino Studies
- Mathematics
- Medieval Studies
- Middle East Studies
- Natural Science - Interdisciplinary
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Social Work
- Sociology
• Spanish Language and Literature
• Spanish Studies
• Theater (by audition only)
• Theology
• Urban Studies
• Visual Arts
• Women’s Studies

Electives

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

Academic Advising Center


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

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

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

After the first year, students declare a major and choose, or are assigned, an adviser in their major field. Students are encouraged to see their adviser regularly to discuss their academic and intellectual progress. During the regular advising and registration period, students discuss the selection of courses for the following semester with their adviser.

All students are invited to visit the Academic Advising Center with any questions they may have about their program and for assistance in selecting a major. They may also obtain information concerning the fulfillment of core, major, and graduation requirements.

The College Council

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

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

Academic Honors, Awards, and Societies

Dean’s List

The Dean’s List is announced at the beginning of each fall. Students must complete 24 credits or more with a 3.600 or better annual grade point average during the fall and spring semesters. Summer courses are not included. BFA students must complete at least six credits of liberal arts courses each semester during the year to be eligible for the Dean’s List. Students can be named to Dean’s List a maximum of four times during their academic career.

Scholarships and Awards

In addition to the scholarship opportunities listed in the Financial Services section of this bulletin, Fordham College at Lincoln Center students may compete for the following:

The Jane B. Aron Memorial Prize in philosophy. A prize of $2,000 is awarded annually to a student majoring in philosophy who is entering the senior year. The student will be selected by the philosophy faculty primarily on the basis of academic excellence. Consideration will also be given to financial need.

The Dr. Michael R. Cioffi Scholarship is awarded to students who excel in their study of Italian culture (language, literature, art, film, history, etc.) or other areas related to it.
Susan Lipani Award This award, in remembrance of a member of the FCLC class of 1997, is given annually to a senior whose work in the visual arts exemplifies, as Susan's did, the spirit and joy of artistic inquiry.

Katie Fraser Prize in Comparative Literature Katie Fraser, a 1989 graduate of Fordham College at Lincoln Center, was an outstanding student in the comparative literature program. She was working toward a doctorate in comparative literature when she passed away in October 1993. This award is made in her honor.

The Clare Boothe Luce Undergraduate Scholarship Fordham University has been given a grant from the Clare Boothe Luce Scholarship Fund to award scholarships each year to outstanding sophomore women who are majoring in biology, chemistry, physics, natural science, mathematics, or computer science, and who are not planning medical careers. The scholarship fund was set up by Mrs. Luce in her will in order to encourage women to enter those math and science fields in which they have not been well represented.

The Fordham scholarship recipients will be designated Clare Booth Luce Scholars, and the award will cover tuition and, if applicable, room and board charges for their junior and senior years. A stipend will also be provided for research at Fordham during the summer between junior and senior years.

Sophomores interested in applying for the scholarship should contact John Kezel, Ph.D., at Fordham's Office of Prestigious Fellowships, (718) 817-2773, in the fall of their sophomore year.

The Robert F. Nettleton/Ully Hirsch Poetry Award is sponsored annually by the Beta Rho Chapter of Alpha Sigma Lambda. The award is made available through the contribution of Erwin Litkei and Andrea Fodor Litkei.

Michael J. Passarelli Natural Science Award Michael J. Passarelli, a Fordham Presidential Scholar, passed away the day before he was to graduate summa cum laude in May 1978. Dedication to his school and love and devotion to his classmates and friends were the hallmark of his undergraduate years. A scholar who thirsted for knowledge, he was awarded the Natural Science Medal for scholastic achievement. The memory of this brilliant young man captures the spirit with which this award is bestowed.

The Angelo Rodriguez Research Award This award, established in 1990 by Professor Clara Rodriguez in memory of her father and brother and financed by royalties from her book, The Puerto Rican Struggle: Essays on Survival in the United States, provides for two $500 prizes for original and significant work done in the field of Latino and Latin American studies. Projects dealing with the social, political, economic, literary, and artistic life of the Latino community in the United States and in Latin America are encouraged. Films and video essays also qualify for the award. Faculty are asked to nominate students based on the production of superior in-class work during the academic year. All Fordham undergraduates and graduates are eligible. Deadline for nominations is in April. For further information, contact Professor Méndez-Clark at (718) 817-2676.

The Edward A. Walsh Scholarship honors the memory of one of Fordham's legendary professors of communications. The scholarship is intended to help a senior majoring in communication and media studies cover the cost of tuition during the senior year. Please consult the Department of Communication and Media Studies for details.

The Art History Award is given to a graduating art history major who has shown excellence in coursework and an interest in the activities of the department of art history and music.

The Vasari Lecturer is awarded by the Department of Art History and Music. Named after the great 16th-century art historian Giorgio Vasari, this honor is bestowed on an art history major who, in addition to demonstrating academic excellence, produces the best research paper and oral report in the department's Senior Seminar.

The Stark Prize is awarded by the Department of Art History and Music. Funded by a bequest of Dr. and Mrs. Werner Stark, each year the Stark Prize is given to a student in the department to enable him or her to “experience the art treasures of Europe.”

External Scholarships and the Campion Institute

The College strongly encourages all students to compete for fellowships and grants. Not only do such applications offer the prospect of support for undergraduate and graduate studies, but the process of applying for these awards yields important long-term benefits. Many award competitions demand immediate action during the first weeks of classes in the fall, particularly those of interest to graduating seniors. Those students who intend to apply for external scholarships should see John Kezel, Ph.D., University director of prestigious fellowships and the Campion Institute for the Advancement of Intellectual Excellence, or contact Mary Shelley, assistant director for prestigious fellowships, for more information in Lowenstein 716, (212) 636-7634, as soon as possible and preferably no later than the fall of their junior year.

Students interested in Fulbrights and related scholarships should contact Elizabeth Brown in the Office of Prestigious Fellowships, ebrown21@fordham.edu.

The Campion Institute prepares students to apply for prestigious fellowships by means of meetings and workshops that alert the student to different opportunities and that discuss the different elements of the application process, such as proposal writing and interviewing techniques. Certain students are recommended to work closely with faculty mentors in composing their fellowship applications.

The following is a brief outline of the key fellowship and grant competitions open to Fordham undergraduates. (For information on graduate or professional school scholarships, students should contact the appropriate departmental or career adviser, and should write directly to the sponsoring institutions or organizations.)

Rhodes Scholarships

Awarded for advanced study at Oxford University. Academic excellence (a GPA of 3.70 or better) along with an exceptional record of leadership and participation in extracurricular activities are the prerequisites.
There are three Rotary programs relevant to our students:

1. Multiyear Ambassadorial Scholarships, for those who will have received a bachelor’s degree and who wish to study in a degree program in another country.

2. Academic-Year Ambassadorial Scholarships, for those who wish to study abroad at the university level, but have not completed their baccalaureate.

3. Cultural Ambassadorial Scholarships, for those who wish to pursue either three or six months of language study abroad and to stay with a local family.

Harry S. Truman Scholarships
Juniors with approximately a 3.70 GPA who wish to be active in the area of public policy change may compete for this scholarship. The award provides partial funding for the senior year and significant support for the two years of graduate or professional school. Applicants must have an outstanding record with evidence of leadership and commitment to community service.

New York City Urban Fellows and Government Scholars Program
This program gives students the opportunity and challenge of an intensive fieldwork experience in urban government. The Urban Fellows Program is intended for graduating seniors and lasts for nine months; the Government Scholars Program takes place during the summer and is appropriate for all class years. The Fellows and Scholars work closely with city officials on long- and short-term projects and attend weekly seminars to gain an academic perspective on the functioning of local government. Students receive a stipend from the city and a choice of paid health insurance plans. All students who are interested in urban government are encouraged to apply regardless of academic discipline.

New York State Assembly Session Intern Program
This program offers college juniors and seniors a chance to participate in state government operations for one semester or for the summer. Applicants should have a strong interest in state government and the legislative process, regardless of their academic field. Contact: Bruce Berg, Ph.D., political science coordinator.

Saint Andrew’s Society Scholarships
Awarded for one year of graduate study in any field in Scotland. Selection is based on the applicant’s record of academic achievement, participation in extracurricular activities, responsible leadership, financial need and employment, evidence of Scottish descent and a statement of personal objectives.

Barry M. Goldwater Scholarships
The purpose of this program is to attract students into research careers in mathematics or the natural sciences. Scholarships are awarded on the basis of merit to sophomores and juniors with excellent academic records and demonstrated interest in and potential for research careers in mathematics and the natural sciences.

For additional information on external scholarships and fellowships, please contact John Kezel, Ph.D., director of undergraduate prestigious fellowships.

The following are fellowship competitions open to Fordham undergraduates through the Fulbright and Graduate Fellowships Office.

Fulbright Fellowship
Awarded for one year of study and research following senior year in one of approximately 140 countries abroad. Academic disciplines covered and the amount of the award vary by country. The feasibility of the
research project and appropriate undergraduate preparation are key considerations in the selection process.

**Fulbright English Teaching Assistantship**
Awarded for one year to assist the teaching of intermediate and advanced English-learners at the high school or university level. Approximately 45 countries abroad now offer this grant. Secondary research projects or internships may also be arranged. Previous teaching, tutoring, or mentoring experience strongly recommended.

**NSEP Boren Scholarships**
Awarded for two semesters of Study Abroad during junior year. The Scholarship supports intensive language study in dozens of countries outside of Western Europe. Preferred languages include Arabic, Mandarin, Japanese, Russian, and Brazilian Portuguese. Scholars commit to working for the U.S. government for at least one year after graduation.

**Thomas R. Pickering Foreign Affairs Fellowships**
Awarded for four years (Undergraduate Fellowship) or two years (Graduate Fellowship) to prepare students for careers in the U.S. Foreign Service. The Pickering's mission is to create diversity in the U.S. diplomatic corps: wWomen, members of underrepresented minorities, and students with serious financial hardship will be given special consideration. Fellows commit to serving as U.S. Foreign Service Officers for three years after completion of graduate school.

**Honor Societies**
For the Fordham College at Lincoln Center Honors Program, please see description in the Honors Programs section under the Programs of Study chapter of this bulletin.

**Alpha Sigma Lambda**
Alpha Sigma Lambda is the national honor society for students in continuing higher education. It was established in 1945 at Northwestern University to honor those dedicated adult students who, while adroitly handling their life responsibilities, achieve and maintain high scholastic standards.

Beta Rho, the Fordham University chapter of Alpha Sigma Lambda, was established in 1980. An invitation to join the honor society is offered to juniors and seniors each spring. Candidates must demonstrate a proven excellence in their academic work, as evidenced by their earned credits, number of transfer credits, and earned grade point average.

**Alpha Sigma Nu**
Alpha Sigma Nu is the national honor society of Jesuit colleges and universities. It was established in 1915 at Marquette University. Alpha Sigma Nu has more than 14,000 members and initiates approximately 1,000 students each year, less than 2 percent of the combined enrollment of Jesuit colleges and universities having active chapters.

The purpose of the society is to honor students of Jesuit colleges and universities who distinguish themselves in scholarship, loyalty, and service and to encourage those honored in this way to appreciate and promote the ideals of Jesuit education.

Fordham University's chapter was established in 1982. Admission is in junior and senior years to those students who are approved by a selection committee. Candidates must demonstrate an above-average interest and proven competence in academic work; a proven concern for others demonstrated by cocurricular and extracurricular activities in support of the College, University or community; an intelligent appreciation of and commitment to Jesuit ideals of higher education—intellectual, moral, social, and religious; and a sufficiently visible identification with those ideals to warrant a candidate's being singled out for membership in Alpha Sigma Nu.

**Phi Alpha Theta**
The mission of Phi Alpha Theta is to promote the study of history and to create a space for intellectual exchange among students and faculty members. It is one of the few honor and professional historical societies that encourages student participation at all its functions. Phi Alpha Theta members at Fordham are active in regional and national competitions for scholarly prizes. For information about membership, contact Nicholas Paul, Ph.D., at (718) 817-3928.

**Phi Beta Kappa**
Phi Beta Kappa is the oldest, largest, and most widely recognized academic honor society in America. Founded in 1776 by a group of students at the College of William and Mary in Virginia, Phi Beta Kappa has grown to include chapters at nearly every major college and university in the country. The society’s aim has long been to encourage intellectual excellence, not in a narrowly focused or specialized sense, but in the broad range of the liberal arts. Over the years, Phi Beta Kappa membership has been founded on Emerson's belief that the “American scholar” is one who “takes unto himself all the contributions of the past, all the hopes of the future...a university of knowledge.”

Fordham University's chapter of Phi Beta Kappa (Tau of New York) was established on the Rose Hill campus in 1962. In 2004 the chapter was opened to students of Fordham College at Lincoln Center. Each May it installs new members from among the most academically distinguished upperclass students. Admission is limited to seniors and a highly select group of juniors who have completed at least four full semesters in Fordham College at Rose Hill or Fordham College at Lincoln Center, have compiled outstanding academic records, and have shown excellence in a broad liberal arts curriculum that includes English, history, philosophy or theology, mathematics, a foreign language, and the social sciences. Students with outstanding grade point indexes are screened for membership, but the society limits its ranks to those who have also exhibited a wide range of intellectual interests. Accordingly, selection is contingent upon the variety of the student's coursework outside the major, evidence of intellectual maturity and the quality of evaluative remarks written by professors. Students working toward a B.F.A. degree are not eligible for membership.
Phi Kappa Phi
The national honor society of Phi Kappa Phi was originally founded in 1897. Its stated purpose is the recognition and encouragement of superior scholarship in all academic disciplines. This honor society maintains a truly high standard of eligibility; at the same time, it extends its interest and membership across the entire range of fields offered at the modern university, calling attention to the fact that the world needs a breadth of understanding far beyond that of scholars who restrict their outlook to their specialty. The objective of promoting academic excellence is supported by a generous scholarship and fellowship program. Fordham students have typically received these awards.

Fordham's Alpha Chapter of Phi Kappa Phi was founded in 1982. Membership is by invitation and is based primarily on grade point average (3.900 for juniors, 3.800 for seniors), though graduate students can be nominated by individual departments. Letters of invitation circulate in April, and the initiation occurs in May.

Departmental Honor Societies

Alpha Mu Gamma
Alpha Mu Gamma is the national collegiate foreign language honor society of the United States, founded in 1931. The society's aim has long been to recognize achievement in any language and to bring the best students of various languages together into a cosmopolitan, cohesive, and stable organization. The ideals of the society are enlightenment, friendship, and a sympathetic understanding of other people.

Gamma Beta, Fordham University's chapter of Alpha Mu Gamma, was established in 1965. Each May it initiates new members from among the outstanding students of French, German, Italian, Russian, and Spanish.

Omicron Delta Epsilon
Omicron Delta Epsilon is dedicated to the encouragement of excellence in economics. It encourages devotion on the part of its members as economists to the advancement of their science and to the scholarly effort to make freedom from want and deprivation a reality for all mankind.

The objectives are the recognition of scholastic attainment in economics; the recognition of outstanding achievements in economics on the part of economists at all levels; the establishment of closer ties between students and faculty in economics within their own colleges and universities; the establishment of closer ties between students and faculty in economics on all campuses; the publication of an official journal; and the professional aspects of economics as a career field for service in the academic world, business, government, and international organizations.

Phi Sigma Tau
Phi Sigma Tau was founded at Muhlenberg College in 1930 as Alpha Kappa Alpha, with chapters at colleges in Maryland and Pennsylvania. It remained in this regional status until October 1955 when it was incorporated as Phi Sigma Tau, a national honor society in philosophy. Today it has more than 100 chapters in accredited colleges and universities throughout the United States.

The aims of the society are to honor academic excellence and philosophical concern, to encourage a professional spirit and friendship among those who have displayed marked ability in philosophy, and to popularize interest in philosophy among the general collegiate public. These aims are expressed in the Greek motto philounton sophian time, which means “the honor of those who love wisdom.” The motto serves to remind us that the quest for truth is not the province of a single culture or time or person, but that there is a unity among all those who seek knowledge.

Fordham's chapter of Phi Sigma Tau was founded in 1991. Membership is by invitation, is based primarily on grade point average, and is limited to junior and senior philosophy majors and minors. Students are invited to membership in April, and initiation occurs in May.

Pi Sigma Alpha
Pi Sigma Alpha is the national political science honor society open to juniors and seniors of outstanding scholarship. The society encourages good citizenship among its members and seeks to further political understanding.

Psi Chi
Founded on September 4, 1929, at Yale University, Psi Chi is the national honor society in psychology. Its purpose is to encourage, stimulate, and maintain excellence in scholarship and to advance the science of psychology. Psi Chi is the world's largest honor society, with 350,000 life members and chapters at 940 U.S. colleges. Membership is for life, with no annual dues.

Fordham’s two chapters of Psi Chi at Lincoln Center and at Rose Hill accept undergraduate or graduate students who have completed at least 12 credits of psychology and have maintained a B+ average in their courses. Induction ceremonies are held in May and December of each year. The two Fordham Psi Chi chapters are very active and often work in tandem to sponsor some 20 cocurricular activities per semester for the Fordham community—workshops, lectures, trips, and symposia on career preparation and graduate work in psychology. The Lincoln Center chapter won the 1993 Ruth Hubbard Cousins Award as the outstanding Psi Chi chapter in the United States.

Sigma Xi
Founded in 1886 at Cornell University, Sigma Xi, the Scientific Research Society, actively promotes the promise of science and technology. The society's goals are to foster interaction among science, technology, and society; to encourage appreciation and support of original work in science and technology, and to honor scientific research accomplishments.

Membership in Sigma Xi is by invitation. The most promising young scientists and students with demonstrated research potential are invited to join as associate members. Full membership is conferred upon individuals who have demonstrated noteworthy achievements in research.

Membership is drawn from the disciplines of biology, chemistry, computer science, economics, mathematics, physics, psychology, and sociology. Undergraduates who have completed research projects are nominated for associate membership by their major departments. The board of directors of the Fordham University chapter of Sigma Xi reviews the applications and invites qualified students to join the society. The initiation ceremony is held in May.
The Fordham chapter sponsors lectures in the scientific disciplines throughout the academic year.

**Graduation Honors**

Graduates are awarded the following honors if they attain the requisite cumulative grade point average: cum laude 3.600 average; magna cum laude 3.700 average; summa cum laude 3.800 average.

In computing the average, grades of P or F earned in a pass/ fail course are not included. To be considered for honors, a student must have accumulated a minimum of 64 credits (exclusive of courses on a pass/ fail basis) in Fordham College at Lincoln Center. In addition, individual departments and programs may select graduates for the award of honors in their major according to criteria established by the unit.

**College Support Services**

**College Writing Center**

Director: Anne Fernald, Ph.D.

LC: Lowenstein 302E, (212) 636-6417, writingctr@fordham.edu

Web: http://www.fordham.edu/academics/programs_at_fordham_/english/resources/writing_center/10435.asp

The Writing Center offers tutoring on all levels of writing, from short essays to advanced research papers, and in all aspects of the writing process, including brainstorming, pursuing an idea, strengthening an argument, developing a graceful and powerful style, and learning how to edit your own prose. Professional tutors act as advisers; the work remains your own. You can schedule half-hour appointments online by visiting the Writing Center website or you can walk in during the center's hours. During the semester, the Writing Center is open during regular business hours as well as weekday evenings. Our services are free to students.

**Mathematics Help Room**

LC: Lowenstein 302F

The Department of Mathematics runs a Mathematics Help Room staffed by full- and part-time faculty. The Help Room is located in Lowenstein 302F and is open during posted hours for eight hours each week. No appointment is necessary; just walk in.

**Information Technology Services**

Web: www.fordham.edu/it

Fordham University's information technology services are provided in support of your academic goals. Please visit the Student Technology Services website at www.fordham.edu/stts for detailed information on such services as your Fordham e-mail account, computer maintenance and security tips, University Help Desk, Walk-In Support Centers, recommended computer specifications, cellular services, and the wireless network.

**Fordham University Portal**

my.fordham.edu

My.Fordham is the gateway to Fordham's online resources including MyFiles, the university file storage system, bookmarks, calendar, an online directory, campus announcements, an e-mail interface, discussion groups, registration, financial aid, bill payment, and academic course information through Banner.

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

**Computer Labs**

www.fordham.edu/computerlabs

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

**Library Public Access Hours:**

Monday–Friday: 9 a.m.–11 p.m.

Saturday: 10 a.m.–6 p.m.

Sunday: 12 p.m.–11 p.m.

**Teach Lab Public Access Hours:**

Monday–Friday: 8:30 a.m.–9 p.m.

**Residential Network (ResNet)**

www.fordham.edu/ResNet

ResNet was designed to provide high-speed data access to the Internet, e-mail, and the library to students by employing state-of-the-art technologies. Special educational discounts are available on personal computers at www.fordham.edu/studentcomputerpurchases and cellular service at www.fordham.edu/ramcell.

**Help Desk / Walk-In Support Centers**

www.fordham.edu/helpdesk

The University Help Desk provides support and assistance for all technological issues related to Fordham IT services, including e-mail, network access (wired and wireless), virus infections and prevention, and hardware and software installations and malfunctions.

Hours: Monday–Friday, 8 a.m.–8 p.m.

Telephone: (718) 817-3999

E-mail: helpdesk@fordham.edu

Web: www.fordham.edu/helpdesk

You may also visit one of our Walk-In Support Centers:

**Rose Hill Campus:**

Hours: Monday–Friday, 8 a.m.–8 p.m.

Location: McGinley Center, Room 229
Lincoln Center Campus:
Hours: Monday–Friday, 10 a.m.–6 p.m.
Location: Lowenstein, Room SL19A

Resident Technology Consultant Program
www.fordham.edu/RTC

If you live in the residence halls you can contact your Residential Technology Consultant (RTC). The RTC is the primary source of technology related assistance for students living in the residence halls and can help with many of the same issues as the Help Desk and Walk-In Support Centers.

The Olga M. Ficarra/Francis J. Morison Language Laboratory
Director: Sarafina DeGregorio, Ph.D.
Assistant Director: Jack Lugo
LC: Lowenstein 412, (212) 636-6038

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

Gerald M. Quinn Library
Director: Linda LoSchiavo, (212) 636-6050

The Gerald M. Quinn Library is located on the street level of the Leon Lowenstein building. It supports the curricula of Fordham College at Lincoln Center, the Graduate School of Social Service, the Graduate School of Business and the Graduate School of Education. An open-stack facility, the library houses over 400,000 volumes, over 18,000 periodical subscriptions (full-text online and hard copy), as well as a DVD and CD collection in the AV lab. Fordham’s online catalog (OPAC) reflects the holdings of the Lincoln Center, Westchester and Rose Hill collections, as well as the Fordham Law School Library, and is available at over 150 PCs throughout the library. More than 230 online databases may be accessed in the library or via remote access at home or office. Items at any Fordham library are available by request to Lincoln Center students within 24 to 48 hours. Items at other universities are available to Lincoln Center students through standard interlibrary loan procedures. With a valid Fordham I.D., undergraduates may gain reference (not borrowing) privileges to the Fordham Law School Library. The Sidney Rosenblatt Holocaust Collection is housed in the Quinn Library. Its more than 10,000 titles chronicle the Holocaust through survivor’s memoirs, historical monographs, journals, videos, photographs and artifacts. There are two public computer labs in the Quinn Library which contain PCs, multimedia PCs, DVD and CD players, and VCRs.

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

Visual Arts Complex
LC: Lowenstein, Street Level, SL 24A-F
Visual Arts Office: Lowenstein 412, (212) 636-6303

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

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

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

Fordham College at Lincoln Center Alumni Opportunities

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

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

For more information about opportunities to get involved with the alumni program, please contact the Office of Alumni Relations at (212) 636-6520.
Fordham School of Professional and Continuing Studies

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

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

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

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


ACADEMIC PROGRAM

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

Core Curriculum

In keeping with the Jesuit educational philosophy, the PCS Core Curriculum is designed to provide the student with a broad humanistic background. As students' majors and electives allow specialization and individualization in their studies, the Core Curriculum assures that every student's undergraduate education is anchored, as a whole, in the liberal arts. The PCS Core enables students to go beyond mere proficiency and achieve a level of excellence in the essential skills of literacy. Excellence in the expressive skills of writing and speaking with logical clarity is founded on the arts of reading, listening, observing, thinking, and mastery and thorough understanding of the topic under consideration.

Education in the liberal arts has traditionally been called “liberal” for several reasons, but among them is the fact that these arts engender the ability to form judgments based on sound reasoning, free of prejudice and free of insufficiently examined premises. The PCS Core enables the student to sample a range of academic disciplines and fields of study, and provides a solid foundation for achievement in any of them.

The Core Curriculum consists of 12 courses. Advanced placement credit and college courses taken elsewhere may be considered for core transfer credit.

ENGL 1102: Composition II – One required course

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

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

ENGL 2000: Texts and Contexts - One required course

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

Prerequisite: ENGL 1102 Composition II

ADMINISTRATION

Dean: Isabelle Frank, Ph.D.
Associate Dean of Academic Affairs: Mary Jane D. O'Connell, Ph.D., J.D.
Associate Deans: John J. Houston, Ph.D. - Rose Hill
Gira T. Vernazza, M.A. - Lincoln Center
Assistant Deans: Roberta Willim, M.Ed. - Rose Hill
John J. Bach, Jr., M.A. - Lincoln Center
Nicole Bryan, M.B.A. - Westchester
Director of Admission: Glen S. Berman, M.B.A.
Associate Director for Admission: Lynn O'Connell, M.P.H. - Rose Hill
Glen Redpath, M.F.A. - Lincoln Center

Director of Academic Affairs: Isabelle Frank, Ph.D.
Director of Adult Degree Programs: Roberta Willim, M.Ed.
Director of Continuing Studies: Glenn Redpath, M.F.A.

Prerequisite: ENGL 1102 Composition II
PHIL 1000: Philosophy of Human Nature - One required course

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

THEO 1000: Faith and Critical Reason - One required course

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

HIST 1000-Understanding Historical Change - One required course

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

HIST 1000-Understanding Historical Change: Modern Europe
HIST 1075-Understanding Historical Change: Early Modern Europe
HIST 1100-Understanding Historical Change: American History
HIST 1210-Understanding Historical Change: Ancient Greece
HIST 1220-Understanding Historical Change: Ancient Rome
HIST 1300-Understanding Historical Change: Medieval History
HIST 1400-Understanding Historical Change: Latin American History
HIST 1550-Understanding Historical Change: East Asian History
AFAM 1600-Understanding Historical Change: African History
HIST 1700-Understanding Historical Change: Middle East History
HIST 1750-Understanding Historical Change: Islamic History & Culture
HIST 1800-Understanding Historical Change: Global History

Fine Arts OR Social Science - One required course from either area

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

ARHI 1100-Art History Introduction
VART 1101-Urbanism
MUSC 1100-Music History Introduction
MUSC 1101-Opera: An Introduction
THEA 1100-Invitation to Theatre

Social Science Option

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

ANTH 1100-Introduction to Cultural Anthropology
ANTH 1300-Introduction to Archaeology
COMM 1010-Introduction to Communication and Media Studies
COMM 1011-Introduction to Media Industries
ECON 1100-Basic Macroeconomics
ECON 1200-Basic Microeconomics
POSC 1100-Introduction to Politics
SOCI 1100-Introduction to Sociology

Mathematical/Computational Reasoning - One required course

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

MATH 1100-Finite Mathematics
MATH 1203-Applied Calculus I
MATH 1206-Calculus I
MATH 1700-Mathematical Modeling
CISC 1100-Structures of Computer Science
CISC 1400-Discrete Structures
CISC 1600-Computer Science I

In the Banner system, these courses will have the attribute Math/ Computational Reasoning.

Natural Science - One course in physical science or life science

By exploring the natural sciences, students will gain understanding of scientific methodology as a way of knowing and an appreciation of the social responsibility and ethics of science. By understanding how reasoning and experimental evidence lead to scientific conclusions, students will develop scientific literacy—the ability to understand the breakthroughs in science, medicine, and technology as educated, creative, responsible citizens. Students will also develop skills in critical thinking and discernment; qualitative and quantitative reasoning; written and oral communication; and formulation, analysis, and solution of complex
problems. With knowledge of the basic principles of science, students will be able to evaluate the legal, moral, and ethical issues that will affect their lives after they graduate. Science courses for nonscience majors include Health and Disease; Human Biology; Human Function and Dysfunction; Life on Planet Earth; Physics of Everyday Life; Alchemy to Astrophysics; People and the Living Environment; and Ecology: A Human Approach.

Science majors will fulfill this core requirement through their major courses.

Advanced Disciplinary Study

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

PHIL 3000: Philosophical Ethics - One required course

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

THEO 3100-3724 Sacred Texts and Traditions - One required course

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

Advanced Disciplinary Course in Literature, History or Social Science One required course

Following the introductory literature, history, and social science courses, this requirement will enable the student to achieve a sharper focus and more-detailed knowledge of complex literary, historical or social methods, materials, interactions, and processes. To fulfill the requirement, one advanced disciplinary course will be taken in one of the following disciplines:

- an advanced literature course numbered 2000 or above, or
- an advanced history course numbered 2000 or above, or
- an advanced social science course numbered 2000 or above

Senior Values Seminar - one required course

This course will be designated as a Senior Values Seminar, in the 4000 range, and will cover topics in ethical issues and moral choices through a variety of disciplines.

The Major

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

Some 24 major fields of study are currently available to students of Fordham School of Professional and Continuing Studies and can be completed entirely through evening, weekend, or online classes at Rose Hill, Lincoln Center, or Westchester.

- African and African American Studies
- Art History
- Business
- Communication and Media Studies
- Comparative Literature
- Computer Systems: Management Applications
- Economics
- Education - B.A./M.S.T. Track
- English
- History
- Individualized Major
- International Studies
- Latin American and Latino Studies
- Legal and Policy Studies
- Organizational Leadership
- Philosophy
- Political Science
- Professional Studies in New Media
- Psychology
- Religious Studies
- Social Work
- Sociology
- Theology
- Visual Arts
- Women's Studies

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

- Anthropology
- American Studies
- Biological Sciences
- Chemistry
- Classical Civilization • Classical Languages
- Computer Science
- Engineering/Physics
- General Science
- Mathematics
- Mathematics/Economics
- Medieval Studies
- Middle East Studies
- French
- German
- Italian
- Russian
- Music
- Natural Science
- Physics
- Spanish
- Theater
- Urban Studies

The Minor

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

Minors can be completed in virtually every field in which the college offers a major; requirements are listed in each academic department's section of this bulletin. For information on the minor in business administration, which is offered in cooperation with the Gabelli School of Business, see Preprofessional Programs of Study in the Programs of Study chapter of this bulletin.

Special Programs

College at Sixty

Director: Vernazza
LC: LL 301, (212) 636-6372, vernazza@fordham.edu
Web: http://www.fordham.edu/collegeat60

Faculty


Overview

Fordham’s School of Professional and Continuing Studies offers the College at 60 Program for men and women who have both the time and desire to be stimulated by new ideas and new friends. College at 60, a nationally recognized program for more than 40 years, serves as a springboard into the classroom for persons over age 60 interested in learning among a community of peers in a relaxed, intellectual environment. The program welcomes adults from many walks of life and varied educational backgrounds. Some are recently retired or work part-time. Others may have left college early on to marry and raise a family, while many completed college and advanced degrees. What all have in common is a strong desire to learn.

College at 60 offers small, noncredit, liberal arts college courses taught by experienced faculty members, many of whom also teach in Fordham’s undergraduate and graduate schools. These seminars cover a variety of topics, such as creative writing, art history, literature, classical music, science, theatre, psychology, philosophy, religious studies, theater and history.

Program Requirements

The College at 60 courses are only offered at the Lincoln Center campus in Manhattan during the fall and spring semesters. The courses are noncredit, nondegree undergraduate classes.

The fall semester runs from September to December, and the spring term from February to May. Daytime courses are offered once a week for a two-hour class session either from 10:30 a.m. to 12:30 p.m. or from 1:30 to 3:30 p.m. to take advantage of off-peak commuting hours. Course schedules are listed in a separate brochure that College at 60 distributes in April and November and which is available online.

Eligibility for the program is limited to adults over age 60 who have a desire to develop their intellectual interests and a capacity for college-level reading. Making sure that this is the right program for you is done through an introductory meeting with the program director and the completion of a brief application form.

The tuition cost of the courses is modest and indicated in the course schedule brochure.

Program Activities

The College at 60 provides a weekly, free lecture series on Wednesday afternoons during each semester, which usually begins in mid-October and mid-March. At the beginning of each term, the program publishes a newsletter with university information, contact phone numbers,
upcoming events, updates on various activities and policies. At the end of each academic year in May, we host a Spring Gala reception for all students and faculty.

Participation in the College at 60 also entitles you to attend campus events and to use all Fordham facilities, including libraries, computer centers, bookstores, cafeterias, and health centers at the Manhattan, Bronx, and Westchester campuses.

**College at Sixty Courses:**
The list below includes courses which have been frequently and recently offered and which may be given during 2012-2013 academic year. Descriptions and schedules for these courses are available in the College at 60 course brochure each semester:

- Studies in Music History
- Studies in Psychology
- American Short Fiction
- Studies in Art History
- Art and Architecture of New York City
- British Literary Classics
- Studies in Philosophy
- Creative Writing Workshop
- Studies in American Literature
- Studies in Comparative Literature
- The Art of Film
- America's Past
- Religion and Culture
- Europe's Past
- Studies in Social Science

**Credit for Experiential Learning**

**Advisers:** Houston (RH), Bach (LC), Bryan (W)

RH: KE 118, (718) 817-4600 (Houston), houston@fordham.edu

LC: LL 301, (212) 636-6372 (Bach), jbach@fordham.edu

FW: W 210, (914) 367-3303, nbryan4@fordham.edu

**Overview**
As part of its mission to educate working adults and part-time learners, Fordham School of Professional and Continuing Studies enables students to earn credit for learning that has taken place outside formal academic settings but through which students have mastered knowledge or skills equivalent to what would have been achieved in college-level courses.

There are several ways in which students can demonstrate this learning and be awarded credit toward the baccalaureate degree. These programs provide a substantial savings of time and tuition for students and recognize the experiences and accomplishments that they have already attained:

- CLEP and DANTES/DSST Exams
- ACE/NPONSI National Program on Non-collegiate Sponsored Instruction
- Life Experience Portfolio

**Program Requirements**
Students are eligible for the experiential learning programs after successful completion of at least five courses in residence at Fordham, which must include the courses, Composition II and Texts and Contexts.

Students who are in their last two semesters of the degree program are not eligible to participate in the Life Experience Portfolio Program.

A maximum award of 32 credits towards the undergraduate degree may be earned for work completed through any combination of the experiential learning options.

Credits earned through CLEP or DANTES exams, ACE/NPONSI, or the Life Experience Portfolio will be counted within the total number of 75 allowable transfer credits and will not, therefore, reduce the Fordham residency requirement of 49 credits.

**CLEP and DANTES/DSST Exam Programs**
Students can earn up to 18 credits for successful completion of exams sponsored by the College-Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Support Subject Standardized Tests (DANTES/DSST). The exams are offered at the Rose Hill and Westchester campuses throughout the year. Information and a full listing of the subject exams are available in the campus deans' offices. There is a fee of approximately $70 per exam, payable online at the time of the test.

Students who have taken CLEP or DANTES exams elsewhere can request that their scores be sent to PCS for transfer acceptance (school code #2259 for Rose Hill or #7280 for Lincoln Center or #2406 for Westchester).

**ACE/NPONSI National Program on Noncollegiate-Sponsored Instruction**
The American Council on Education and the New York State Board of Regents have reviewed many educational programs sponsored by corporations, governmental agencies, and the military and found some to be the equivalent of college-level course work. Students who have completed such programs successfully should submit documentation of the courses, and generally, Regents or ACE recommendations will be honored.

**Life Experience Portfolio Program**
Students whose experiential learning is in an area of knowledge that cannot be verified by examination or ACE/NPONSI may register for a two-credit Life Experience Portfolio Workshop intended to assist them in articulating one or more areas of skill or knowledge.
In the workshop course, students will assemble the documentation or validations of their experience, will prepare one or more outlines of the essays they will produce, and will complete at least one such essay. Working with a course syllabus, the workshop mentor will work with the student directly or refer the student to a faculty supervisor whose expertise is necessary. The faculty supervisor will meet with the student, review the documentation, offer suggestions on the outline, critique a first draft of the essay, and review the final essay—usually which is at least 25 to 30 pages and includes reference to standard work in the field, where appropriate. At least one such essay must be completed by the end of the semester for the student to earn a grade of pass for the workshop course, and there is no maximum limit on the number of essays which may be included in a portfolio.

The faculty supervisor will work with the dean’s office in recommending either zero credit, three credits (lower level), or four credits (upper level) per essay for the course-equivalent experiential learning which the student has demonstrated in the portfolio. Credits earned shall count as electives only and will not be charged the per-credit tuition rate; a posting fee per credited essay will be charged to the student’s tuition account.

Within one year, a student may register for a second Life Experience Portfolio Workshop on an audit basis, for the purpose of continuing in the development of essays in other areas of learning.

**Academic Advising**

The advising system in Fordham School of Professional and Continuing Studies is intended to ensure that students are well-informed concerning opportunities and requirements at the start of their Fordham careers and repeated throughout. It is intended, also, to foster the development of personal relationships with deans and faculty through frequent interaction, which is encouraged and facilitated at all times, and required at certain key points in the student’s career.

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

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

**Academic Policies and Procedures**

**Admission**

Consistent with its mission and traditions, Fordham School of Professional and Continuing Studies welcomes inquiries and applications from men and women who wish to begin or resume their undergraduate degree study primarily through evening, weekend, and online courses, and usually on a part-time basis in light of their career and/or family responsibilities. A candidate applying for admission to Fordham University directly from high school will generally be referred to the full-time day colleges of the University.

Admission requirements are as follows:

1. Submission of a completed application for admission.
2. Candidates meet with the assistant dean of admission at the campus of their choice to discuss the program.
3. A brief College Skills Assessment examination is intended to ensure that all accepted students have the skills requisite for success in a challenging university program. The assessment often identifies areas in need of improvement, and some candidates are admitted on condition that they attend to them early in their Fordham careers. The assessment can be waived in cases where, in the judgment of the admission officer, sufficient skills have been demonstrated in other ways—for example, through recent performance at another accredited university.
4. All applicants must submit documentation of the highest educational level at which they have studied. Therefore:
   - Applicants who have prior college experience must request that an official transcript be sent to Fordham.
   - Applicants who have not attended college must submit or present evidence of having graduated from high school (official transcript or original diploma) or having earned a General Equivalency Diploma. Applicants can present the actual certificate or request that the NYS Education Department, (518) 474-5906, send an official GED score report to Fordham.
   - Applicants who are unable to provide documentation in a timely manner may, at the discretion of the admission officer, and based on their performance in the College Skills Assessment, be admitted conditionally for their first term of study. Further registration for courses will not be permitted, however, until the required documentation is submitted.
5. Applicants may, if they wish, submit other information relevant to their candidacy, such as educational achievements outside of formal academic settings, community activities, employment history, and the like.

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

An admission decision and evaluation of transfer credits will be issued as soon as possible after the review of submitted materials and the interview.
Students may apply for admission for either the fall, spring, or summer terms. When admitted, they will be invited to an orientation program for new students and will be assisted in their selection of classes.

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

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

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

Information is also available at pcs.fordham.edu.

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

Of the total transfer credits accepted, up to 36 may be applied to the requirements of the Core Curriculum. To preserve the character of the Fordham degree, transfer students will ordinarily be expected to complete at Fordham at least one course in literature, philosophy, theology, or history.

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

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

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

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

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

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

In addition to the availability of these aid and loan programs, Fordham is one of the few universities which offers grant and scholarship funds from its own resources to assist adult learners. In Fordham School of Professional and Continuing Studies, students can qualify for:

Dean's Scholarships of $2,500 annually, for newly admitted students whose prior records and/or performance in the admissions skills assessment demonstrate outstanding promise. Scholarships are renewable for up to five years, assuming a B average in at least four courses per year.

Achievement Awards of $2,500 based on class rank for the preceding academic year during which the student completed a total of at least 12 credits.

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

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

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

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

The Tognino Family Scholarship, established by John N. Tognino, PCS ’75, provides a scholarship award to a business or economics major in the School of Professional and Continuing Studies who demonstrates good academic achievement and financial need. Applications are available each spring.

The Charlotte W. Newcombe Foundation Scholarships are awarded to women students who are age 25 or over, have earned at least 60 credits with a 3.0 cumulative GPA, and who show financial need. Applications are available each spring.

The Morton J. Levy Scholarship is awarded annually until degree completion to a student who has demonstrated academic excellence by achieving a 3.0 GPA after earning at least 24 credits, and who has demonstrated financial need. Preference is given to adult, nontraditional learners.
male students. Information about applications is posted in early spring for the award in the next academic year.

Registration

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

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

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credits Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-29</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59</td>
</tr>
<tr>
<td>Junior</td>
<td>60-91</td>
</tr>
<tr>
<td>Senior</td>
<td>92-123</td>
</tr>
<tr>
<td>Graduation</td>
<td>124</td>
</tr>
</tbody>
</table>

Official Registration
Students must register according to the schedule provided in their registration materials before attending any course. Registration materials are mailed to each student well before official registration for an upcoming term. Students may use the Internet registration system; instructions are included with each semester’s list of course offerings.

Late Registration
A late registration period is held just prior to the beginning of classes each semester.

Course Changes
Students may change their course schedules with their dean or through the Internet registration system by adding or dropping until the deadline specified in the academic calendar.

Registration in Other Fordham Schools
As part of their degree program, students may register for courses in the other undergraduate schools of Fordham University at any campus. Except in unusual circumstances, students are expected to take at least half of their courses in their home school.

Seniors may take an introductory course in one of the graduate schools of the University with the approval of the graduate chair.

Credit/Course Load
Full-time status is achieved by registering for 12 or more credits per semester.

The typical course load in Fordham School of Professional and Continuing Studies is two or three courses per term. Many students vary their course loads from one term to the next, or take an occasional term off, based on changing employment or family responsibilities.

Payment of Tuition and Fees
After official registration, students are mailed a billing statement, which also confirms the students’ course schedules. Failure to make payment or arrange for a payment schedule with the Office of Student Accounts will result in late payment fees and possible barring from class.

Applicants for Readmission
Students not in attendance for a semester or more, and not on an official leave of absence, must be readmitted before they can register for classes.

For more information, contact the PCS Office at the campus you will be attending.

Academic Progress
Academic progress toward a degree must be maintained for the continuation of study in Fordham School of Professional and Continuing Studies. Satisfactory academic progress, as defined by the school, must also be maintained to receive financial aid.

Fordham University recognizes that the responsibility for seeing that each student succeeds academically is shared by the student, the faculty, and the administration. Therefore, before a student begins coursework at the University, prerogation advising is provided.

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

1. Completion of 124 credits with a minimum grade point average of 2.0.
2. At least 49 of those credits must be earned through Fordham courses, exclusive of courses taken on a pass/fail basis; Life Experience credits; or credits awarded on the basis of CLEP exams, DANTES exams, or NPONSI. (See the Other Academic Programs section of this bulletin.)
3. The completion of the University core curriculum that provides students with a broad-based exposure to the liberal arts and sciences.
4. Completion of a major with a minimum grade point average of 2.0.

Restrictions on the use of grade W (course withdrawal) and the temporary grades of ABS (absent from final exam) or INC (coursework overdue) preserve the character of a Fordham education. Permission to have such grades is the recognition by the University of the exigencies of individual circumstances. However, a pattern of reliance on these grades contravenes the intentions of an academic program. In addition, a pattern of reliance on grades of W, ABS, and INC will be taken as evidence of failing to maintain reasonable academic progress. Repeated courses will be calculated into a student’s GPA and will not replace the original grade, but only the repeated course will be counted toward graduation requirements. In addition, the satisfactory completion of fewer credits than stipulated may warrant dismissal for failure to maintain satisfactory progress toward the Fordham School of Professional and Continuing Studies bachelor’s degree.

Minimum Credit Completion Policy
The office also provides personal counseling, information on health insurance and I-20 or IAM/P-66 forms, employment, and travel authorizations. The office assists students in matters concerning immigration, such as visas and orientation must register with the office within two weeks of starting classes.

International Students

Fordham University welcomes international students and currently registers students from about 40 different countries. The Office of International Students serves as a resource center for international students and facilitates their adjustment to life in the United States. A special orientation is held each semester for new international students. Any student unable to participate in orientation must register with the office within two weeks of starting classes. The office assists students in matters concerning immigration, such as visas and I-20 or IAM/P-66 forms, employment, and travel authorizations. The office also provides personal counseling, information on health insurance requirements and banking, and programs to promote cross-cultural and international understanding. Students fluent in English are invited to apply to the degree programs. Those students who are not proficient in the English language will be referred to the Institute of American Language and Culture.

Students are encouraged to complete the High School Certificate, the General Certificate of Education at the Ordinary Level (five passes minimum), the Baccalaureate, Maturita, or the Abitur. All submitted documents must be accompanied by a notarized English translation. Proof of financial responsibility and of thorough competence in the use and comprehension of the English language should be included among these documents. This last requirement is determined by the results of the Test of English as a Foreign Language. This test is given by the Educational Testing Service, and complete information concerning the test can be obtained by writing to TOEFL, Educational Testing Service, P.O. Box 6151, Princeton, NJ 08451.

International students who are at least 21 years of age are asked to submit the above required material to the Office of Undergraduate Admission at the campus of their choice by July 15 for the fall semester and by November 15 for the spring semester, and also to supply the following: admissions application and fee, personal statement, any official college or university records with certified English translation, and two letters of recommendation. Adult international students will be required to take a placement examination on arrival.

Nonmatriculated Students

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

Visiting Students

Those students who are matriculated at another college or university and who wish to attend the college may apply for admission at the campus of their choice. A visiting student may maintain nonmatriculated status for one academic year. After such time, students must receive approval in order to continue their studies. Students should contact their degree-granting institution in regard to financial aid and course approval. Students should request that the Office of Enrollment Services send a transcript of their Fordham grades to their degree-granting institution.

Alumni Audit

A graduate of any school within Fordham University may audit a course for a nominal fee on a space-available basis; it will not appear on a transcript and the student receives no credit. Alumni should contact the Office of the Dean for details.

Academic Honors, Awards, and Societies

Dean’s List

The Dean’s List is published at the end of the academic year and is noted on the student’s transcript. Eligible individuals must meet the following criteria:
Awards
In addition to the scholarship opportunities listed in the Financial Aid Section of this bulletin, Fordham School of Professional and Continuing Studies students may compete for the following:

The Jane B. Aron Memorial Prize in Philosophy. A prize of $2,000 is awarded annually to a student majoring in philosophy who is entering the senior year. The student will be selected by the philosophy faculty primarily on the basis of academic excellence. Consideration will also be given to financial need.

The Allegra Benveniste Honigman Memorial Award is presented annually to the outstanding BASW graduate, based on faculty assessment of academic and fieldwork performance.

Katie Fraser Prize in Comparative Literature. Katie Fraser, a 1989 graduate of Fordham College at Lincoln Center, was an outstanding student in the comparative literature program. She was working toward a doctorate in comparative literature when she passed away in October 1993. This award is made in her honor.

Michael J. Passarelli Natural Science Award. Michael J. Passarelli, a Fordham Presidential Scholar, passed away the day before he was to graduate summa cum laude in May 1978. Dedication to his school and love and devotion to his classmates and friends were the hallmarks of his undergraduate years. A scholar who thirsted for knowledge, he was awarded the Natural Science Medal for scholastic achievement. The memory of this brilliant young man captures the spirit with which this award is bestowed.

The Angelo Rodriguez Research Award. This award, established in 1990 by Professor Clara Rodriguez in memory of her father and brother and financed by royalties from her book, *The Puerto Rican Struggle: Essays on Survival in the United States,* provides for two $500 prizes for original and significant work done in the field of Latino and Latin American studies. Projects dealing with the social, political, economic, literary, and artistic life of the Latino community in the United States and in Latin America are encouraged. Films and video essays also qualify for the award. Faculty are asked to nominate students based on the production of superior in-class work during the academic year. All Fordham undergraduates and graduates are eligible. Deadline for nominations is in April. For further information, contact Ronald Méndez-Clark, Ph.D., at (718) 817-2676.

Honor Societies
For information on the PCS Honors Program, see Honors Programs under the Programs of Study chapter of this bulletin.

Alpha Sigma Lambda
Alpha Sigma Lambda is the national honor society for adult students in higher education. It was established in 1945 at Northwestern University to honor those dedicated adult students who, while adroitly handling their life responsibilities, achieve and maintain high scholastic standards. Beta Rho, the Fordham University chapter of Alpha Sigma Lambda, was established in 1980. An invitation to join the honor society is offered to juniors and seniors each spring. Candidates must demonstrate a proven excellence in their academic work, as evidenced by their earned credits and grade point average.

Alpha Mu Gamma
Alpha Mu Gamma is the national collegiate foreign language honor society of the United States, founded in 1931. The society’s aim has long been to recognize achievement in any language and to bring the best students of various languages together into a cosmopolitan, cohesive and stable organization. The ideals of the society are enlightenment, friendship and a sympathetic understanding of other people. Gamma Beta, Fordham University’s chapter of Alpha Mu Gamma, was established in 1965. Each May it initiates new members from among the outstanding students of French, German, Italian, Russian and Spanish.

Alpha Sigma Nu
Alpha Sigma Nu is the national honor society of Jesuit colleges and universities. It was established in 1915 at Marquette University. Alpha Sigma Nu has over 14,000 members and initiates approximately 1,000 students each year, less than 2 percent of the combined enrollment of Jesuit colleges and universities having active chapters.

The purpose of the society is to honor students of Jesuit colleges and universities who distinguish themselves in scholarship, loyalty, and service and to encourage those honored in this way to appreciate and promote the ideals of Jesuit education. Fordham University’s chapter was established in 1982. Admission is in junior and senior years to those students who are approved by a selection committee. Candidates must demonstrate an above-average interest and proven competence in academic work; a proven concern for others demonstrated by cocurricular and extracurricular activities in support of the College, University or community; an intelligent appreciation of and commitment to Jesuit ideals of higher education—intellectual, moral, social and religious; and a sufficiently visible identification with those ideals to warrant a candidate’s being singled out for membership in Alpha Sigma Nu.

Omicron Delta Epsilon
Omicron Delta Epsilon is dedicated to the encouragement of excellence in economics. It encourages devotion on the part of its members as economists to the advancement of their science and to the scholarly effort to make freedom from want and deprivation a reality for all mankind.

The objectives are the recognition of scholastic attainment in economics; the recognition of outstanding achievements in economics on the part of economists at all levels; the establishment of closer ties between students and faculty in economics within their own colleges and universities; the establishment of closer ties between students and faculty in economics on all campuses; the publication of an official journal; and the emphasis
of the professional aspects of economics as a career field for service in the academic world, business, government and international organizations.

**Phi Alpha Theta**
The mission of Phi Alpha Theta is to promote the study of history and to create a space for intellectual exchange among students and faculty members. It is one of the few honor and professional historical societies that encourages student participation at all its functions. The Chi Phi Chapter of Phi Alpha Theta at Fordham University sponsors many activities throughout the year, including field trips to museums in the New York area and lectures by notable speakers each semester. Phi Alpha Theta members at Fordham are active in regional and national competitions for scholarly prizes. For information about membership, contact Nicholas Paul, Ph.D., at (718) 817-3928.

**Phi Kappa Phi**
The national honor society of Phi Kappa Phi was originally founded in 1897. Its stated purpose is the recognition and encouragement of superior scholarship in all academic disciplines. This honor society maintains a truly high standard of eligibility; at the same time, it extends its interest and membership across the entire range of fields offered at the modern university, calling attention to the fact that the world needs a breadth of understanding far beyond that of scholars who restrict their outlook to their specialty. The objective of promoting academic excellence is supported by a generous scholarship and fellowship program. Fordham students have typically received these awards.

Fordham’s Alpha Chapter of Phi Kappa Phi was founded in 1982. Membership is by invitation and is based primarily on grade point average (3.9 for juniors, 3.8 for seniors), though graduate students can be nominated by individual departments. Letters of invitation circulate in April, and the initiation occurs in May.

**Pi Sigma Alpha**
Pi Sigma Alpha is the national political science honor society open to juniors and seniors of outstanding scholarship. The society encourages good citizenship among its members and seeks to further political understanding.

**Phi Sigma Tau**
Phi Sigma Tau was founded at Muhlenberg College in 1930 as Alpha Kappa Alpha, with chapters at colleges in Maryland and Pennsylvania. It remained in this regional status until October 1955 when it was incorporated as Phi Sigma Tau, a national honor society in philosophy. Today it has over 100 chapters in accredited colleges and universities throughout the United States.

The aims of the society are to honor academic excellence and philosophical concern, to encourage a professional spirit and friendship among those who have displayed marked ability in philosophy, and to popularize interest in philosophy among the general collegiate public. These aims are expressed in the Greek motto philounton sophian time, which means “the honor of those who love wisdom.” The motto serves to remind us that the quest for truth is not the province of a single culture or time or person, but that there is a unity among all those who seek knowledge.

Fordham's chapter of Phi Sigma Tau was founded in 1991. Membership is by invitation, is based primarily on grade point average, and is limited to senior and junior philosophy majors and minors. Students are invited to membership in April, and initiation occurs in May.

**Psi Chi**
Psi Chi is the national honor society for psychology. The society cooperates with other college chapters and hosts several events for members each term. Students who have completed at least 12 credits in psychology and have an outstanding academic record are eligible for membership.

**Sigma Xi**
Founded in 1886 at Cornell University, Sigma Xi, the Scientific Research Society, actively promotes the promise of science and technology. The society’s goals are to foster interaction among science, technology, and society; to encourage appreciation and support of original work in science and technology; and to honor scientific research accomplishments.

Membership in Sigma Xi is by invitation. The most promising young scientists and students with demonstrated research potential are invited to join as associate members. Full membership is conferred upon individuals who have demonstrated noteworthy achievements in research.

Membership is drawn from the disciplines of biology, chemistry, computer science, economics, mathematics, physics, psychology, and sociology. Undergraduates who have completed research projects are nominated for associate membership by their major departments. The board of directors of the Fordham University chapter of Sigma Xi reviews the applications and invites qualified students to join the society. The initiation ceremony is held in May. The Fordham Chapter sponsors lectures in the scientific disciplines throughout the academic year.

**Graduation Honors**
Graduates are awarded the following honors if they attain the requisite cumulative grade point average: cum laude (3.60 average), magna cum laude (3.70 average), summa cum laude (3.80 average). These honors are also inscribed on the diploma.

In computing the average, grades of P or F earned in a pass/fail course are not included. To be considered for honors, a student must have accumulated a minimum of 49 credits (exclusive of courses on a pass/fail basis and life experience) in Fordham School of Professional Studies.

The Charles A. O’Neill, S.J., Memorial Award, honoring the dean of the School of General Studies (Fordham’s first college dedicated to adult learners) from 1955 to 1965, is presented each year to the honors graduate with the highest total quality points.

**College Support Services**

**The Writing Center**
The Writing Center at each campus offers tutoring on all levels of writing, from students’ first compositions to advanced research papers, and in all aspects of the writing process, from topic development to editing techniques. Professional tutors act as advisers; the work remains the student’s own.
Students schedule half-hour appointments or walk in during the center’s hours, which are posted. The services are free to students.

**Mathematics Help Room**
The Mathematics Help Center offers tutoring services designed to assist students who have weak math skills or “math anxiety.” This service is free to students.

**Periodic Workshops**
The Office of the Dean at each campus offers periodic workshops on study skills, test-taking, time management, etc.

**Student Services**
Students should consult the Student Services section of this bulletin for information on health services, campus ministry, counseling centers, disability services, and career services.

**Academic Enhancement Courses**
The following three-credit courses, open only to students in PCS or the Gabelli School of Business–Evening Program, are especially recommended for new students with no prior college experience or who are returning after an extended absence from the classroom:

**COMPOSITION I (ENGL 1101)**
Basic instruction in how to generate and present a critical position in a university essay. Emphasis on development of unity, coherence, and clarity of expression in written communication. Review of basic grammar with emphasis on diagnosing and solving persistent problems. Weekly essay assignments and workbook exercises to build competence and confidence in undergraduate-level writing.

**CRITICAL READINGS IN THE DISCIPLINES (ISEU 1005)**
This course will provide students with the critical skills necessary to read successfully and use reference materials at the college level. Selections from disciplines such as literature, psychology, history, and natural sciences will be analyzed for information, main and subordinate ideas, logical structure, inference, tone, and irony. Written exercises and reports will measure students’ comprehension.

**THE ADULT LEARNER: IDENTITY, CHANGE AND DEVELOPMENT (ISEU 1100)**
Each student will be assisted in examining skills, values, goals, experience, educational background, personal learning style, and personality development—all for the purpose of short- and long-term career, educational and life planning, as well as continued personal growth.

**INTRO. TO CRITICAL THINKING (PHIL 1010)**
This course is intended to sharpen a student's ability to think clearly, consistently, critically, and creatively. The course objective considers principles of sound judgment and helps students learn how to recognize and analyze arguments present in ordinary spoken and written language, how to distinguish correct reasoning from incorrect reasoning, and how to construct valid, sound arguments.

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

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

For more information about opportunities to get involved with the alumni program, please contact the Office of Alumni Relations at (212) 636-6520.
Programs of Study at FCRH, FCLC, PCS

A wide variety of programs are offered by our three liberal arts and sciences colleges: Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC), and Fordham School of Professional and Continuing Studies (PCS). PCS has three locations—Rose Hill, Lincoln Center and Westchester. Both FCRH and FCLC primarily attract young high school graduates interested in full-time study, while PCS primarily attracts adults interested in part-time study.

The programs are grouped into the following five categories. (1) Department Based Programs include the traditional liberal arts and sciences academic majors and minors. (2) Interdisciplinary Programs draw on faculty from more than one department to offer interdisciplinary majors, minors or certificates. (3) Pre-Professional Programs prepare students for subsequent study in professional fields or enhance their credentials for entrance into business or teaching. (4) Honors Programs are unique to each college and challenge the most gifted students. (5) PCS Unique Academic Programs are programs of special interest to adult learners.

Typically, the programs included in these five categories contain (a) contact information, (b) a list of affiliated faculty, (c) an overview of the program, (d) a description of the requirements for the program's major(s), minor(s), and certificate(s), (e) activities available to students in the program, (f) courses that are expected to be taught over the next four semesters, and (g) descriptions of courses that have been taught recently. Some of the programs, as noted above, are unique to a particular college and/or a particular campus. The majority of programs are, however, available at all three colleges. In the description of each program's requirements, there is included a statement identifying the college(s) at which it is offered.

Department-Based Programs of Study

African and African American Studies
Chair: Idris
Associate Chair: Anderson
RH: DE 641, (718) 817-3745
LC: LL 414, (212) 636-6360
Web: www.fordham.edu/aaas

Faculty
Professors: Idris, Naison
Associate Professors: Anderson, Chapman, LaBennett, Mustafa, Watkins-Owens
Assistant Professor: Cox
Clinical Assistant Professor: Edward
Adjuncts: Bennett, Dozier
Emeritus: Mangum

Overview
The Department of African and African American Studies is both an academic unit and a community comprised of students and faculty interested in the interdisciplinary study of Africa and its diaspora. Our work is grounded in the cultural and historical experiences of people of African descent. This focus on experience informs our interpretations of the African diasporic past and present, and propels our directives for the future. The department sponsors a wide range of cultural programs, lectures, and community events. Strong emphasis is placed on preparing students for graduate and professional study, and careers in public or community work.

Contribution to Core
African and African American studies offers AFAM 1600, which fulfills the Understanding Historical Change core requirement. The department also offers a wide variety of Eloquencia Perfecta (EP1, EP3), American Pluralism, and Global Studies courses each year. In addition, a Values Seminar/EP4 and an Interdisciplinary Capstone Course are offered annually.

Program Requirements
African and African American Studies Major
(HEGIS Code 2211) Program Code 25490, 25451

The major in African and African American studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Lincoln Center.

Students who major in African and African American studies must complete a minimum of nine one-semester courses offered by the department at the Rose Hill and Lincoln Center campuses, including AFAM 1600 or higher level course on Africa; AFAM 3150 or an equivalent on the Caribbean; AFAM 1100 or higher level course in African American History; AFAM 3037: “Being and Becoming Black; AFAM 4890: “Senior Research Seminar”; and four AFAM electives, which may also be selected from courses in English, Literary Studies, History, Art & Music History, Political Science, or any department that has been cross-listed by the Department of African American Studies.

African and African American Studies Minor

The minor in African and African American studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Lincoln Center.

Those students who minor in African and African American Studies must complete a minimum of six one-semester courses, including AFAM 1600 or a higher level course on Africa; AFAM 1100 or higher level course in African American history; and four AFAM electives, which may also be selected from courses in English, Literary Studies, History, Art & Music History, Political Science, or any field that has been cross-listed by the Department of African American Studies.
Program Activities
In order to develop student research and writing skills and to promote scholarship at the undergraduate level, the department sponsors an annual student-led symposium based on course-related research. Involvement with faculty research projects is available and highly encouraged.

The Bronx African American History Project (BAAHP) is a major research initiative sponsored by the department in cooperation with the Bronx County Historical Society. The BAAHP is dedicated to uncovering the cultural, political, economic, and religious histories of more than 500,000 people of African descent in the Bronx. The BAAHP hires student researchers and transcribers and has presented its research in public schools, academic conferences, and libraries throughout the city.

Courses Planned for Fall 2012-Spring 2014
Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, ER for Fordham School of Professional and Continuing Studies at Rose Hill, and EL for Fordham School of Professional and Continuing Studies at Lincoln Center.

AFAM 1100-African-American History I (R, L, ER, EL)
AFAM 1600-Understanding Historical Change: African History (R, L, ER, EL)
AFAM 1650-Black Popular Culture (LC)
AFAM 2005-American Pluralism (R, L, EL)
AFAM 2100-African-American History II (R, L, ER, EL)
AFAM 3030-African-American Women (L)
AFAM 3031-Women and Migration in the US (EL)
AFAM 3033-Women in Hip-Hop (R)
AFAM 3037-Being and Becoming Black (R, L)
AFAM 3070-African Politics (L)
AFAM 3071-African Intellectual History (EL)
AFAM 3072-Civil Wars in Africa (L)
AFAM 3075-Democracy in Africa (R, L)
AFAM 3102-The Black Family (R, L)
AFAM 3110-The Black Athlete and the Crisis in American Sports (R, L)
AFAM 3112-The Sixties (R)
AFAM 3115-Martin Luther King Jr. and Malcolm X (R, L, EL)
AFAM 3120-Black Church and Black Politics (R)
AFAM 3130-Racial and Ethnic Conflict (R)
AFAM 3133-The Black Prison Experience (R, L)
AFAM 3133-Performance in the African Diaspora (R, L)
AFAM 3134-From Rock and Roll to Hip-Hop (R)
AFAM 3135-Contemporary Issues in Black Intellectual Life (R, L)
AFAM 3139-Buffalo Soldiers (R)
AFAM 3141-Women in Africa (R, L)
AFAM 3148-History of South Africa (R, L)
AFAM 3150-Peoples and Cultures of the Caribbean (R, ER)
AFAM 3155-Children of Immigrants in America (R)
AFAM 3136-Civil Rights/Black Power (R)
AFAM 3632-Harlem Renaissance (L, ER, EL)
AFAM 3634-Film and the African American (R, L)
AFAM 3637-Black Feminism: Theory and Expression (EL)
AFAM 3662-Fem/Woman African-American Lit (ER)
AFAM 3664-Post-Colonial Lit in Eng (L)
AFAM 3667-Caribbean Literature (L)
AFAM 3669-Racing the City (R, L)
AFAM 3684-Food and Globalization (R)
AFAM 3688-African Literature I (L)
AFAM 3689-African Literature II (L, EL)
AFAM 3695-Major Debates in African Studies (L)
AFAM 3729-The Black American Novel (ER)
AFAM 4000-Affirmative Action and the American Dream (R, EL)
AFAM 4192-Race and Religion in the Transatlantic World (R, L)
AFAM 4600-African Americans and the Law (R, L)
AFAM 4650-Social Welfare and Society (L)
AFAM 4802-Community Research Methods: Oral History (R)
AFAM 4890-Research Seminar (R, L)
AFAM 4896-Feeling the Funk (R)

Course Descriptions
AFAM 1100 - AFRICAN-AMERICAN HIST. I (4 credits)
BEGINS WITH AN INTRODUCTION TO THE AFRICAN BACKGROUND AND SLAVE TRADE. AN EXAMINATION OF U.S. SLAVE COMMUNITIES, RESISTANCE AND REBELLION, ABOLITIONISM, AND INSTITUTIONAL DEVELOPMENT THROUGH THE CIVIL WAR. READINGS IN ORIGINAL TEXTS FROM 18TH AND 19TH CENTURIES.

AFAM 1600 - UNDRSTND HIST CHNGE: AFRICA (3 credits)
INTRODUCTION TO THE POLITICAL, SOCIAL, ECONOMIC, AND INSTITUTIONAL HISTORY OF AFRICA.

AFAM 1601 - UNDRSTND HIST CHNGE: AFRICA (3 credits)
THIS SEMINAR INTRODUCES STUDENTS TO MAJOR THEMES IN AFRICA'S COMPLEX HISTORY, INCLUDING EARLY HUMAN ORIGINS, RELIGION, TRADE NETWORKS, SLAVERY, AND THE SLAVE TRADE, COLONIALISM, AND LIBERATION STRUGGLES. WE WILL EXPLORE AFRICA AS AN IDEA AND FIELD OF STUDY, BY ATTENDING TO THE MAJOR DEBATES THAT HAVE SHAPED HISTORICAL WRITING ABOUT AFRICA. SIGNIFICANT CLASS TIME WILL BE DEVOTED TO DEVELOPING STUDENT WRITING AND PUBLIC SPEAKING SKILLS THROUGH INDIVIDUAL AND GROUP PRESENTATIONS, REVISION WRITING, AND PEER REVIEW.

AFAM 1650 - BLACK POPULAR CULTURE (4 credits)
EXAMINES CREATIVE EXPRESSIONS OF EVERYDAY LIFE AS WELL AS COMMODOIFIED ARENAS OF MASS PRODUCED POPULAR CULTURE AS SITES THROUGH WHICH AFRICAN AMERICANS HAVE BEEN REPRESENTED AND THROUGH WHICH THEY REPRESENT THEMSELVES.

AFAM 2005 - AMERICAN PLURALISM (4 credits)
CONTEMPORARY AND HISTORICAL STUDIES IN THE RACIAL AND ETHNIC DIVERSITY OF AMERICAN (U.S.) SOCIETY WITH A SPECIAL EMPHASIS ON THE ISSUES OF RACE RELATIONS, MIGRATION, AND IMMIGRATION AND THEIR RELATION TO EITHER (1) THE DISTRIBUTION OF ECONOMIC AND POLITICAL POWER OR (2) THEIR CULTURAL MANIFESTATIONS IN LITERATURE, THE ARTS, AND/OR RELIGION.

AFAM 2100 - AFRICAN AMERICAN HIST II (4 credits)
AFAM 3003 - AFRICAN-AMERICAN FAMILY (4 CREDITS)
An intensive examination of the history, economic determinants, and lifestyles of the black family in the United States.

AFAM 3030 - AFRICAN-AMERICAN WOMEN (4 CREDITS)

AFAM 3033 - WOMEN IN HIP-HOP (4 CREDITS)
This course will explore how women are portrayed in hip-hop music and culture, addressing women both as consumers and producers. The course will utilize black feminist theory, consumption theory, and youth culture theory to interpret and critique the ways in which women are represented in hip-hop music, art, fashion, and dance, and in its surrounding culture.

AFAM 3036 - GLOBAL BLACK YOUTH CULTURES (4 CREDITS)
Course will explore how adolescent and young adult members of the African diaspora form youth subcultures and engage with popular culture transnationally. The courses focus is comparative with attention to American, Caribbean, Afro-Latino, and African youth.

AFAM 3070 - AFRICAN POLITICS (4 CREDITS)
A study of the politics of Africa, including colonial independence struggles, post-independence-state formation, development paradigms, and grassroots movements. Case studies will be examined.

AFAM 3071 - AFRICAN INTELLECTUAL HISTORY (4 CREDITS)
Traces the competing and complementary theoretical, ideological, political, and philosophical contributions of African Americans such as Walker, Garnet, Douglas, Stewart Harper, Crummel, DuBois, Garvey, Padmore, Dunbar, Nelson, Fanan, Davis, Malcolm X, and Bell Hooks. Explores black nationalism, emigrationism, Pan Africanism, and socialism.

AFAM 3072 - CIVIL WARS IN AFRICA (4 CREDITS)
Examines the main causes and forms of civil wars on the African continent. A central theme of inquiry will be the relationship between the process of state formation and reproduction of political identities. Looks at the reform of these political identities through the definition of citizenship in Post Independence.

AFAM 3075 - DEMOCRACY IN AFRICA (4 CREDITS)
Examines African experiences in governance focusing primarily on democracy. An examination of the challenges of building and sustaining democratic governments in various African nations.

AFAM 3102 - THE BLACK FAMILY (4 CREDITS)
An examination of the history of the black family from slavery to the present facing on the social, political, and economic challenges facing this institution.

AFAM 3110 - THE BLACK ATHLETE (4 CREDITS)
An examination of the impact of the black liberation movement, the women's movement, and other currents of political and cultural change in amateur and professional sports in America.

AFAM 3112 - THE SIXTIES (4 CREDITS)
An examination of the political, cultural and economic changes that took place in the United States during the 1960s. Special attention will be given to the civil rights movement and the Vietnam War in shaping public discourse and in presenting Americans with important political and moral choices.

AFAM 3115 - ML KING AND MALCOLM X (4 CREDITS)
An examination of the lives, philosophies, and historical influences of Martin Luther King Jr. and Malcolm X. The purpose of this course is to examine the life and thought of Martin L. King Jr. and Malcolm X. Our main goals are to trace the development in their thinking, and to examine the similarities and differences between them. Finally, we will seek to evaluate their contribution to the African-American freedom struggle, American society, and the world. Our method of study will emphasize the very close reading of the primary and secondary material; the use of audio and videocassettes; lecture presentations, and class discussions. But it is important to note that we are not simply interested in the academic study of these two men's political and religious commitment; we are also concerned with how they inform our own political and spiritual lives. Hopefully, we will learn from Martin and Malcolm and be motivated by their passion for justice.

AFAM 3120 - THE BLACK CHURCH AND BLACK POLITICS (4 CREDITS)
An examination of the history of the black church from slavery to the present.

AFAM 3130 - RACIAL AND ETHNIC CONFLICT (4 CREDITS)
This course examines the major sources of tension between ethnic and racial groups in the American city, as well as the political and cultural traditions of various ethnic groups.

AFAM 3132 - BLACK PRISON EXPERIENCE (4 CREDITS)
This course examines the historical and contemporary experience of African Americans in the prison system with a special emphasis on the role of religion as a transforming agent. Students will survey the writings of current and former prisoners and ask what role, if any, spirituality played in their experience of incarceration.

AFAM 3133 - PERFORMANCE AFRICAN DIASPORA (4 CREDITS)
This course explores how young people of the African diaspora in the United States use expressive culture as a space to creatively respond to social injustice and political marginalization.

AFAM 3134 - FROM ROCK AND ROLL TO HIP HOP (4 CREDITS)
A study of urban youth culture through an examination of musical forms and their evolution from the post–World War II era to the present. Begins with rock and roll and ends with rap and hip-hop.

AFAM 3136 - CIVIL RIGHTS/BLACK POWER (4 CREDITS)
The course examines the history of the dramatic African-American social and political movements that took shape in the aftermath of World War II.

AFAM 3138 - NONVIOLENT PROTEST (4 CREDITS)
This course examines the genesis of non-violent direct action protest in modern history. Starting with the writings of David Henry Thoreau and Leo Tolstoy, the class will focus on Gandhi in South Africa and India. Influenced by these nonviolent philosophies and individuals, the course examines the modern Civil Rights Movements in the United States, especially the
practice of nonviolent direct action of Bayard Rustin, Martin Luther King Jr., members of the Student Coordinating Committee (SNCC), and the Congress of Racial Equality (CORE). Finally the course examines the lives and times of Nelson Mandela and Steve Biko of South Africa, looking for the roots of their nonviolent philosophies and practices.

AFAM 3139 - BUFFALO SOLDIERS: RACE AND WAR (4 CREDITS)
Buffalo Soldiers examines the intersection of race and military service in the United States, from the American Revolution to the Cold War. The focus of the course is on the role African Americans played in the major military conflicts of this country's history.

AFAM 3140 - CONTEMPORARY AFRICA (4 CREDITS)
An examination of the cultural characteristics of African societies and an analysis of African's significance in world politics.

AFAM 3141 - WOMEN IN AFRICA (4 CREDITS)
This course examines the formal and informal participation of African women in politics, their interaction with the state, and their role in society.

AFAM 3146 - CONTEMPORARY AFRICAN IMMIGRATION (3 CREDITS)
It explores the experiences of contemporary African immigrants in the United States. It is designed to introduce students to contemporary literature, theories, and methodologies on the study of African immigration and the history of recent African immigrants by examining their earlier migratory process both within the continent and across international border. This course should be of interest to students who are interested in learning about international migrations, refugee and forced migration issues, globalization, and formation of transnational identities.

AFAM 3148 - HISTORY OF SOUTH AFRICA (4 CREDITS)
This course examines the history of South Africa from the pre-European encounter to the post-apartheid era. Special emphasis will be given to 19th and 20th century racial policies.

AFAM 3150 - CARIB PEOPLES AND CULTURE (4 CREDITS)
An examination of the historical, cultural, and contemporary characteristics of various ethnic groups in the Caribbean. Special attention will be devoted to Afro-West Indians.

AFAM 3155 - CHILDREN OF IMMIGRANTS IN AMER (4 CREDITS)
This EP Seminar applies anthropological, sociological, and literary texts to explore the experiences of the second-generation immigrants in the United States. Diverse immigrant communities from the Caribbean, Africa, the Middle East, Asia, and Latin America are covered. The course will draw primarily on contemporary ethnographic examples, but will include historical examples for the comparative perspective. Major debates in migration studies are discussed.

AFAM 3632 - HARLEM RENAISSANCE (4 CREDITS)
A study of the literature of the period known as the Harlem Renaissance. Writers include James Weldon Johnson, Jean Toomer, Nella Larsen, Jessie Fauset, Zora Neale Hurston, and Langston Hughes.

AFAM 3637 - BLACK FEMINISM: THEORY AND EXPRESS (4 CREDITS)
This course examines the history of black feminist/womanist thought as a political practice, an aesthetic sensibility, and a scholarly methodology. Combining black feminist theory with literary and cultural works by black women artists, the class will discuss conflicts with black feminists practice as well as the future of black feminism.

AFAM 3667 - CARIBBEAN LITERATURE (4 CREDITS)
A broad survey of the literatures of the Caribbean region, including translations from Spanish and French. Primarily 20th-century works will be read against the background of colonial discourse theory. Writers include Maran, Césaire, Fanon, Carpentier, Chauvet, Mohr, V.S. Naipaul, Walcott, Brathwaite, Kincaid, and others.

AFAM 3669 - RACING THE CITY (4 CREDITS)
This class will consider the racialization of city spaces as well as the content and dynamics of historical and contemporary constructions of blackness. Primarily grounded in ethnography, the class also uses journalism and media portrayals and discourse rooted in popular culture.

AFAM 3684 - FOOD AND GLOBALIZATION (4 CREDITS)
This Capstone Interdisciplinary Core course examines the scholarship on food and globalization with an emphasis on the African Diaspora. Applies anthropological, sociological, historical, and literary perspectives to explore global exchange networks and their impact on consumer cultures in the United States and beyond.

AFAM 3693 - CONTEMP AFRICAN LITERATURES (4 CREDITS)
Contemporary works from around the continent, including a selection of anglophone literatures of South, West and East Africa and translations into English from Portuguese, French, Arabic, and Kiswahili.

AFAM 3695 - MAJOR DEBATES IN AFRICAN STUD (4 CREDITS)
Key debates that have shaped the study of Africa in the post colonial period. Includes state formation, underdevelopment, pan-Africanism, and globalization.

AFAM 4000 - AFFIRMATIVE ACTION: AMER DREAM (4 CREDITS)
An examination of the political and legal history of Affirmative Action and an exploration of the moral and economic consequences of the policy as practiced by universities, businesses, and government agencies. Fulfills senior values requirement.

AFAM 4600 - AFRICAN AMERICANS AND LAW (4 CREDITS)
American law has shaped the course of African-American history. This class will examine themes such as segregation, civil rights, lynching and capital punishment, racial profiling and race-related sentencing, and state control of black families and reproduction. In order to understand the impact of the law, students will read and analyze cases, amendments to the U.S. Constitution and state statutes, as well as primary and secondary historical sources. This course will provide students with an understanding of how U.S. laws and state control were used to oppress African-Americans, and how African Americans and other civil rights advocates used the law as a tool to gain citizenship recognition, equal treatment under the law, and equal access to society.

AFAM 4650 - SOCIAL WELFARE AND SOCIETY (4 CREDITS)
An examination of American values and attitudes about poverty, entitlement and dependency, and the role of the state, individuals and society in social welfare. Presents an exploration of how experiences such as homelessness, welfare, and unemployment are conceptualized in American society and how this thinking affects our values over time. Fulfills senior values requirement.
AFAM 4802 - Community Research Methods: Oral History (4 CREDITS)
This service-learning course will impart proficiency in the research methods used by anthropologists and oral historians studying marginalized urban communities. Through volunteer work in Bronx community organizations, students will learn how to design a research agenda, maintain a field notebook, conduct an oral history interview, and effectively transcribe oral interviews. A primary course objective will be to enable students to help community members uncover and record the rich cultural, political, economic, and religious histories of Bronx residents. Each student will volunteer in a community-based organization in order to help serve the needs of the community and master the skills of participant observation.

AFAM 4890 - RESEARCH SEMINAR (4 CREDITS)
Intensive course on research techniques appropriate to African and African-American studies. Required of all African and African-American studies majors.

AFAM 4999 - TUTORIAL
Independent research and readings with supervision from a faculty member.

Art History and Music
Chair: Isaak (LC)
Associate Chair: Mundy (RH)
RH: FMH 417A, (718) 817-4890
LC: IL 423, (212) 636-6303
Web: www.fordham.edu/art_hist_music

Faculty
Professors: Heleniak, Isaak (John L. Marion Chair), Kramer, Stempel
Associate Professors: Grimes, Mundy, Roe, Spalding
Assistant Professors: Bianchi, Gelbart, McMadden, Ott, Ruvoldt
Visiting Assistant Professor: Wolf
Associate Member: Waldrop
Lecturer: Yaraman
Lecturers in Applied Music: Minotti, White
Professors Emeriti: Hayum, Herschman, Jaffe, Kurtz, Parker

Overview
Art History
The art history major offers students the opportunity to study the great cultural accomplishments of (primarily) Western civilization within a broad historical context. Art history intersects with many different fields, including history, literature, philosophy, and theology. It is integral to a strong liberal arts curriculum that is at the heart of the Fordham education. The art history major focuses on the history of European/ American and, to a lesser extent, global art. Students are prepared for graduate school and for employment in galleries, auction houses, art publishing, and nonprofessional positions in museums. Many students pursue careers in other fields, including law and education.

Music
The music major offers students the opportunity to study music historically as a force in the shaping of Western culture and technically as a practical skill, craft, and art. Emphasizing music as a humanistic pursuit integrated into the liberal arts curriculum, it covers a range of courses that include music history, theory, composition, and performance. While

the program offers ample opportunities to take private lessons and to participate in campus performance ensembles, it leads to an academic B.A. degree rather than a performance-oriented one. Students are prepared to go on to graduate school, seek careers in music education, and pursue professions that combine music with other fields of study.

Contribution to Core
Art History and Music offers ARHI 1100- Art History Introduction, MUSC 1100-Music History Introduction, and MUSC 1101-Opera: An Introduction, which fulfill the fine arts core requirement. These courses are also available as Eloquentia Perfecta 1 Seminars. In addition, the department offers American Pluralism and Global Studies courses each year.

Program Requirements
No course in which the student earns a grade of D or F may be used toward a departmental major or minor.

Art History Major
(HEGIS Code 1003) Program Code 06075

The major in art history is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Lincoln Center.

Majors in art history must complete a minimum of nine one-semester courses.

Required Courses:
ARHI 1100-Art History Introduction
VART 1135-Visual Thinking
ARHI 4600-Senior Seminar

In order to ensure a wide background in art history, majors are required to take one course in each of the following areas:

Ancient/Medieval
Renaissance/Baroque
Modern
Global

Two additional courses from those remaining must be in a single area (Ancient/Medieval, Renaissance/Baroque, Modern, or Global) to develop a concentration. The Senior Seminar (ARHI 4600) introduces majors to the theoretical basis and formal methodology of art history while giving them experience with the various art institutions in New York City (galleries, museums, auction houses).

Art history majors and minors are also encouraged to take the Chemistry of Art (CHEM 1104), which satisfies the physical science requirement of the Core Curriculum.

Students who have taken the Art History AP exam and have scored 4 or 5 can count this AP credit toward their Fine Arts Core requirement.

Art history majors who have taken the Art History AP exam and have scored 4 or 5 must still take nine art history courses to complete the major.
The Pre-Architecture Program Within an Art History Major

Adviser: Colin Cathcart AIA
LC: LL SL24s, and KE B7, (718) 237-2786, cathcart@fordham.edu

Fordham’s pre-architecture program is designed to prepare students for graduate training in the environmental design professions. Most design schools do not specify a particular major for admission, but an art history major is an appropriate and useful preparation for architecture, interior design, or historic preservation. For graduate school application advice and for admission requirements for all the design professions, please refer to Pre-Architecture under the Preprofessional Programs of Study section of this bulletin. For students who plan to work immediately after graduation, this program will also support careers in real estate, construction, preservation, and the interiors industries. Students leave the program with highly sought skills in computer-aided drafting and design (CAD).

Five of the following visual arts courses may be substituted for art history courses and counted towards the pre-architecture student’s art history major. With the chair’s permission, students may choose to execute a senior design project (VART 4090) as the senior Capstone requirement.

Required:
VART 1135-Visual Thinking
VART 1150-Drawing I
VART 1160-Architectural Language
At least one of:
ARHI 1100-Art History Introduction
VART 1101-Urbanism

Recommended electives:
VART 2055-Environmental Design
ARHI 2460-Architecture 1300-1750
ARHI 2540-Modern Architecture
VART 3070-Architectural Design II
VART 3080-Architecture Studio A
VART 3090-Architecture Studio B
ARHI 3350-Age of Cathedrals
ARHI 3351-Issues in Architecture
ARHI 3540-Seminar: Contemporary Architecture
VART 4090-Senior Project, Architecture

Art History Minor
The minor in art history is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Lincoln Center.

The department offers a minor consisting of six one-semester departmental courses in art history. Art History Introduction (ARHI 1100) is required, plus any five additional art history courses. One visual arts course, Visual Thinking (VART 1135), may be substituted for one of the five elective art history courses.

Double Major in Art History and Visual Arts
A double major is a desirable choice for students who want the solid background in the humanities that art history offers in tandem with a broad foundation in the visual arts. Students should be aware that some of the courses necessary for completing the double major may be offered only on the Lincoln Center or the Rose Hill campus. For the double major, a total of 15 courses is necessary.

Required Foundational Courses:
ARHI 1100-Art History Introduction
VART 1135-Visual Thinking
VART 1150-Drawing I

It is suggested these three requirements be completed by the end of sophomore year.

Visual Arts Courses:
Five additional upper-level visual arts electives are required. It is assumed that the student will choose courses in more than one visual arts concentration and will pursue advanced courses in at least one of the concentrations.

Art History Electives:
Six additional upper-level art history electives (2000-level and above) are required, following the distributional requirements of the art history major:

- One in Ancient/Medieval art
- One in Renaissance/Baroque
- One in Global art history
- Plus two art history electives of the student’s choice

Required Art History Capstone (taken in senior year, only offered fall semester)
ARHI 4600-Senior Seminar

Music Major
(HEGIS Code 1005) Program Code 20158

The major in music is available at Fordham College at Rose Hill and at Lincoln Center. Students in the School of Professional and Continuing Studies may major in music only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill and/or Lincoln Center campus.

The music major program consists of 10 one-semester departmental courses:

One required course in music history:
MUSC 1100-Music History Introduction or MUSC 1101-Opera: An Introduction
One keyboard course and its lab, taken concurrently:
MUSC 2140-Basic Keyboard and MUSC 2141-Piano Lab

Three courses in music theory to be taken in sequence:
MUSC 2145-Musicianship I: Counterpoint
MUSC 2146-Musicianship II: Diatonic Harmony
MUSC 2147-Musicianship III: Chromatic Harmony

Three music history courses chosen from the following:
MUSC 3110-Music Before 1600
MUSC 3121-Baroque Music: Between Ancients and Moderns
MUSC 3122-Music, Enlightenment and Revolution
MUSC 3123-Music in the Romantic Century
MUSC 3124-Music in Modern Times: 20th Century

Two electives at the 2000 level or higher, one of which must be an American or World Music course.

The theory courses, which must be taken in sequence, are offered on a two-year cycle. Students unprepared for Musicianship I: Counterpoint (MUSC 2145) are required to take Introduction to Musicianship and Ear-Training and Sight-Singing (MUSC 2120/2121), which will not apply toward the major. Students with keyboard proficiency may have the Basic Keyboard/Keyboard Lab requirement waived with approval of the department, and should then substitute a music elective instead.

Music majors with a concentration in performance may take up to eight credits of private lessons on an instrument or voice, one credit per semester, on a pass/fail basis. (Students register for Vocal/Instrumental Instruction MUSC 1261-1268.) A lab fee covers the cost of the lessons. On the basis of annual auditions, the department may award some college grants covering the lab fee.

Music majors must also participate in a minimum of four semesters in a campus-based vocal or instrumental ensemble (the concert choir, the women's choir, the liturgical choir, the concert band, the orchestra, the chamber music ensemble, or other approved organizations). Credit can be granted for the Concert Choir/Women's Choir (MUSC 1242), the Chamber Music Ensemble (MUSC 1252), the Concert Band (MUSC 1272), and the Orchestra (MUSC 1282).

Music Minor
The minor in music is available at the Fordham College at Rose Hill and at Lincoln Center. Students in the Fordham School of Professional Studies may minor in music only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill and/or Lincoln Center campus.

The department offers a minor consisting of six one-semester departmental courses in music. Two specific courses are required: Music History Introduction (MUSC 1100 or 1101) and Musicianship I (MUSC 2145). The four additional courses can be chosen from the remaining music offerings of the department. Music minors are also eligible to participate in the Vocal/Instrumental Instruction program but may only take up to four semesters of lessons for credit (one credit per semester on a pass/fail basis).

Double Majors
The music major can be combined with other courses of study, including a double major. A music major interested in a career in the music industry or in arts management, for example, might consider taking economics or business courses related to the arts. Fordham's Gabelli School of Business offers a minor in business that can be combined with the music major.

Program Activities
Honors in Art History
Students who wish to be considered for honors in art history must complete an independent research project in the context of a senior tutorial or seminar.

Art History Internships
We encourage students to take advantage of the many internship opportunities in New York City. Art history majors have held internships at the Metropolitan Museum of Art, the Museum of Modern Art, the Guggenheim Museum, the Neue Gallery, the Studio Museum of Harlem, the New Museum of Contemporary Art, the International Center of Photography, El Museo del Barrio, the Drawing Center, the New York Historical Society, Christie's and Sotheby's, art magazines, art appraisers, and many private galleries. With the approval and supervision of the department, majors may receive elective credit for one internship (ARHI 4951-4954), graded on a pass/fail basis. Internships offer valuable experience and can lead to after-graduation employment, but do not count towards requirements for the major or minor.

Music Internships
Music majors can receive credit for a music internship with a recording company or concert agency in New York City during their junior or senior years. With the approval and supervision of the department, majors may receive elective credit for one internship (MUSC 4951-4954) graded on a pass/fail basis.

Art History Awards
The department supplements these academic programs with several prizes to honor art history majors. The Stark Prize is money awarded to a junior art history major toward travel in Europe over the spring or summer break; the Marion Scholarship is awarded to a Rose Hill senior on the basis of documented need and academic record; the Art History prize is awarded to a Rose Hill senior on the basis of an exceptional academic record. The department also sponsors the Vasari Lecture each spring for which a graduating senior is invited to give a public lecture on the topic of his or her senior research paper.

Courses Planned for Fall 2012–Spring 2014
Note: Note: Following each course are codes referring to where the course has been taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, ER for Fordham School of Professional and Continuing Studies at Rose Hill, EL for Fordham School of Professional and Continuing Studies at Lincoln Center, and EW for Fordham School of Professional and Continuing Studies at Westchester.
Art History

ARHI 1100 - Art History Introduction
ARHI 2210 - Asian Art (R)
ARHI 2211 - Chinese Archaeology (R, L)
ARHI 2215 - Chinese Landscape Painting (R, L)
ARHI 2218 - Chinese Contemporary Art (R, L)
ARHI 2220 - Art of Ancient Near East (L)
ARHI 2230 - Islamic Art (R, L, EL)
ARHI 2232 - Islamic Cities (L)
ARHI 2236 - Cultural Encounters: Islam and the West (L)
ARHI 2256 - Colonial Latin American Art (R)
ARHI 2257 - Modern Latin American Art (R)
ARHI 2270 - Native American Art (R)
ARHI 2305 - Greek Art (L)
ARHI 2310 - Greek and Roman Art (L)
ARHI 2312 - Hellenistic Art (L)
ARHI 2315 - Roman Art (L)
ARHI 2340 - Early Medieval Art (R, L)
ARHI 2341 - Medieval Desire and Devotion (R, L)
ARHI 2350 - Byzantine and Western Art (L)
ARHI 2355 - Celtic Art (L)
ARHI 2360 - Illuminated Manuscripts (R)
ARHI 2400 - Van Eyck to Vermeer (R)
ARHI 2410 - Northern Renaissance Art (L)
ARHI 2415 - Italian Renaissance Art (R, ER)
ARHI 2420 - Early Renaissance Art (L)
ARHI 2425 - High Renaissance Italy (R, L, ER)
ARHI 2450 - 17th-Century Art (R)
ARHI 2460 - Architecture 1300-1750 (R)
ARHI 2470 - Age of Rembrandt (R)
ARHI 2510 - 18th-Century Art (R)
ARHI 2520 - American Art (R, L)
ARHI 2530 - 19th-Century Art (R, L)
ARHI 2540 - Modern Architecture (R, EL)
ARHI 2550 - 20th-Century Art (R, EL)
ARHI 2551 - Russian Art of the Avant-Garde (L)
ARHI 2555 - Art and Ecology (R)
ARHI 3100 - Museum Methods (L)
ARHI 3315 - The City of Rome (L)
ARHI 3350 - Age of Cathedrals (R)
ARHI 3355 - Gothic Cathedral in Historical Perspective (R)
ARHI 3440 - Renaissance Art in NYC (L)
ARHI 3450 - Leonardo Da Vinci (L)
ARHI 3455 - Michelangelo (EL)
ARHI 3460 - Bernini (R, L)
ARHI 3555 - Contemporary Art (EL)
ARHI 3560 - Contemporary Art in NYC (L)
ARHI 3563 - Issues: Contemporary Art (R)
ARHI 4210 - Outsiders in Medieval Culture (R) (ICC)
ARHI 4250 - Aztec Art (R) (ICC, EP3)
ARHI 4520 - Victorian Pre-Raphaelites (R)
ARHI 4530 - Gender and Modern Art (R) (EP3)
ARHI 4560 - Modernism in Art and Literature (L, R) (ICC)
ARHI 4540 - Seminar: Modern Art (L, EL)
ARHI 4550 - Feminism and the Arts (R, L)
ARHI 4600 - Senior Seminar (R, L)

Music

MUSC 1050 - Music Focus: Rock/Pop Issues & Debates (R)
MUSC 1100 - Music History Introduction
MUSC 1101 - Opera: An Introduction
MUSC 1210/1211 - Music for Dancers (L)
MUSC 1241/1242 - Chorus Internship (R)
MUSC 1243/1244 - Chamber Singers (L)
MUSC 1251/1252 - Chamber Music Ensemble (R, L)
MUSC 1261/1268 - Vocal/Instrumental Instruction (R, L)
MUSC 1271/1272 - Concert Band Internship (R)
MUSC 1281/1282 - Orchestra Internship (R)
MUSC 2014 - Jazz: A History in Sound
MUSC 2022 - Broadway Musicals (R)
MUSC 2031 - Rock and Pop Music Since WWII (R)
MUSC 2048 - Worlds of Music (R, L)
MUSC 2056 - The Mass and Its Music (R)
MUSC 2120 - Introduction to Musicianship (R, L)
MUSC 2121 - Ear-Training and Sight-Singing (R, L)
MUSC 2140 - Basic Keyboard (R)
MUSC 2141 - Keyboard Lab (R)
MUSC 2145 - Musicianship I: Counterpoint (R, L)
MUSC 2146 - Musicianship II: Diatonic Harmony (R, L)
MUSC 2147 - Musicianship III: Chromatic Harmony (R, L)
MUSC 2148 - Musicianship IV: Analysis (L)
MUSC 3100 - Music Before 1600 (R)
MUSC 3121 - Baroque Music: Between Ancients and Moderns (R)
MUSC 3122 - Music, Enlightenment and Revolution (R)
MUSC 3123 - Music in the Romantic Century (R, L)
MUSC 3124 - Music in Modern Times: 20th Century (R, ER)
MUSC 3131 - Music and Ethical Life (R)

Course Descriptions

Art History

ARHI 1100 - ART HISTORY INTRO (3 CREDITS)
An introduction to the study of art through key monuments of paintings, sculpture, and architecture of primarily Western art. Form and style as visual representation will be analyzed. Outstanding works will also be explored in terms of their context or function, and the changing role of the artist in society will be explored.

ARHI 1101 - THE SOCIAL LIVES OF IMAGES (3 CREDITS)
In the contemporary world, we live surrounded by images—on billboards, in ads, online. They exert a powerful influence on how we think about the world and our place in it. Although images may seem innocent, they are highly coded, with deep histories of their own. This course surveys the creation of works of images from ancient times (the Egyptians) to the present. Within this broad sweep of time, it emphasizes the ways that identities, both of individuals and of larger social groups, are projected and mediated through the image.
ARHI 2105 - GRAPHIC DESIGN HISTORY (4 CREDITS)
This course will explore the history of graphic design from the Lascaux caves and medieval manuscripts to contemporary design. The focus will be on the artistic development of graphic design since the 1990s as well as its placement as an interdisciplinary practice and a growing and vital profession. (Modern)

ARHI 2210 - ASIAN ART (4 CREDITS)
This course is a chronological survey of the arts of China, Japan, and Korea from pottery-making and jade-carving cultures of the Neolithic era down to contemporary works in video and performance art. Students will view and discuss selected works of art from the material culture of all three countries. The emphasis will be on the arts of China—the most populous of the three and the cultural hegemony of East Asia. (Globalism)

ARHI 2220 - ART OF ANCIENT NEAR EAST (4 CREDITS)
This course examines the visual culture of Pharaonic Egypt and ancient Mesopotamia, ca. 3000–500 BCE. (Ancient/Medieval)

ARHI 2230 - ISLAMIC ART (4 credits)
This course presents an overview of some of the most important episodes of Islamic art and architecture from their origins to the 18th century. We will focus on the monumental mosques, mausolea, and palaces of the great dynasties, as well as the most-prized of more delicate artistic traditions, such as calligraphy, manuscript painting, textiles, and ceramics. Emphasis will be given equally to visual/interpretive analysis and critical thinking, and will entail readings from an introductory textbook as well as more in-depth scholarly writings.

ARHI 2232 - ISLAMIC CITIES (4 credits)
This course will provide an historical overview of some of the most important cities of the Islamic world, including Medina, Damascus, Baghdad, Cairo, Istanbul, Isfahan, and others. It will trace the foundations of new cities and the “Islamization” of older ones, and historically examine the role of religious principles and behavior on urban form. We will also examine material and cultural differences internal to the Islamic world that contribute to its dazzling diversity of urban settings. Though interdisciplinary in approach, a major focus will be on architecture and urban form. In our historical trajectory we occasionally will take a glance westward at comparable/contrastive features in Venice, Paris, etc. A final section of the course will deal with the urbanism of colonial powers in the Middle East.

ARHI 2236 - ENCOUNTERS: ISLAM AND THE WEST (4 CREDITS)
This course will consider cultural interchanges between the Islamic world and the West from the early Middle Ages through the advent of colonialism. It will episodically focus on cultural border regions where intercultural conflict and cohesion are both evident. Topics may include the classical heritage of Islamic art; pagan, Christian, Islamic, and Israeli urbanism in Jerusalem; the arts and architecture of multicultural Norman Sicily and Medieval Spain; Ottoman-Italian dialogues in architecture; Persian and Italian approaches to naturalism in 15th and 16th century painting; Orientalist art; and colonial architecture and urbanism. Issues to be addressed include the self-definition of cultural identity vis-a-vis the “other” and the underlying permeability of cultural borders. Finally, we will use our historical perspective to critically focus upon conventional contemporary notions of an East-West divide.

ARHI 2250 - PRE-COLOMBIAN ART (4 CREDITS)
Introduction to the art of Mexico, Central America and Peru from its beginnings to the time of its contact with Europe. Examination of architecture, sculpture, ceramics, and paintings in the context of such cultures as Olmec, Teotihuacan, Maya, Aztec, Chavin, Mochica, Tiahuanaco and Inca.

ARHI 2257 - MODERN LATIN AMERICAN ART (4 CREDITS)
In the modern period, Latin American nations, the by-product of European colonization, developed artistic traditions that grew out of their own distinct realities. This course looks at two great shaping forces of modern Latin American Art: nationalism, which called on visual art to both create a national identity and to reflect it; and modernism, an aesthetic movement that insisted on artistic autonomy. In more recent years, the political integrity of Latin American nations has been challenged by oppressive governments and imperialism, leading artists to seek new ways of expressing ideas and identity within and beyond the national sphere. We will also be seizing the many opportunities that New York offers to see Latin American art firsthand at sites that include El Museo del Barrio, Sotheby’s, and the Cecilia de Torres Gallery.

ARHI 2270 - NATIVE AMERICAN ART (4 CREDITS)
A survey of the major indigenous cultures of Canada and the United States: the cultures of the Inuit and Pacific Northwest, the Plains Indians, Pueblo Indians, and other cultures, from the origins of civilization to contemporary times. (Globalism; Modern)

ARHI 2305 - GREEK ART (4 CREDITS)
This course provides a survey of the major monuments of Greek Art from the Bronze Age through the Hellenistic Period (ca. 2500-100 B.C.), focusing on their function in Greek myth and ritual mythological depictions in vase paintings, funerary sculpture, the cult statue, narrative reliefs, temple architecture, and urban sacred landscapes.

ARHI 2310 - GREEK AND ROMAN ART (4 CREDITS)
A study of the sculpture, architecture, and painting of antiquity from Minoan times to the last years of the Roman Empire. Emphasis will be placed on the “Golden Age” of Greece and on the triumphant years of the Roman Empire from Augustus Caesar to Constantine.

ARHI 2312 - HELLENISTIC ART (4 CREDITS)
A survey of art and society in the Ancient Mediterranean from Alexander the Great to the rise of the Roman Empire.

ARHI 2340 - EARLY MEDIEVAL ART (4 CREDITS)
The early medieval era (ca. 300-1100) witnessed the expansive development of the Christian church and the establishment of European monarchies. In this course we will examine how images and architecture in this era were used by both church and state to project authority; teach church history and dogma, and convey the tangibility of heaven to Christian believers. Media analyzed will include architecture, sculpture, illuminated manuscripts, and luxury arts. (Ancient/Medieval)

ARHI 2341 - MEDIEVAL DESIRE AND DEVOTION (4 CREDITS)
An examination of the origins, development, and cultural circumstances of panel painting in Italy, ca. 1200-1400, with an emphasis on the mechanics of devotion, its intersection with romantic desire, and the role of images in practices understood as soul-altering.
ARHI 2350 - BYZANTINE AND WESTERN ART (4 CREDITS)
This course examines the intersection between the Byzantine East and the European West from the 4th to the 15th centuries. This discussion will focus on key monuments of art and architecture seen in their respective cultural and liturgical contexts.

ARHI 2350 - BYZANTINE AND WESTERN ART (4 CREDITS)
This course examines the intersection between the Byzantine East and the European West from the 4th to the 15th centuries. The discussion will focus on key monuments of art and architecture seen in their respective cultural and liturgical contexts. (Ancient/Medieval)

ARHI 2360 - ILLUMINATED MANUSCRIPTS (4 CREDITS)
Before the invention of the printing press in the 15th century, every book was a precious, hand-produced object. Often these manuscripts were richly decorated with painting, called illumination. This course examines the development of manuscript illumination over the length of the Middle Ages (ca. 300-1500). Issues examined include illuminated manuscripts and the establishment of the church, illumination and royal power, manuscripts and popular devotion, and the role of the artist as illuminator.

ARHI 2410 - NORTHERN RENAISSANCE ART (4 CREDITS)
An examination of the visual arts (painting, sculpture, printmaking) in the culture of Northern Europe during the 15th and 16th centuries, with emphasis on developments in painting in the Netherlands, Germany, and France. Technical, formal, and interpretive issues regarding key works by artists such as Jan van Eyck, Roger van der Weyden, Der, Grenwald, Holbein, and Bruegel to be considered.

ARHI 2415 - ITALIAN RENAISSANCE ART (4 CREDITS)
The history of Renaissance painting and sculpture in Florence, Venice, and Rome from the 14th through the 16th centuries. The course will focus on the leading artists of this era: Donatello, Masaccio, Fra-Angelico, Bellini, Botticelli, Leonardo, Raphael, Michelangelo, Giorgione, and Titian.

ARHI 2450 - 17TH CENTURY ART (4 CREDITS)
This course explores the interaction of architecture, sculpture, and painting of High Renaissance of the 16th century and of the Counter-Reformation of the 17th century. Visits to sites pertinent of the course will allow students to gain an understanding of the cultural milieu that produced the works under consideration and their position in the wider context of art history.

ARHI 2460 - ARCHITECTURE 1300-1750 (4 CREDITS)
The history of European architecture from 1300 to 1750. Special emphasis will be given to the ecclesiastic and civic architecture of Italy during Michelangelo's lifetime and France during King Louis XIV's reign.

ARHI 2510 - 18TH CENTURY ART (4 CREDITS)
The development, dominance, and decline of the international rococo style in painting and sculpture will be examined with special attention devoted to Watteau, Boucher, Fragonard, Chardin, Tiepolo, Canaletto, Guardi, and Gainsborough. A study of the enlightenment sensibility and the rise of Neo-Classicism will follow Hogarth, Reynolds, and David, among others.

ARHI 2520 - AMERICAN ART (4 CREDITS)
This course will examine the development of American painting, sculpture, and architecture from colonial times to the early 20th century, with an emphasis on painting. Major artists will be discussed in depth (Copley, West, Allston, Cole, Church, Bierstadt, Mount, Bingham, Homer, Eakins, Cassatt, O’Keeffe, and others).

ARHI 2530 - 19TH-CENTURY ART (4 CREDITS)
A survey from ca. 1790 through Impressionism with emphasis on the medium of painting and on artistic developments in France. Focuses on the changing role of the artist in society and on emerging art institutions of the modern state.

ARHI 2535 - HISTORY OF PHOTOGRAPHY (4 CREDITS)
The history of photography from 1839 to the present. The work of leading European and American photographers will be studied in the light of the technical, social, and aesthetic issues of their time.

ARHI 2540 - MODERN ARCHITECTURE (4 CREDITS)
Ranging from ca. 1750 to the present, this course emphasizes the rise of modernism in the first half of the 20th century. Stylistic and technical innovations will be examined in their socio-historical context. Mega projects—social housing, transport infrastructures, the tall building—to be considered, as well as individual careers of such modern masters as Frank Lloyd Wright, Le Corbusier, Mies van der Rohe, Alvar Aalto and Louis Kahn.

ARHI 2550 - 20TH-CENTURY ART (4 CREDITS)
A study of major trends in modern art from the late 19th century to the present day with an emphasis on developments before 1930.

ARHI 2555 - ART AND ECOLOGY (4 credits)
This course investigates the work of artists, writers, and filmmakers who have dedicated themselves to creating solutions to specific environmental problems or whose works have broadened public concern for ecologically degraded environments. Students will participate in a wide variety of discourses about the personal, public, and ethical dimensions of current environmental issues.

ARHI 2560 - MODERN ART AND RELIGION (4 CREDITS)
This course will explore interest in the spiritual and religious dimensions that developed in 19th-century Western art and that continues to the present day, an interest often employing non-traditional images and materials. Particular attention will be given to the sublime in art and to contemporary religious and spiritual expressions in art.

ARHI 3100 - MUSEUM METHODS (4 CREDITS)
Exploration of materials and techniques of the visual arts and a study of the different types of modern institutions for their exhibition. The course relies on field trips to museums, galleries, and other institutions, mainly in New York City.

ARHI 3200 - MUSEUM STUDIES IN ANCIENT ART (4 CREDITS)
This class examines the display of Ancient Art using the collection at Fordham as a foundation. The class considers the aesthetic issues of "un-provenanced" antiquities.

ARHI 3315 - THE CITY OF ROME (4 CREDITS)
This course surveys the art, architecture, and urban planning of the city of Rome from its founding through the Middle Ages. We shall follow Rome through its various manifestations, from primitive village to capital of empire, and finally, center of Christian pilgrimage. Particular attention will
be paid to art and monuments in their broader urban, social, and historical contexts. (Ancient/Medieval)

**ARHI 3350 - AGE OF CATHEDRALS (4 CREDITS)**
This course examines the art of the Gothic period in Western Europe, focusing on architecture, sculpture, stained creations, and embellishment of Gothic cathedrals.

**ARHI 3351 - ISSUES IN ARCHITECTURE (4 CREDITS)**
Utilizing case studies drawn from global history and the contemporary world, this course will critically examine architecture from a number of thematic angles and in a variety of cultural contexts in order to familiarize students with important conceptual and theoretical issues in architectural history and criticism. Possible topics include architecture and the city; the role of the architect; gender and space; how buildings mean; vernacular and academic architecture; architecture and power; technology and architectural development; aesthetics in architectural history; architectural form, function and actual usage; buildings and cultural identity.

**ARHI 3355 - GOTHIC CATHEDRAL HISTORY (4 CREDITS)**
This course considers the Gothic cathedral as experienced by its original medieval milieu as well as modern audiences in the 18th, 19th, and 20th centuries. Issues examined include the technology of Gothic cathedrals, the destruction and subsequent restoration of these buildings in the early modern era and French Revolution, and the adoption of Gothic style in America. (Ancient/Medieval)

**ARHI 3455 - MICHELANGELO (4 CREDITS)**
Exploration of the artist’s long career as sculptor, painter, and architect in its cultural context. Consideration of his writings and those of his contemporaries in shaping the notion of artistic genius. Modern critical perspectives and scientific contributions of conservators will be brought to bear.

**ARHI 3460 - BERNINI (4 CREDITS)**
By his own estimation, but also in the opinion of many of his most culturally informed contemporaries, Gian Lorenzo Bernini (1598–1680) was the greatest artist of the 17th century. He was also the last in long line of dazzling creative geniuses who made Italy the artistic and intellectual center of Europe for three centuries. This course focuses primarily on Bernini’s major achievements as sculptor and architect but also considers his efforts in painting, stage craft, and ceremonial decoration, all through the lens of his larger cultural context: Rome, artistic chivalry, and a resurgent Catholic Church.

**ARHI 3555 - CONTEMPORARY ART (4 CREDITS)**
A survey of recent art, concentrating on work since World War II. The modern European and American roots of contemporary art will be examined as well. Directions such as abstract expressionism, pop art, minimalism, post-minimalism, earth art and conceptual art will be emphasized.

**ICC, EP3**
**ARHI 4250 - Aztec Art (4 CREDITS)**
This course will examine the art created by the Aztecs, one of the last of the two great pre-Columbian cultures. Holding sway over much of Mexico at the beginning of the 16th century, the Aztec empire was brought to collapse by the arrival of the Spanish conquistadors. We will focus on the primary source, both Aztec and Spanish, as keys to understanding the art.

**EP3**
**ARHI 4530 - GENDER AND MODERN ART (4 CREDITS)**
This seminar will examine the role of women as artists and subjects in the history of modern art. We will discuss the social and educational impediments that both inhibited and shaped women’s careers. We will also investigate the cultural construction of gender difference in works of art by men and women artists, and read theoretical texts on the issues involved.

**ARHI 4540 - SEMINAR: MODERN ART (4 CREDITS)**
Readings in theory and criticism emphasizing modern critical approaches to the visual arts. Relevant journals and current exhibitions will be considered.

**ARHI 4560 - MODERNISM IN ART AND LITERATURE (4 CREDITS)**
An interdisciplinary study of the connection between modern art and literature

**ARHI 4600 - SENIOR SEMINAR (4 CREDITS)**
Readings and discussion of representative texts in the varying methodologies of art history. Application of selected critical methods to research culminating in a paper or oral presentation.

**ARHI 4951-4954 - INTERNSHIP (1-4 CREDITS)**
Supervised placement for students interested in work experience.

**Music**

**MUSC 1050 - ROCK/POP ISSUES AND DEBATES (3 CREDITS)**
Rock and pop music have generated controversies from their first appearance, whether the issues surrounded the words, the rhythms, the marketing, or other aspects. This seminar will focus on a combination of recordings, primary source readings, and recent scholarship on rock and pop and critically evaluate some of the most important debates about race, gender, class, age, authorship and copyright, commercialism and individuality, identity, and general musical quality. Consistent with the goals of EP seminars, the emphasis will be on critical thinking through class participation, presentations, and writing.

**MUSC 1100 - MUSIC HISTORY INTRO (3 CREDITS)**
Major developments in the history of music surveyed and illustrated by listening to specific examples(Cassettes and/or CD’s For study use). Focusing on significant eras and styles, such as the Italian Baroque, Viennese, Classicism, and French and German Romanticism, this course also emphasizes the works of individual composers such as Bach and Beethoven.

**MUSC 1101 - OPERA: AN INTRODUCTION (3 CREDITS)**
A historical study of opera focusing on the masterpieces of the genre from Monteverdi’s Orfeo to Gershwin’s Porgy and Bess, with particular attention devoted to the operas of Mozart, Verdi, and Wagner.

**MUSC 1210 - MUSIC FOR DANCERS I (3 CREDITS)**
This two-course sequence develops general knowledge of the major historical periods, styles, and genres of Western music, as well as familiarity with world music. It also provides critical tools to understand the basic components of music: melody, harmony, rhythm, texture, tempo, dynamics,
and instrumentation. To cultivate musicality, class is taught, in part, through practical application: singing and rhythm exercises, elementary score reading etc. Open to B.F.A. students only.

MUSC 1211 - MUSIC FOR DANCERS II (3 credits)
This two-course sequence develops general knowledge of the major historical periods, styles and genres of western music, as well as familiarity with world music. It also provides critical tools to understand the basic components of music: melody, harmony, rhythm, texture, tempo, dynamics, instrumentation. To cultivate musicality, class taught, in part, through practical application: singing and rhythm exercises, elementary score reading, etc. Open to B.F.A. students only.

MUSC 1214 - MUSIC FOR DANCERS I (3 credits)
MUSC 1212 - VOCAL/INSTRUMENTAL INSTR
MUSC 1213 - VOCAL/INSTRUMENTAL INSTR
MUSC 1215 - VOCAL/INSTRUMENTAL INSTR
MUSC 1216 - VOCAL/INSTRUMENTAL INSTR
MUSC 1217 - VOCAL/INSTRUMENTAL INSTR
MUSC 1218 - VOCAL/INSTRUMENTAL INSTR
A sequence of private weekly lessons in voice or on an instrument, available for credit only to music majors (eight credit maximum) and minors (four credit maximum). Students’ progress is monitored by the department. By audition and permission of the instructor. Pass/fail only. Lab fee.

MUSC 1242 - CHORUS INTERNSHIP (4 credits)
Singers may earn four credits by participating in chorus for four consecutive semesters. Students register for MU 1241 in the first three semesters, and MU 1242 in their fourth semester.

MUSC 1243 - CHAMBER SINGERS
Rehearsal and performance of selected choral music. Requirements include regular attendance at two weekly rehearsals, dress rehearsals, and regularly scheduled performances. By audition and permission of the instructor. Pass/fail only.

MUSC 1251 - CHAMBER MUSIC ENSEMBLE
Rehearsal, study, and performance of selected chamber music repertory. Requirements include setting up a regular rehearsal schedule, a weekly meeting with a faculty member and end of semester performance. By audition and permission of the instructor. Pass/fail only.

MUSC 1261 - VOCAL/INSTRUMENTAL INSTR
MUSC 1262 - VOCAL/INSTRUMENTAL INSTR
MUSC 1263 - VOCAL/INSTRUMENTAL INSTR
MUSC 1264 - VOCAL/INSTRUMENTAL INSTR
MUSC 1265 - VOCAL/INSTRUMENTAL INSTR
MUSC 1266 - VOCAL/INSTRUMENTAL INSTR
MUSC 1267 - VOCAL/INSTRUMENTAL INSTR
MUSC 1268 - VOCAL/INSTRUMENTAL INSTR
A sequence of private weekly lessons in voice or on an instrument, available for credit only to music majors (eight credit maximum) and minors (four credit maximum). Students’ progress is monitored by the department. By audition and permission of the instructor. Pass/fail only. Lab fee.

MUSC 1271 - CONCERT BAND INTERNSHIP
Rehearsal and performance of selected band music. Requirements include regular attendance at rehearsals and performances. By audition and permission of the instructor. Pass/fail only.

MUSC 1281 - ORCHESTRA INTERNSHIP
Rehearsal and performance of selected orchestral music. Requirements include regular attendance at rehearsals and performances. By audition and permission of the instructor. Pass/fail only.

MUSC 2014 - JAZZ, A HISTORY IN SOUND (4 credits)
This course studies jazz historically from the turn of the 20th century to the present, through both the shifting relations between white and black cultures in America, and the changes in musical tastes and practices over time. It considers the development of New Orleans, swing, bebop, modal, fusion, and contemporary jazz styles, with special attention to the contributions of Armstrong, Ellington, Parker, Davis, and Coltrane.

MUSC 2031 - ROCK AND POP MUSIC SINCE WWII (4 credits)
Rock and pop music have played key roles in Western culture for more than half a century. This course considers the roots and musical features of rock and related styles, their changing status within mainstream culture, and the musical and ethical issues they raise. From the R&B music of the early 1950s to the British Invasion, punk, disco, rap, alternative and electronic, pop musicians have moved billions of people, while raising questions about race, gender, generation gaps, commercialism, and globalization.

MUSC 2040 - MUSIC FOR FILM (4 credits)
This course will examine the film score from its origins in silent film accompaniment through the golden age of the Hollywood studio system, and up to the present day. Throughout, we will explore the aesthetic and structural functions of film music, with a focus on the interaction of music and drama. Other topics will include the process of scoring a film, the figure of music and the musician in cinema, and music representation of race and gender. (Prerequisite: MUSC 1100)

MUSC 2042 - MUSIC FOR FILM (4 credits)
This course will take an approach based on the premise that to study music is to study people, community, history, religion, politics, and dance, as well as to study musical styles, forms, and instruments. This approach provides the student with an appreciation of the sound, power, and meaning of music as it exists within culture.

MUSC 2048 - WORLDS OF MUSIC (4 credits)
This course will examine the work of Kern, the Gershwins, Porter, Rodgers, Hammerstein, and Sondheim.

MUSC 2051 - CHAMBER SINGERS
Rehearsal and performance of selected choral music. Requirements include regular attendance at two weekly rehearsals, dress rehearsals, and regularly scheduled performances. By audition and permission of the instructor. Pass/fail only.

MUSC 2061 - CHAMBER MUSIC ENSEMBLE
Rehearsal, study, and performance of selected chamber music repertory. Requirements include setting up a regular rehearsal schedule, a weekly meeting with a faculty member and end of semester performance. By audition and permission of the instructor. Pass/fail only.

MUSC 2071 - CONCERT BAND INTERNSHIP
Rehearsal and performance of selected band music. Requirements include regular attendance at rehearsals and performances. By audition and permission of the instructor. Pass/fail only.

MUSC 2081 - ORCHESTRA INTERNSHIP
Rehearsal and performance of selected orchestral music. Requirements include regular attendance at rehearsals and performances. By audition and permission of the instructor. Pass/fail only.

MUSC 2100 - JAZZ, A HISTORY IN SOUND (4 credits)
This course studies jazz historically from the turn of the 20th century to the present, through both the shifting relations between white and black cultures in America, and the changes in musical tastes and practices over time. It considers the development of New Orleans, swing, bebop, modal, fusion, and contemporary jazz styles, with special attention to the contributions of Armstrong, Ellington, Parker, Davis, and Coltrane.

MUSC 2120 - INTRODUCTION TO MUSICIANSHIP (3 credits)
Elementary musicianship for students wishing to learn how to read and write music. Organizations of basic musical materials, intervals, rhythms, modes, and scales. Melodic analysis. For students with no prior knowledge of musical notation. (Other see MU 2145.)
understand what this music meant, and what it might mean to us now, as Monteverdi, Bach, Vivaldi, and Handel that are still beloved today. To such as opera and the concerto, as well as many pieces by composers such as Leonicus, Perotinus Machaut, Dufay, Ockeghem, Josquin, and Palestrina.

This course discusses the music and culture of the Middle Ages and Renaissance, from liturgical chant through the polyphony of the High Renaissance. Sacred medieval music saw the invention of polyphony and rhythm while secular music for the court emerged the arts of music and the techniques of ear-training, sight-singing, and musical dictation. Independent research and readings with supervision from a faculty member.

MUSC 2140 - BASIC KEYBOARD (3 CREDITS)
An intensive hands-on course for the acquisition of basic keyboard skills and the techniques of ear-training, sight-singing, and musical dictation. No prior background is assumed.

MUSC 2141 - PIANO LAB (1 CREDIT)
Usually in conjunction with the Basic Keyboard course, this practical lab will focus on applying ear-training skills to the piano, learning to play melodies on the keyboard, and using chords to provide basic accompaniment to specific melodies.

MUSC 2145 - MUSCNSHIP I: COUNTERPOINT (4 CREDITS)
A study of the basic principles of melodic construction, voice leading, and harmony. Students will sing, study, and compose short pieces in the style of Renaissance masters such as Josquin, Lasso, and Palestrina. Recommended for students who wish to improve their reading, writing, listening, performing and compositional skills in music. Written assignments and analyses.

MUSC 2146 - MUSCNSHIP II: DIATONIC HARMONY (4 CREDITS)
This course is a continuation of Musicianship I and studies the basic principles of tonal harmony: chord construction, progressions, and modulation. It focuses on the style of 18th-century composers, such as Handel or Mozart, but will draw upon contemporary styles as well. Written assignments and analyses.

MUSC 2147 - MUSCNSHIPIII: CHROMATIC HARMONY (4 CREDITS)
This course is a continuation of Musicianship II and studies the principles of harmony as they are extended chromatically in the musical practice of the 19th century. Written assignments and analyses.

MUSC 2148 - MUSCNSHIP IV: ANALYSIS (4 CREDITS)
This course is the culmination of the Musicianship cycle. A study of musical form and methods of analysis applied to a repertoire from a broad historical spectrum. Students will compose short musical works and learn principles of arranging.

MUSC 3110 - MUSIC BEFORE 1600 (4 CREDITS)
This course discusses the music and culture of the Middle Ages and Renaissance, from liturgical chant through the polyphony of the High Renaissance. Sacred medieval music saw the invention of polyphony and rhythm while secular music for the court emerged the arts of music and poetry to give expression to human emotions. The Renaissance saw the development of elaborate counterpoint and rhythm to produce pleasing sonorities in the humanistic spirit of the time. Renaissance topics to be covered include the Protestant Reformation and the Catholic response to it. Composers whose works will be studied include Hildegard of Bingen, Leoninus, Perotinus Machaut, Dufay, Ockeghem, Josquin, and Palestrina.

MUSC 3121 - BAROQUE MUSIC (4 CREDITS)
The Baroque era (ca. 1600-1750) saw the creation of important new genres such as opera and the concerto, as well as many pieces by composers such as Monteverdi, Bach, Vivaldi, and Handel that are still beloved today. To understand what this music meant, and what it might mean to us now, this course considers Baroque debates about music’s relationship to (and potential friction with) drama, morality, colonialism, sexuality, religion, the occult, and the rapid progress of early Enlightenment scientific endeavors.

MUSC 3122 - MUSIC, ENLIGHTENMENT AND REVOLUTION (4 CREDITS)
From the 1750s to Beethoven’s music in the early nineteenth century, this course examines the cultural issues of this crucial period in music history and their reflection in the compositions of such composers as Pergolesi, Gluck, Haydn, Mozart, and Beethoven. It considers how changing ideas about nature, government, social class, improvisation, dance, and language—as well as national rivalries, war, and technological advances—shaped the music that has come to represent the “classical” era in European art music.

MUSC 3123 - MUSIC IN THE ROMANTIC CENTURY (4 CREDITS)
Most of our current behaviors and beliefs with respect to Western music were first shaped in the cultural discourse of the 19th century. This course examines these as part of the interactions of 19th-century music composition, performance, and criticism with the major social, intellectual and cultural movements of the age, focusing on the work of Beethoven, Rossini, Berlioz, Wagner, Verdi, Brahms, and Mussorgsky.

MUSC 3124 - MUSIC IN THE 20TH CENTURY (4 CREDITS)
Beginning with the innovations of Mahler, Debussy, Schoenberg, and Stravinsky, this course traces the main developments in the history of 20th-century Western music to the present. It examines both the music and its engagement with such social and cultural issues as the challenge of modernism; the technological revolution, high vs mass culture, art in democratic and totalitarian societies; and the impact of jazz, popular, and world music.

MUSC 3131 - MUSIC AND ETHICAL LIFE (4 credits)
From antiquity to the present day, people have argued about the ethics of music. Music has been praised as a medium of religious experience and as a means to form character. It has also been attacked as an incitement to licentious behavior, as a distraction from pressing political issues and as a tool to sway and control audiences. Drawing on a wide range of texts, the course studies four topics in the ethics of music. Students will explore the historical range of opinions written and music composed to address the place of music in religious experience, the function of the arts in the liberal arts education, the power of music as a means of social protest, and the use of music as a means of manipulation.

MUSC 4999 - TUTORIAL (4 CREDITS)
Independent research and readings with supervision from a faculty member.
Biological Sciences

Chair: Lewis
Associate Chair: Iwantsch (RH)
RH: LA 160, (718) 817-3640
Web: www.fordham.edu/biology

Faculty
Professors: Mukherjee, Ross, Rubin, Wehr
Associate Professors: Abreu, Dubrovsky, Finnemann, Frank, Hamaguchi, Iwantsch, Lewis, Thornhill, Tuininga
Assistant Professors: Clark, Franks, Hekkala, Plague
Professors Emeriti: Aiello, Dale, Hegyi, Kevin, Rothstein, Sullivan

Overview
The curriculum in the biological sciences is designed to provide a comprehensive understanding of the principles underlying life’s processes, from the level of molecules through that of ecosystems. Most of the courses offered have lecture and laboratory modules. This ensures that students receive training in the methodology and equipment of modern biological research, as well as an education in the concepts that form the core of the biological sciences. Majors have the option of participating in cutting-edge research under the mentorship of a faculty member. This affords students the opportunity to hone their organizational, analytical, and technical skills using the most up-to-date equipment and instrumentation. Students conducting original research are expected to communicate their findings to the scientific community by participating in Fordham College’s annual Undergraduate Research Symposium. Students doing meritorious research will be guided to publish their work in nationally recognized science journals.

The department offers two undergraduate degrees: the bachelor of science and the bachelor of arts in the biological sciences. Both degree tracks provide the major with a broad background in biology while providing the flexibility to choose upper-level courses that examine one or more subdisciplines in greater depth. The curriculum gives students a strong foundation on which they can continue their graduate studies or pursue a career in medicine, dentistry, veterinary medicine, research, industry, forensics, or teaching.

Contribution to Core
The Department of Biological Sciences offers courses numbered BISC 1000-1010, which count as a core life-sciences course to fulfill part of the natural science core requirement. The two-course sequence, BISC 1403-1404 or BISC1401-1402, when taken in sequence will fulfill both natural science requirements. (physical and life science)

Program Requirements

Biological Sciences Major
(HEGIS code 0401) Program Codes 25455, 25454
The major in biological sciences is available at Fordham College at Rose Hill. Students in Fordham School of Professional Studies may major in biological sciences only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

The Department of Biological Sciences offers two undergraduate degrees: the bachelor of science and the bachelor of arts. Besides the chemistry, physics, and math requirements, majors must complete a minimum of nine courses in biology for a B.S. degree and seven for a B.A. degree. Hyphenated numbers indicate corequisite lecture and lab courses. The program of biology courses is structured in the following way:

1. Four core courses are to be completed by all biology majors: BISC 1403-1413 and BISC 1404-1414, or BISC 1401 and BISC 1402 (either sequence of introductory courses is a prerequisite for all other biology courses in the major), BISC 2539-2549, and BISC 2561-2571.

2. At least two distribution courses are to be completed by all biology majors from the following list of courses: BISC 3221-3231, BISC 3232-3242, BISC 3405-3415, BISC 3521, BISC 3643-3653, BISC 3752, and BISC 3754.

3. Elective courses, comprising all noncore courses offered: three for the B.S. degree, and one for the B.A. degree.

In addition to the biology courses listed above, biology majors are required to complete two years of chemistry with labs: CHEM 1321-1331, 1322-1332, 2521-2541, and 2522-2542; one year of physics with labs: either PHYS 1701-1511, 1702-1512 or PHYS 1501-1511, 1502-1512; and one semester of calculus: either MATH 1206, 1207, 1203, or 1204.

It is recommended that freshmen take the MATH 1206, 1207, 1203, or 1204 requirement, along with the combination of BISC 1403-1413, CHEM 1321-1331 and BISC 1404-1414, CHEM 1322-1332, in their first year. Note that BISC 1404-1414, CHEM 1322-1332 are prerequisites for all advanced biology courses. The CHEM 2521-2541, 2522-2542 requirement is best fulfilled in sophomore year and the PHYS 1701-1511, 1702-1512 or PHYS 1501-1511, 1502-1512 requirement in junior year. For all courses in the major, C- is the minimum accepted grade. Majors meet with the associate chair for undergraduate studies to have their course schedules approved each semester. Note that courses with the catalog numbers BISC 1000, 1001, 1002, 1004, 1005, 1006, and 1010 are college Core Curriculum life science courses and are not applicable to the major.

Biology Minor
The minor in biological sciences is available at Fordham College at Rose Hill. Students in Fordham School of Professional Studies may minor in biological sciences only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

The course requirements for the minor depend on the student's major:

- For a chemistry major, six courses in biology at or above the BISC 1400 level.
- For a general science major, eight courses in biology at or above the BISC 1400 level.
- For a psychology major, six courses in biology at or above the BISC 1200 level and two in chemistry at or above the CHEM 1300 level.
- For a major other than chemistry, general science, or psychology, four courses in biology at or above the BISC 1400 level and two in chemistry at or above the CHEM 1300 level.

A grade of C- is the minimum grade credited toward the minor.
Early Admission to Masters Program

Please read the Early Admission to Graduate School of Arts and Sciences Masters Programs section, which is located under the heading of Special Academic Programs in the chapter on Academic Programs, Policies, and Procedures of this bulletin. Interested students must apply by the time they register for the fall semester of their senior year but are encouraged to apply earlier. Students opting for early admission to the M.S. program must consult with their adviser and the director of graduate studies before registering for graduate courses. Applications are made online through the Graduate School of Arts and Sciences website and do not need to include GRE scores unless the student is planning to apply for financial aid after completing the bachelor's degree.

The minimum GPA required for eligibility is 3.5. This policy applies to students registered in FCRH, FCLC, and PCS. Candidates will begin their graduate studies in their senior year and will carry elective credit in the summer between their fourth and fifth years. Courses taken as part of the early admissions option must be approved by the department's director of graduate studies.

Program Activities

Biology Colloquium

Students are encouraged to attend the weekly Biology Colloquium featuring presentations of outstanding research by visiting scientists and the department's own faculty and graduate students.

Research Opportunities

There are many varied research opportunities available to biology majors. A student interested in a faculty member's research should meet with that faculty member and discuss a program of independent laboratory or field research under that faculty member's mentorship. The student may register for two semesters of research (for four credits each semester), including writing and defending a thesis, during the senior year in lieu of two elective biology courses (see BISC 4792 in the course listings). Another research alternative is enrollment in a tutorial for a maximum of four credits in lieu of one biology elective (see BISC 4999 in the course listings). Details may be obtained in the department office. Fordham University has formal affiliations with the New York Botanical Garden and the Wildlife Conservation Society (Bronx Zoo).

Courses Planned for Fall 2012-Spring 2014

Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill and ER for Fordham School of Professional Studies at Rose Hill.

BISC 1401-Introduction to Biology I (ER)
BISC 1402-Introduction to Biology II (ER)
BISC 1403-Introductory Biology I (R, ER)
BISC 1404-Introductory Biology II (R, ER)
BISC 1413-Introductory Biology Lab I (R, ER)
BISC 1414-Introductory Biology Lab II (R, ER)
BISC 2539-General Genetics (R)
BISC 2549-General Genetics Lab (R)
BISC 2561-Ecology (R)
BISC 2571-Ecology Lab (R)
BISC 3221-Human Anatomy (R)
BISC 3231-Human Anatomy Lab (R)
BISC 3232-Human Physiology (R)
BISC 3242-Human Physiology Lab (R)
BISC 3405-Plant Biology (R)
BISC 3415-Plant Biology Lab (R)
BISC 3521-Biochemistry (R)
BISC 3643-Microbiology (R)
BISC 3653-Microbiology Lab (R)
BISC 3752-Molecular Biology (R)
BISC 3754-Cell Biology (R)
BISC 3893-Introduction to Virology (R)
BISC 4401-Tropical Ecology (R)
BISC 4532-Neuroscience (R)
BISC 4642-Animal Behavior (R)
BISC 4792-Senior Thesis Research (R)
BISC 4999-Tutorial (R, ER)

Course Descriptions

BISC 1000 - LIFE ON THE PLANET EARTH (3 CREDITS)
A course designed for nonmajors. A survey of animal and plant biology, evolutionary history, ecology, and conservation biology. Lectures complemented by experiments, demonstrations, and slide presentations.

BISC 1001 - HUMAN BIOLOGY (3 CREDITS)
A course designed for nonmajors. The biology of humans, emphasizing cells and molecules, reproduction and development, structure and function of the body, inheritance, and evolution. Lectures are complemented by scheduled laboratory work.

BISC 1002 - ECOLOGY: A HUMAN APPROACH (3 CREDITS)
A course designed for nonmajors. Ecological concepts and how they relate to critical contemporary issues: air and water pollution, radiation, energy, and world hunger. Includes experiments, demonstrations, and field trips.

BISC 1005 - AIDS: A CONSPIRACY OF CELLS (3 CREDITS)
A course designed for nonmajors. Emphasizes the biological roots of acquired immunodeficiency syndrome (AIDS). The disease is discussed in the context of genetics, cell biology, and evolution. Consideration is given to fundamental aspects of infection, immunology, and virology. Laboratory exercises center on agents of opportunistic infection and the body's response to them.

BISC 1006 - MIND, BRAIN, AND BEHAVIOR (3 CREDITS)
This course is designed for nonmajors. It is an introduction to the brain and how it is used to think about our world. Students will be examining the function of the brain from the cellular level up to the “whole brain” through examination of several different bodies of research. By understanding how the brain functions, students can learn how the outside world affects how it works— with special emphasis on understanding how diseases and drugs can affect the brain, how we think, and how we act. Lectures are complemented by scheduled laboratory work.
BISC 1010 - FOUNDATIONS OF BIOLOGY (3 CREDITS)
In this introductory course for non-science majors, a general survey of the characteristics of life is presented, including such topics as cellular biology, metabolism, organ systems, genetics, development, evolution, behavior, and ecology. All forms of life will be studied, with emphasis on the human body and human evolutionary history.

BISC 1403 - INTRO BIOLOGY I (3 CREDITS)
An introduction to the chemistry of life; the structure, function, and metabolism of the cell; heredity and molecular aspects of genetics; principles of evolution; biology of bacteria; protists and fungi; and plant evolution.

BISC 1404 - INTRO BIOLOGY II (3 CREDITS)
An introduction to the biology of flowering plants and a systematic study of the major animal phyla involving aspects of their biology which suit them to their environment. Emphasizes the life support systems of mammals and humans, and addresses interactions among organisms, as well as between them and their environment.

BISC 1413 - INTRO BIO LAB I (2 CREDITS)
A laboratory course designed to illustrate topics discussed in BI 1403. Lab fee.

BISC 1414 - INTRO BIO LAB II (2 CREDITS)
A laboratory course designed to illustrate topics discussed in BI 1404. Lab fee.

BISC 2539 - GENERAL GENETICS (3 CREDITS)
A study of the gene in all its aspects: its structure, its informational nature, how this information is inherited unchanged, how this information is expressed in terms of an organism’s structure and function, how this information can be altered, and how expression of this information is regulated so that environmentally appropriate responses are made. The unifying position of genetics in the study of biology is emphasized.

BISC 2549 - GENERAL GENETICS LAB (2 CREDITS)
A laboratory course designed for a hands-on experience in the usage of various scientific methodologies and experiments in the field of basic genetics. Lab fee.

BISC 2561 - ECOLOGY (3 CREDITS)
An introduction to the theories and applications of ecology including evolution, resources, population dynamics, life histories, competition, community structure, ecosystem processes, island biogeography, human impacts on ecosystems and conservation. An introduction to the theories and applications of ecology including evolution, resources, population dynamics, life histories, competition, community structure, ecosystem processes, island biogeography, human impacts on ecosystems and conservation. Corequisite: BI 2571. Prerequisite: BI 1404.

BISC 2571 - ECOLOGY LAB (2 CREDITS)
Laboratory and field studies designed to provide hands-on experience with habitats and organisms, ecological experiments, and data analysis. (4-hour field trips).

BISC 3221 - HUMAN ANATOMY (3 CREDITS)
A lecture course which examines cell, tissue, and gross anatomy of the major organ systems of the human body as they relate to life processes in health and disease.

BISC 3231 - HUMAN ANATOMY LAB (2 CREDITS)
A laboratory course employing slides, models and gross dissection to study the structure of the major organ systems of the human body.

BISC 3232 - HUMAN PHYSIOLOGY (3 CREDITS)
The basics of human body functions from cellular to organ system levels. A review of the general principles of whole body regulation is included. Internal responses to various physical stresses will also be discussed.

BISC 3242 - HUMAN PHYSIOLOGY LAB (2 CREDITS)
Laboratory exercises demonstrating principles of the human cardiovascular, nervous, respiratory, and urinary systems. Brief review of human anatomy and histology. An introduction to some of the diagnostic instrumentation and procedures used in medicine.

BISC 3244 - EVOLUTIONARY BIOLOGY (3 CREDITS)
The course covers both micro- and macro-evolution ranging in focus from population, genetics, and molecular evolution to the fossil record and major patterns of organismal diversity. Other topics include natural and sexual selection, the ecological context of adaptation, genomic and developmental mechanisms of evolutionary innovation, speciation, phylogeny reconstruction, and human evolution.

BISC 3521 - BIOCHEMISTRY (3 CREDITS)
A lecture course on the principles of biochemistry and molecular biology. Topics include the chemistry and function of carbohydrates, lipids, proteins, and nucleic acids; enzymology; metabolism; bioenergetics; and gene structure and expression.

BISC 3643 - MICROBIOLOGY (3 CREDITS)
Detailed study of microbial metabolism and physiology; microbial roles in maintaining earth’s ecosystems and human health; and global environmental change and effects on emerging infectious diseases, epidemiology, and public health.

BISC 3653 - MICROBIOLOGY LAB (2 CREDITS)
Laboratory exercises are designed to develop skills in: sterile culture techniques for isolating bacteria and fungi from natural substrates; and microscopy and staining techniques for visualization, identification, and quantification of microbes.

BISC 3752 - MOLECULAR BIOLOGY (3 CREDITS)
Principles and regulation of gene expression; nucleic acid structure/function, replication, transcription, RNA processing, and translation; experimental and recombinant DNA methodologies and approaches.

BISC 3754 - CELL BIOLOGY (3 CREDITS)
Presents fundamental principles of cell structure and function important to an understanding of cellular interactions in the development, maintenance, and reproduction of multicellular organisms. Aberrations of cell structure and function that contribute to human disease are discussed extensively.

BISC 3893 - INTRODUCTION TO VIROLOGY (3 CREDITS)
An introduction to the significance of viruses as agents of disease, and as tools to understand basic life processes. The course will cover
the structural and biochemical properties of viruses, viral replication strategies virus-cell interactions, viral pathogenesis, and host immune reactions. Emphasis will be on animal viruses but the properties and replication strategies of prokaryotic and plant viruses will also be explored.

**BISC 4532 - NEUROSCIENCE (3 CREDITS)**
Study of the anatomy, biochemistry, and physiology of neurons and neural pathways that comprise the peripheral and central nervous systems and their relationship to behavior.

**BISC 4642 - ANIMAL BEHAVIOR (4 CREDITS)**
Introduction to animal behavior; evolution, genetics, physiology and ecology of behavior; sexual/mating/reproductive behavior; habitat selection; feeding behavior; antipredator defenses; social behavior; and human behavior.

**BISC 4693 - DEVELOPMENTAL BIOLOGY (3 CREDITS)**
An introduction to animal development with emphasis on molecular aspects of gametogenesis, fertilization, and organogenesis. Current models of normal and abnormal cellular differentiation will also be considered.

**BISC 4792 - SENIOR THESIS RESEARCH (4 CREDITS)**
Individually tailored laboratory or field research during senior year. Grade and credits are given only upon completion of thesis. Preliminary work in junior year is required. Details may be obtained in the department office.

**BISC 4999 - RESEARCH TUTORIAL (1 CREDIT)**
Provides one-semester, hands-on participation in a faculty member's research program.

**Chemistry**

**Chair:** Beer  
**Associate Chair:** Ciaccio  
**RH:** JMH 642, (718) 817-4430  
**Web:** www.fordham.edu/chemistry

**Faculty**

**Professors:** Bray, Ciaccio, Clarke, Shoja  
**Associate Professors:** Banerjee, Beer, McMahon, Saba  
**Assistant Professors:** Balija, Bender, Friedrich  
**Professors Emeriti:** Herskovits, Kaloustian

**Overview**

The Department of Chemistry, located on the Rose Hill campus, offers a B.S. in chemistry and has 12 full-time faculty with expertise in organic, physical, analytical, inorganic, and biochemistry. The department is committed to providing its majors with a strong foundation in modern chemical theory and practice that prepares them for further study in graduate or professional schools, or for employment in chemical research and industry. To this end, beyond required coursework, we have all of our majors participate in ongoing research projects with faculty mentors in which they learn to work independently, develop organizational and scientific writing skills, engage in responsible and safe work habits, and are trained in the use of state-of-the-art instrumentation. Their work frequently leads to publications in peer-reviewed journals and presentations at regional and national meetings of scientific organizations. The department is accredited by the American Chemical Society and actively supports a chapter of Sigma Xi.

**Contribution to Core**

Chemistry offers courses numbered CHEM 1101-1110, which count as a core physical science course to fulfill part of the natural science core requirement. The two course sequence CHEM 1321/31-1322/32 when taken in sequence will fulfill both natural science course requirements (physical and life science).

**Program Requirements**

**Chemistry Major**

(HEGIS Code 1905) Program Code 06125

The major in chemistry is available at Fordham College at Rose Hill. Students in Fordham School of Professional Studies may major in chemistry only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

Chemistry majors may follow one of four tracks: one prepares students for graduate work in chemistry and leads to certification by the American Chemical Society; the second is designed for those students planning a career in medicine or the health professions; the third comprises a biochemistry concentration; and the fourth is for students in the 3-2 engineering program.

For ACS certification, the departmental requirements are CHEM 1321-1322, CHEM 1311-1312, CHEM 1331-1332, MATH 1206-1207 in freshman year; CHEM 2521-2522, CHEM 2511-2512, CHEM 2531-2532, PHYS 1701-1702 and PHYS 1511-1512 in sophomore year; CHEM 3621-3622, CHEM 3631-3632, CHEM 3721-3722 and CHEM 3031-3032 in junior year; CHEM 4422, CHEM 4432, CHEM 4221, CHEM 4031-4032 and one advanced course in chemistry in senior year. In addition, MATH 2004 and MATH 3002 are suggested for students considering graduate studies in physical chemistry.

Students planning a career in the health professions may meet the requirements for the major by taking CHEM 1321-1322, CHEM 1311-1312, CHEM 1331-1332, BISC 1403-1404, BISC 1413-1414 and MATH 1206-1207 in freshman year; CHEM 2521-2522, CHEM 2511-2512, CHEM 2531-2532, PHYS 1701-1702 and PHYS 1511-1512 in sophomore year; CHEM 3621-3622, CHEM 3631-3632, CHEM 3721-3722 and CHEM 3031-3032 in junior year; CHEM 4422, CHEM 4432, CHEM 4221 and CHEM 4031-4032 in senior year.

Students in the biochemistry concentration may meet the requirements for the major by taking CHEM 1321-1322, CHEM 1311-1312, CHEM 1331-1332, BISC 1403-1404, BISC 1413-1414 and MATH 1206-1207 in freshman year; CHEM 2521-2522, CHEM 2511-2512, CHEM 2531-2532, PHYS 1701-1702 and PHYS 1511-1512 in sophomore year; CHEM 3621-3622, CHEM 3631-3632, CHEM 3721-3722 and CHEM 3031-3032 in junior year; CHEM 4422, CHEM 4221-4222, CHEM 4231, CHEM 4241 and CHEM 4031-4032 in senior year.
Chemistry majors in the 3-2 engineering program take CHEM 1321-1322, CHEM 1331-1332 and MATH 1206-1207 in freshman year; CHEM 2521-2522, CHEM 2531-2532, CHEM 3721-3722, PHYS 1701-1702 and PHYS 1511-1512 in sophomore year; CHEM 3621-3622, CHEM 3631-3632, CHEM 4422, MATH 3002, CISC 1600-1610 and PHYS 2305 in junior year.

Students are required to consult with the department before registering for CHEM 3031.

Chemistry Minor
The minor in chemistry is available at Fordham College at Rose Hill. Students in Fordham School of Professional Studies may minor in chemistry only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

For chemistry minors, the departmental requirements are CHEM 1321-1322, 1331-1332, plus any four lecture courses and any two laboratory courses, provided the prerequisites and corequisites are met.

Courses Planned for Fall 2012-Spring 2014
Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill.

- CHEM 1311-General Chemistry I Recitation (R)
- CHEM 1312-General Chemistry II Recitation (R)
- CHEM 1321-General Chemistry I (R)
- CHEM 1322-General Chemistry II (R)
- CHEM 1331-General Chemistry Lab I (R)
- CHEM 1332-General Chemistry Lab II (R)
- CHEM 1999-Directed Research Project (R)
- CHEM 2511-Organic Chemistry I Recitation (R)
- CHEM 2512-Organic Chemistry II Recitation (R)
- CHEM 2521-Organic Chemistry I (R)
- CHEM 2522-Organic Chemistry II (R)
- CHEM 2531-Organic Lab I for Chem Majors (R)
- CHEM 2532-Organic Lab II for Chem Majors (R)
- CHEM 2541-Organic Laboratory I (R)
- CHEM 2542-Organic Laboratory II (R)
- CHEM 2999-Sophomore Seminar and Research (R)
- CHEM 3031-Seminar and Research I (R)
- CHEM 3032-Seminar and Research II (R)
- CHEM 3141-Methods of Chemical Research (R)
- CHEM 3621-Physical Chemistry I (R)
- CHEM 3622-Physical Chemistry II (R)
- CHEM 3631-Physical Chemistry Lab I (R)
- CHEM 3632-Physical Chemistry Lab II (R)
- CHEM 3721-Quantitative Analysis (R)
- CHEM 3722-Instrumental Analysis (R)
- CHEM 4031-Seminar and Research III (R)
- CHEM 4032-Seminar and Research IV (R)
- CHEM 4221-Biochemistry I (R)
- CHEM 4222-Biochemistry II (R)
- CHEM 4231-Biochemistry Lab (R)
- CHEM 4241-Biomimetic Chemistry (R)
- CHEM 4422-Inorganic Chemistry (R)
- CHEM 4432-Inorganic Chemistry Lab (R)
- CHEM 4525-Organic Synthesis (R)
- CHEM 4526-Topics in Organic Chemistry (R)

Course Descriptions

CHEM 1104 - THE CHEMISTRY OF ART (3 CREDITS)
An investigation into the chemical basis of color includes why color arises and how it is measured, as well as an introduction to the chemistry of dyes, pigments and glazes. Techniques in conservation and authentication of art will be discussed. Course requirements include several laboratory experiments. The course is intended for students with little or no background in chemistry.

CHEM 1109 - CHEMISTRY OF THE ENVIRONMENT (3 CREDITS)
An introduction to the principles of chemistry within the context of environmental and societal issues. These principles are introduced via discussion of theories of matter and its transformation (chemical reactions), chemical sources of energy, and methods of analysis. Specific applications such as pollution and methods of remediation are also discussed.

CHEM 1110 - FORENSIC SCIENCE (3 CREDITS)
An introductory lecture and laboratory course designed for non-science majors who have not taken chemistry. A study of the methods and techniques in forensic science. Topics include fires, explosions, drugs, forensic toxicology, glass and soil, paints, fibers, hair, blood, body fluids, and DNA typing. Several short lab experiments will be required.

CHEM 1311 - GEN CHEM I REC
Recitation to accompany General Chemistry I.

CHEM 1312 - GEN CHEM II REC
Recitation to accompany General Chemistry II.

CHEM 1321 - GENERAL CHEMISTRY I (4 CREDITS)
(three hour lecture and one hour recitation) A course covering the fundamental laws and theories of chemistry including chemical equations, atomic structure, gas laws and chemical bonding.

CHEM 1322 - GENERAL CHEMISTRY II (4 CREDITS)
(three hour lecture and one hour recitation) A continuation of CH 1321, including kinetics, equilibrium, elementary thermodynamics and electrochemistry.

CHEM 1331 - GENERAL CHEM LAB I (2 CREDITS)
(four-hour laboratory) A series of experiments selected to illustrate the topics covered in CH 1331. Lab fee.

CHEM 1332 - GENERAL CHEM LAB II (2 CREDITS)
(four-hour laboratory) A selection of experiments designed to correspond to the material covered in CH 1332. An abbreviated qualitative analysis is also included. Lab fee.

CHEM 1999 - DIRECTED RESEARCH PROJECT
This course serves as an introduction to scientific research. The goals of the course are to introduce students to the process of scientific research by direct participation. Students will learn about data collection, analysis, interpretation, and presentation.
CHEM 2511 - ORGANIC CHEM I RECITATION

CHEM 2512 - ORGANIC CHEM II RECITATION

CHEM 2521 - ORGANIC CHEMISTRY I (4 CREDITS)
(3-hour lecture, 1 hour recitation) An introduction to bonding, structure, and reactivity of organic compounds including aliphatic and aromatic hydrocarbons, alkyl halides, and alcohols. Concepts include orbital hybridization, stereochemistry, equilibrium reactions, transition state theory, and kinetics. Determination and discussion of reaction mechanisms will be emphasized. Chemical and spectral methods for structure elucidation, including NMR, IR, UV, and MS will be discussed.

CHEM 2522 - ORGANIC CHEMISTRY II (4 CREDITS)
(three hour lecture and one hour recitation) A continuation of CH 2521. Concentrates on the chemistry of aromatic, carbonyl, and amino compounds, with particular emphasis on reactive mechanisms and synthesis. Includes descriptive chemistry of biologically important molecules, such as carbohydrates, proteins, and lipids. Aspects of synthetically important cycloaddition reactions will also be discussed.

CHEM 2531 - ORGANIC LAB I FOR CHEM MAJORS (2 CREDITS)
A laboratory course introducing the student to the experimental techniques of organic chemistry.

CHEM 2532 - ORGANIC LAB II FOR CHEM MAJORS (2 CREDITS)
A continuation of CH 2531.

CHEM 2541 - ORGANIC LABORATORY I (2 CREDITS)
(four hour laboratory and one hour lecture) A laboratory course introducing the students to the experimental techniques of organic chemistry. Lab fee.

CHEM 2542 - ORGANIC LABORATORY II (2 CREDITS)
(4-hour laboratory, 1-hour lecture) A continuation of CH 2541. Lab fee.

CHEM 2999 - SOPHOMORE SEMINAR & RESEARCH
A course for sophomores performing original research under the supervision of a departmental faculty member. Attendance at departmental seminars required. Approval of mentor and department chairperson required.

CHEM 3031 - SEMINAR & RESEARCH I (1 CREDIT)
Approval of mentor and of department chairperson required. Open to juniors only.

CHEM 3032 - SEMINAR & RESEARCH II (1 CREDIT)
Approval of mentor and of department chairperson required. Open to juniors only.

CHEM 3141 - METHODS OF CHEMICAL RESEARCH (4 CREDITS)
A systematic introduction to scientific writing and presentations via the chemistry literature beginning at the workbench and notebook writing through statistical analysis of data and literature searches to a term paper and seminar presentation.

CHEM 3621 - PHYSICAL CHEMISTRY I (4 CREDITS)
Outlines of physiochemical principles, including introductions to quantum and statistical mechanics, reaction rates, and solid states.

CHEM 3622 - PHYSICAL CHEMISTRY II (4 CREDITS)
A continuation of CH 3621, including classical thermodynamics and electrochemistry.

CHEM 3631 - PHYSICAL CHEM LAB I (2 CREDITS)
A laboratory course that includes experimental determination of reaction rates and spectroscopic observations of quantum phenomena.

CHEM 3632 - PHYSICAL CHEM LAB II (2 CREDITS)
A laboratory course in experimental thermodynamics and electrochemistry.

CHEM 3721 - QUANTITATIVE ANALYSIS (4 CREDITS)
An intermediate lecture/laboratory course emphasizing quantitative aspects of chemical systems defined as multicomponent mixtures at equilibrium. Analytical topics include separations, solubility and complex formation, electrochemistry and pH, color science, and colorimetry.

CHEM 3722 - INSTRUMENTAL ANALYSIS (4 CREDITS)
A lecture/laboratory course that emphasizes the detection and characterization of matter via electric phenomena and transducers. Topical sequence follows: basic electronics of laboratory instrumentation, charged-particle beam spectrometry, spectroscopy, and dynamical electrochemistry.

CHEM 4031 - SEMINAR & RESEARCH III (1 CREDIT)
Approval of mentor and of department chair required. Open to seniors only.

CHEM 4032 - SEMINAR & RESEARCH IV (1 CREDIT)
Approval of mentor and of department chair required. Open to seniors only.

CHEM 4221 - BIOCHEMISTRY I (3 CREDITS)
An introduction to the chemistry of biological polymers (carbohydrates, proteins, polynucleic acid), and their monomeric constituents and lipids, emphasizing their biosynthesis and role as biostructural building blocks. Other specialized topics to be covered include enzyme kinetics, mechanism and regulation; energy conversion and dynamics; prebiotic chemistry; and theories of life’s origin.

CHEM 4222 - BIOCHEMISTRY II (4 CREDITS)
Chemistry of the main constituents of living matter, nature and mechanisms of biochemical processes, and enzymes. Prerequisite Organic Chemistry I.

CHEM 4231 - BIOCHEMISTRY LAB I (1 CREDIT)
A laboratory course covering techniques used in the quantification, isolation, and characterization of proteins, lipids, carbohydrates, and nucleic acids. Exercises include spectrophotometry, chromatography, gel electrophoresis, protein assays, enzyme purification and kinetics, thermodynamic measurements, and DNA manipulations.

CHEM 4241 - BIOMIMETIC CHEMISTRY (4 CREDITS)
A study of biological polymers and molecular assemblies as molecular devices. The biological structures specifically adapted to catalysis, energy/signal transduction, and mechanical behavior will be examined in the context of modern mimetic and supramolecular chemistry.

CHEM 4422 - INORGANIC CHEMISTRY (3 CREDITS)
A comprehensive course dealing with the chemistry, preparation, and properties of common elements.

CHEM 4432 - INORGANIC CHEMISTRY LAB (1 CREDIT)
A laboratory course to accompany CH 4422, including synthesis and
characterization of inorganic compounds. Required of those students seeking ACS certification.

**CHEM 4999 - INDEPENDENT STUDY (3 CREDITS)**

Independent research and readings with supervision from a faculty member.

**Classical Languages and Civilization**

Chair: Clark
Associate Chair: Sogno (fall 2012); Foster (spring 2013)
RH: FMH 428, (718) 817-3130
LC: LL.915E, (212) 636-6355
Web: www.fordham.edu/classics

**Faculty**

Professors: Penella
Associate Professors: Clark, Peirce, Sogno
Assistant Professor: Foster, McGowan
Professors Emeriti: Evans, Hanson, Shea

**Overview**

The Classics department at Fordham teaches courses in the Latin and Greek languages as well as courses pertaining to the culture of ancient Greece and Rome. Two areas of major or minor concentration are offered: classical languages and classical civilization. Classical languages involve the study of Latin, Greek, or both languages and literatures. A concentration in classical civilization requires no study of Latin or Greek, although it may be included; rather it consists of courses in Greek and Roman literature, history, mythology, art, philosophy, religion, and other areas, all taught in English translation. Acquaintance with, and appreciation of, classical languages and literatures and the classical tradition is essential to Fordham’s identity as a university in the Catholic tradition.

**Contribution to Core**

The department participates actively in the Common Core Curriculum. Classes in Latin or Greek fulfill the foreign language requirement. The B.A. requirement may be fulfilled by completing GREK or LATN 2001 or one advanced course. The prerequisite for GREK or LATN 2001, the exit-level course, is GREK or LATN 1501. Students with sufficient previous language training may be placed directly into the intermediate (GREK or LATN 1501), literature (exit) (GREK or LATN 2001), or advanced reading level in Greek or Latin (GREK or LATN 3000s).

HIST 1210-Understanding Historical Change: Greece, HIST 1220-Understanding Historical Change: Rome, and HIST 1230-Understanding Historical Change: Ancient Near East are core-area history courses. Core area courses are taken by all students during freshman and sophomore years and must be completed by the end of sophomore year.

The department offers three Texts and Contexts courses (CLAS 2000), Myth in Greco-Roman Literature, Gender in Greco-Roman Literature, Tragedy and Comedy. All are level-two eloquentia perfecta courses.

CLAS 3030-Athenian Democracy, CLAS 3050-Pagans and Christians in the Roman Empire, CLAS 3140-Love, Fate, and Death in the Ancient Novel, CLAS 4020-The Classical Tradition in Contemporary Fiction and Film are level-three eloquentia perfecta courses.

Courses taken in the ancient world to fulfill core requirements may also be used for a major or minor in Classics.

**Program Requirements**

**Classics Major**

(HEGIS Code 1101) Program Code 06080

The major in classics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may major in classics only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

The major in classics consists of 10 courses. The central requirement is that students take four 3000-level courses in their primary classical language (Greek or Latin). Depending on initial placement, that will leave from two to six courses to take. These may be courses in the primary language, the secondary language (Latin for Greek concentrators, Greek for Latin concentrators), or courses in classical literature, history, or civilization in English. The department does not require, but strongly recommends, that all majors take courses in both languages. Students who have not had Greek should take the beginning course as soon as possible. The department also recommends that majors have a broad training in ancient history and master the fundamentals of at least one modern language.

**Classics Minor**

The minor in classics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may minor in classics only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

A minor in classical languages consists of six courses: two 3000-level courses in Greek or Latin, two more Greek or Latin courses at any level, and two more language courses or courses in English on the ancient world.

**Classical Civilization Major**

(HEGIS Code 1504) Program Code 77040

The major in classical civilization is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may major in classical civilization only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

The classical civilization major will be of interest to those who like the area studies approach. It consists of 10 courses: two in ancient history (e.g., from HIST 1210, HIST 1220, HIST 1230), two in ancient literature in translation (e.g., from CLAS 2000, CLAS 3050), one in art/archaeology of the ancient world (from ARHI 2305, ARHI 2315, and others approved by the department), one in ancient philosophy or religion (from PHIL 3501, PHIL 3504, PHIL 3557, PHIL 5001, THEO 2201, THEO 2610, and others approved by the department), and three from any of the above or preapproved related areas. In senior year the student takes CLAS
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4001-Classical Civilization Paper to complete the major. No courses in Greek or Latin are required for this major, but some may be substituted for the above requirements. The department encourages classical civilization majors to fulfill their language requirement in Greek or Latin.

Classical Civilization Minor
The minor in classical civilization is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may minor in classical civilization only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

A minor in classical civilization consists of six courses: two in ancient history, two in ancient literature in translation, and two departmental or departmentally approved courses in anything except first-year Greek or Latin.

Program Activities
Students who are academically qualified are invited to become members of Eta Sigma Phi, the National Honors Society for Classics. Chapters are operative on both campuses. The department encourages and supports the activities of an undergraduate classics club. All undergraduates are invited to the lectures sponsored by the department, including the annual Robert Carrubba Memorial Lecture.

Students are also encouraged to take advantage of the many opportunities for Study Abroad available through Fordham both during the summer months and the academic year.

Fellowship monies are available for qualified students majoring in classics during their junior and senior years.

Courses Planned for Fall 2012–Spring 2014

Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill and L for Fordham College at Lincoln Center.

Greek
GREK 1001-Introduction to Greek I (R, L)
GREK 1002-Introduction to Greek II (R, L)
GREK 1501-Intermediate Greek I (R, L)
GREK 2001-Greek Language and Literature (R, L)
GREK 3006-Euripides (R, L)
GREK 3010-Greek Historians (R, L)
GREK 3012-Plato: Socratic Dialogues (R, L)
GREK 3014-Sophocles (R, L)
GREK 3034-Homer (R, L)
GREK 3040-New Testament Greek (R, L)
GREK 3200-Readings in Greek (R, L)
GREK 3300-Advanced Readings in Greek (R, L)

Latin
LATN 1001-Introduction to Latin I (R, L)
LATN 1002-Introduction to Latin II (R, L)
LATN 1501-Intermediate Latin I (R, L)
LATN 2001-Latin Language and Literature (R, L)
LATN 3007-Roman Comedy (L)
LATN 3009-Horace: Odes (R)
LATN 3021-Roman Love Poetry (R)
LATN 3041-Ovid (R, L)
LATN 3043-Drama in Ancient Rome (L)
LATN 3045-Livy (R)
LATN 3051-Roman Novel (L)
LATN 3060-Readings in Vergil (R, L)
LATN 3061-Christian Latin (R)

Classical Civilization
Note: No knowledge of Greek or Latin is required for the following courses.
CLAS 2000-Texts Contexts: Myth in Greco-Roman Literature (R, L)
CLAS 2000-Texts Contexts: Gender in Greco-Roman Lit (R, L)
CLAS 2000-Texts and Contexts: Gender in Greco-Roman Lit (R, L)
CLAS 3030-Athenian Democracy (L)
CLAS 3050-Pagans and Christians in the Roman Empire (L)
CLAS 3140-Love, Fate, and Death in the Ancient Novel (R)
CLAS 4001-Classical Civilization Paper (R, L)
CLAS 4020-Classical Tradition in Contemporary Fiction Film (R)
HIST 1210-Understanding Historical Change: Ancient Greece (R, L)*
HIST 1220-Understanding Historical Change: Ancient Rome (R, L)*
HIST 1230-Understanding Historical Change: Ancient Near East (R, L)*

For descriptions of HIST 1201, 1220, and 1230, please refer to the History program in this bulletin.

Course Descriptions

CLAS 2000 TEXTS CONTEXTS: GENDER IN GRECO-ROMAN LITERATURE (3 CREDITS)
A survey of gender in the literature of Greece and Rome.

CLAS 2000 - TEXTS & CONTEXTS: MYTH IN GRECO-ROMAN LITERATURE (3 CREDITS)
A survey of classical myth in the literature of ancient Greece and Rome.

CLAS 3030 - ATHENIAN DEMOCRACY (4 CREDITS)
A historical overview and morphological description of democracy as it was practiced in Athens from 508 BC until 322 BC. In addition to surveying how Athenian democracy evolved, an overview of its most salient features, we will also investigate how classical Athenian democracy was imagined and criticized by leading thinkers contemporary with it.

CLAS 3040 - LAW & SOCIETY IN GREECE & ROME (4 CREDITS)
A survey of the systems of law in ancient Greece and Rome, focusing on the relation of the law to social values and to politics. The course ranges from law in Homer to the changing legal position of early Christianity in Roman society.

CLAS 3110 - ANCIENT NEAR EAST (4 CREDITS)
The history of the Ancient Near East, focusing on Western Asia but also including ancient Egypt, from 3500 BC to 478 BC.

CLAS 3140 - LOVE, FATE, AND DEATH IN THE ANCIENT NOVEL (4 CREDITS)
This course will provide an intensive introduction to the Ancient Novel
CLAS 4001 - CLASSICAL CIVILIZATION PAPER (4 CREDITS)
A substantial research paper under the direction of a faculty member, developing interests generated through the program.

CLAS 4020 - THE CLASSICAL TRADITION IN CONTEMPORARY FICTION AND FILM (4 CREDITS)
This course provides a survey of classical works from ancient Greece and Rome and their reception in contemporary literature and film. The objective is threefold: to learn about patterns of narrative intrinsic to the representation of myth and history in classical literature; to observe how these patterns function both in works of the classical period and in contemporary fiction and film; and to consider why classical antiquity has proved an enduring source of inspiration for writers and film-makers of today.

CLAS 4999 - TUTORIAL (4 CREDITS)
Independent research and readings with supervision from a faculty member.

Greek

GREK 1001 - INTRODUCTION TO GREEK I (3 CREDITS)
Introduction to the vocabulary and structure of ancient Greek, with emphasis on reading continuous passages. Attention to Greek history and civilization.

GREK 1002 - INTRODUCTION TO GREEK II (3 CREDITS)
This course will enhance the reading, writing, speaking, and listening skills acquired by students in Introduction to Greek I or from prior study. It will further promote a deeper understanding of Greek and its literary and cultural traditions.

GREK 1501 - INTERMEDIATE GREEK I (3 CREDITS)
A continuation of GREK 1002 with an introduction to the reading of various prose authors.

GREK 2001 - GREEK LANGUAGE LITERATURE (3 CREDITS)
An appreciation of the language, literature, and culture of antiquity through original readings in classical Greek authors.

GREK 3000 - READINGS IN GREEK (4 CREDITS)
The study of Greek literary texts and grammatical practice for students above the elementary level in Greek.

GREK 3006 - GREEK ORATORS (4 CREDITS)
Readings in ancient Greek orators, with rhetorical, legal, and cultural analysis.

GREK 3030 - ADVANCED READINGS IN GREEK (4 CREDITS)
Readings of selected Greek texts, with philological, literary, and historical analysis. Taught in Greek.

GREK 4999 - TUTORIAL (1 CREDIT)
Advanced-level readings in an author or authors.

Latin

LATN 1001 - INTRODUCTION TO LATIN I (3 CREDITS)
An introduction to Latin grammar with selected readings.

LATN 1002 - INTRODUCTION TO LATIN II (3 CREDITS)
This course will enhance the skills acquired by students in Introduction to Latin I or from prior study. It will further promote a deeper understanding of Latin and its literary and cultural traditions.

LATN 1501 - INTERMEDIATE LATIN I (3 CREDITS)
A continuation of LATN 1002 with an introduction to the reading of texts.

LATN 2001 - LATIN LANGUAGE AND LITERATURE (3 CREDITS)
An appreciation of the language, literature, and culture of antiquity through original readings in classical Latin authors.

LATN 3000 - LATIN POETRY (4 CREDITS)
To introduce advanced students of Latin to the lyric poetry of Catullus and Horace through translation, stylistic and metrical analysis, and discussion of the poets’ literary tradition.

LATN 3009 - HORACE: ODES (4 CREDITS)
Readings in and literary analysis of the Odes of Horace.

LATN 3021 - ROMAN LOVE POETRY (4 CREDITS)
Readings from the works of Catullus, Ovid, Propertius, and Tibullus. Study of metrics and poetic forms.

LATN 3035 - ROMAN SATIRE (4 CREDITS)
Readings in Horace and Juvenal.

LATN 3037 - SALLUST (4 CREDITS)
A study in Bellum Catilinae as a source for the Catilinarian conspiracy.

LATN 3043 - DRAMA IN ANCIENT ROME (4 CREDITS)
Close reading of selections from Plautus, Terence, and Seneca. The cultural history of Roman drama.

LATN 3045 - LIVY (4 CREDITS)
Readings in the Ab urbe condita of Livy.
LATN 3050 - CICERO’S ORATIONS (4 CREDITS)
Reading in the speeches of Cicero.

LATN 3055 - THE ROMAN NOVEL (4 CREDITS)
Readings from Petronius and Apuleius. Examination of the ancient tradition of prose, narrative, and romance, and of the appearance in antiquity of early forms of the novel.

LATN 3060 - READINGS IN VERGIL (4 CREDITS)
Readings from Eclogues, Georgics, or the Aeneid. Taught in Latin.

LATN 3061 - CHRISTIAN LATIN (4 CREDITS)
A study of the language and literature of the late classical and early Christian eras.

LATN 3334 - THE LETTERS OF PLINY (4 CREDITS)
A reading of select letters of Pliny the younger. Discussion of textual and stylistic questions and of the place of the letters in the Roman tradition of epistolography.

LATN 4999 - INDEPENDENT STUDY (4 CREDITS)
Topic to be determined

Communication and Media Studies

Chair: TBA
Associate Chair: Hardenbergh (RH); Rose (LC)
RH: FMH 431, (718) 817-4850
LC: LL 422, (212) 636-6487
Web: www.fordham.edu/academics/programs_at_fordham_/communication_and_media/

Faculty
Professors: Andersen, Jacobson, Levinson, Rose, Stone, Strate, VanOosting
Associate Professors: Aronson, Auster, Capo, Hayes, Jackaway, McCourt, Tueth, Wachtel
Assistant Professors: Clark, Knobel, Marwick, Schwartz, Sternberg
Lecturers: Freeman, Hardenbergh, Maushart
Artist in Residence: Ribalow
Adjuncts: Belsky, Brandt, Campbell, Cirillo, Corbin, DeLio, Dunks, Frachtenberg, Friedman, Green, Grimaldi, Kim, Knight, Knoll, McGrath, Micewicz, Miller, Monroy, Murphy, Nickerson, Shanahan, Signorelli, Stern, Storck, Thompson, Williams
Professor Emeritus: Phelan

Overview
The communication and media studies department provides its majors with a disciplined understanding of the media industries, their relationship to culture and society, and the process of communication. The program blends theory and practice to prepare students for advanced study or careers in communications. This is accomplished within the context of a rigorous liberal arts education, supplemented by New York City's resources as the media capital of the world.

Contribution to Core
Communication and Media Studies offers the following courses:

For the advanced social science core, relevant courses are: COMM 3102-Orality and Literacy, COMM 3103-Versions of Censorship and Freedom of Expression, COMM 3106-International Communication, COMM 3109-Movies and American Experience, COMM 3110 Peace, Justice and the Media, COMM 3307-Social Media, COMM 3310-TV Comedy and American Values, COMM 3407-The Science Fiction Genre, COMM 3407-Ethical Issues in Media, and COMM 3566-Media Effects.

Selected sections of Comm 101-Introduction to Communication and Media Studies satisfy the Eloquentia Perfecta 1 (EP1) requirement.

Specified sections of Comm 3408-The Documentary Idea satisfy the Eloquentia Perfecta 3 (EP3) requirement.


Comm 4711-Communication, Popular Culture and Philosophy satisfies the Interdisciplinary Capstone Core (ICC) requirement.

Other courses will be added.

Program Requirements
Communication Major
(HEGIS Code 0601) Program Codes: 06032 (Communication)

The major in communication is available at Fordham College at Rose Hill, Fordham College at Lincoln Center and Fordham School of Professional Studies at Lincoln Center.

To become a communication major, a student must demonstrate an earned cumulative GPA of 2.5 or better, or receive written permission from the associate chair or chair of the department. In addition, no D grade work will be credited toward the major or minor. Majors take 11 required courses, including the two introductory courses (to be completed by the end of the first semester of the junior year); two media, culture and society courses; one ethics, law and policy course (to be taken during the senior year); three courses in a chosen concentration, one of which serves as the introduction to the concentration; and three free electives.

All communication majors must complete a minor in another discipline. The specific minor will be determined in consultation with the student's academic adviser, and will usually be chosen in the student's junior year. Recommended minors include African and African American studies, American studies, art history, music, computer science, information science, economics (includes business administration), English, history, Latin American and Latino studies, literary studies, political science, psychology, sociology, urban studies, visual arts, and women's studies (but any minor is acceptable). Students are encouraged to complete a minor that contains a research methods course. Students who are completing a double major are not required to complete an additional minor. (This requirement...
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will be modified, as appropriate, for students who have been admitted to
the University with transfer credits from another institution, so that the
completion of a minor would not necessitate completing more than the 124
credits normally required for graduation.)

Introductory Courses

A. COMM 1010-Introduction to Communication and Media Studies

B. COMM 1011-Introduction to Media Industries

Majors are required to take both introductory courses by the end of the
first semester of their junior year. Minors are required to take at least one
of the introductory courses (a second may count as one of the minor’s free
electives).

Media, Culture, and Society Requirement

All majors are required to take two courses from the Media, Culture, and
Society concentration to fulfill this requirement. Those majors who wish
to concentrate in Media, Culture, and Society must take three additional
courses from the Media, Culture, and Society concentration, for a total of
five Media, Culture, and Society courses to fulfill this requirement.

Ethics, Law, and Policy Requirement

Majors are required to take one of the following Ethics, Law, and
Policy courses: COMM 3103-Versions of Censorship and Freedom
of Expression, COMM 3106-International Communication, COMM
3109-Critical Issues in Electronic Communication, COMM 3110-Peace,
Justice, and the Media, COMM 3112-Media Law, COMM 3205-The
Journalist and the Law, COMM 3476-Ethical Issues in the Media.

Concentration Requirement

Majors are required to specialize in one of the program’s five
concentrations by taking that concentration’s introductory course
and two additional courses in the same concentration or create an
individualized concentration in consultation and with permission of an
adviser. Students may choose from the following concentrations:

A. Media, Culture, and Society

COMM 2000-Theories of Media, Culture, and Society

Plus two additional courses from the concentration:

COMM 1500-The Power of News
COMM 2010-Communication and Technology
COMM 2011-Mass Communication: Theory and Research
COMM 2504-History and Culture of Advertising
COMM 2525: Digital Media and Cyberculture
COMM 2603-Media and the Arts
COMM 2610-Mass Communication and Society
COMM 2701-Persuasion and Attitude Change
COMM 3101-Newsmaking: Interpreting and Reconstructing Reality
COMM 3102-Orality and Literacy
COMM 3103-Versions of Censorship and Freedom of Expression
COMM 3104-Mass Opinion: Its Measures and Meanings
COMM 3106-International Communication
COMM 3108-Movies and the American Experience
COMM 3111-Gender Images in Media
COMM 3112 Media Law
COMM 3309-Children and the Media
COMM 3407-The Science Fiction Genre

COMM 3566-Media Effects
COMM 3570-Aesthetics and the Media
COMM 3571-Popular Music as Communication
COMM 3601-Class, Taste, and Mass Culture
COMM 3681-Mass Media and National Identity
COMM 4001-Films of Moral Struggle
COMM 4002-Values in the News
COMM 4003-Dissent and Disinformation
COMM 4004-Social Ethics in Telecommunications
COMM 4005-Digital Media and Public Responsibility
COMM 4601-Television and Society
COMM 4603-Media and Popular Culture
COMM 4604-Multiculturalism: Diversity and Media
COMM 4606-History of Women’s Magazines
COMM 4706-Communications for Social Change
COMM 4711-Communication, Popular Culture, and Philosophy

B. Journalism

COMM 2082 Introduction to Journalism
or
COMM 2083-Introduction to Journalism with required Lab

Plus two additional courses from the concentration:

COMM 1500-The Power of News
COMM 2204-Analytical and Critical Writing
COMM 2527-Writing for Online Media
COMM 3010-Writing Television and Radio News
COMM 3080-First-Person Journalism
COMM 3081-Interviews and Profiles
COMM 3082-Arts Journalism
COMM 3083-BronxNet
COMM 3084-Writing for Magazines
COMM 3103-Versions of Censorship and Freedom of Expression
COMM 3110-Peace, Justice, and the Media
COMM 3205-The Journalist and the Law
COMM 3321-History of Television/Radio News
COMM 3322-Television News Innovators
COMM 3323-The Murrow Years: 1938-1965
COMM 3408-The Documentary Idea
COMM 3476-Ethical Issues in Media
COMM 3978-Online Journalism
COMM 4002-Values in the News
COMM 4606-History of Women’s Magazines

Two of the following may count as one course:

COMM 2211-Journalism Workshop-Print
COMM 2212-Journalism Workshop-FNN
COMM 2213-Journalism Workshop-Multimedia
COMM 2214-Journalism Workshop-Photography
COMM 2215-Journalism Workshop-Layout

The following cross-listed courses may also be taken in fulfillment of the
journalism requirement:
ENGL 3307-In My Opinion: Writing Editorials
ENGL 3058-Writing Autobiography
ENGL 3070-Sports Writing
ENGL 3097-Arts and Entertainment Journalism
ENGL 3611-20th-Century American Essay and Memoirs
LALS 5035-Latino Journalism

C. Film
COMM 2471-Introduction to Film

Plus two additional courses from the concentration:
COMM 2222-Digital Video Design
COMM 3108-Movies and the American Experience
COMM 3401-Hollywood Genres
COMM 3403-American Film Comedy
COMM 3405-Screenwriting I
COMM 3407-The Science Fiction Genre
COMM 3409-Screenwriting II
COMM 3420-Contemporary Filmmakers
COMM 3411-Spanish Film
COMM 3412-Italian Film
COMM 3413-German Film
COMM 3414-Asian Film
COMM 3415-Australian Film
COMM 3416-United Kingdom and Irish Film
COMM 3417-French Film
COMM 3422-History of Film 1890-1950
COMM 3425-History of Film 1950-Present
COMM 3431-Contemporary Hollywood Film
COMM 3437-The Film Director
COMM 3438-New York in Film
COMM 3451-The Films of Alfred Hitchcock
COMM 3461-Fiction into Film
COMM 3462-Shakespeare into Film
COMM 3470-Film Theory
COMM 3483-Women Filmmakers
COMM 3489 British Heritage Cinema
COMM 3492-Documentary Film
COMM 3535-Topics in Film Studies
COMM 4001-Films of Moral Struggle

D. Television/Radio
COMM 2330 Introduction to Electronic Media

Plus two additional courses from the concentration:
COMM 1500-The Power of News
COMM 2222-Digital Video Design
COMM 2301-The Broadcast Industry
COMM 2302-Introduction to Radio
COMM 2303-Audio Production
COMM 2522-Multimedia Production
COMM 2523-Digital Design for New Media
COMM 3010-Writing Television and Radio News
COMM 3301-Television Studio Production
COMM 3305-Writing Television Drama
COMM 3310-Television Comedy and American Values
COMM 3321-History of Television/Radio News

COMM 3322-Television News Innovators
COMM 3323-The Murrow Years: 1938-1965
COMM 3331-The Broadcast Newsroom
COMM 3332-Understanding Television
COMM 3333-Television News and Today’s World
COMM 3350-Sports Communication
COMM 3408-Documentary Idea
COMM 3525-Topics in Film and Video Production
COMM 3941-Writing for the Media
COMM 4004-Social Ethics in Telecommunications
COMM 4601-Television and Society

E. New Media/Participatory Media
COMM 2500 Introduction to New Media/Participatory Media

Plus two additional courses from the concentration:
COMM 2010-Communication and Technology
COMM 2222-Digital Video Production
COMM 2303-Digital Audio Production
COMM 2523-Digital Design for New Media
COMM 2525-Digital Media and Cyberculture
COMM 2527-Writing for Online Media
COMM 2528-Digital Media II
COMM 3222-Projects in Digital Video
COMM 3307-Social Media
COMM 3978-Online Journalism
COMM 4005-Digital Media and Public Responsibility

Free Electives Requirement

Majors are required to take three free electives in the program, or in appropriate related programs, in consultation with an adviser from the department. Students should consider taking electives that will complement their concentration.

Any of the above courses not serving as an Ethics, Law, and Policy requirement; a Media, Culture, and Society requirement; or a concentration requirement can serve as a free elective. In addition, the following courses are free electives:

COMM 2101-Speech Improvement
COMM 2501-Effective Speaking
COMM 3500-Marketing and the Media
COMM 3501-Public Relations
COMM 3502-Principles of Advertising
COMM 4701-Internship Seminar

Communication Minor

A minor in communication is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Lincoln Center.

Minors take six required courses, including one introductory course; one Media, Culture, and Society course; one Ethics, Law and Policy course; and three free electives. See above, in the communication and media studies major section, for courses that fulfill these requirements.
Early Admission to Master's Program

Please read the Early Admission to Graduate School of Arts and Sciences Master's Programs section, which is located under the heading of Special Academic Programs in the chapter on Academic Programs, Policies, and Procedures of this bulletin. Students accepted for early admissions will be able to apply two graduate courses taken in the senior year toward both the B.A. and the M.A. degrees. After finishing their bachelor's, students can take four graduate courses in the fall and spring (or three courses each semester plus summer school sessions), and thus fulfill the course requirements for the M.A. in public communications.

This policy applies to FCRH, FCLC, and PCS. The minimum GPA to be eligible to apply is 3.2, and the GRE is waived for the Early Admissions program. The graduate courses that count for both the B.A. and M.A. must be 5000 level. Only two may be taken; the department recommends that one of the two courses be Media Criticism and Analysis. There is no comprehensive exam. Applications are made online through the Graduate School of Arts and Sciences website.

Program Activities

Internships

A significant feature of the program are internships in which students work under the direct supervision of professionals in media organizations ranging from daily newspapers to television networks and from public relations and advertising agencies to corporate communication programs. Majors and minors in the second semester of their junior year or in their senior year may take part in the department's internship program, in consultation with the program's internship director or the department chair. Interns work under the direct supervision of professionals in media organizations, while simultaneously taking COMM-4701-Internship Seminar (four credits), a pass/fail course that counts as a free elective toward the communication and media studies major or minor. After completing the internship seminar, students have the option of continuing in the internship program by taking additional internships and registering for COMM 4801-Internship Experience I (two credits) and COMM 4901-Internship Experience II (two credits). Please note that neither of these courses counts toward the communication major or minor.

Tutorials

Independent studies enable both majors and minors to pursue special projects as part of their requirements. Students may register to study with a professor for an Independent Tutorial for one to four credits, based upon an agreement with the professor.

Extracurricula Activities

Majors belong to affiliated professional organizations such as Women in Communication and may be eligible to apply for membership in Lambda Pi Eta, the Communication Honors Society. They are also active at WFUV-FM Fordham University's highly regarded National Public Radio station, the Film and Production Club, a number of campus publications including The Ram and the paper, and FNN, Fordham Nightly News, and other television programs produced for the Fordham community, and many other student organizations.

Departmental Awards

Awards presented by the department include the Society of Professional Journalists/Sigma Delta Chi Award the Herbert Robinson Award in Creative Writing; the Ralph W. Dengler, S.J., Award; the Ann M. Sperber Biography Award; the Kavanagh Award; and the Edward A. Walsh Scholarship for studies in communications.

Courses Planned for Fall 2012–Spring 2014

Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, ER for Fordham School of Professional Studies at Rose Hill, EL for Fordham School of Professional Studies at Lincoln Center and EW for Fordham School of Professional Studies at Westchester.

COMM 1010-Introduction to Communication and Media Studies (R, L, ER, EL)
COMM 1011-Introduction to Media Industries (R, L, ER, EL)
COMM 1500-The Power of News (R)
COMM 2000-Theories of Media, Culture & Society (R, L)
COMM 2010-Communication and Technology (R)
COMM 2083-Introduction to Journalism with required Lab (R, L, EL)
COMM 2101-Speech Improvement (ER)
COMM 2103-Speech Improvement II (ER)
COMM 2203-Newswriting I (ER)
COMM 2204-Analytical and Critical Writing (R)
COMM 2206-Basic Feature Writing (ER)
COMM 2211-Journalism Workshop-Print (L, R)
COMM 2212-Journalism Workshop-FNN (R)
COMM 2213-Journalism Workshop-Multimedia (L, R)
COMM 2214-Journalism Workshop-Photography (L)
COMM 2215-Journalism Workshop-Layout (L)
COMM 2222-Digital Video Production (R)
COMM 2301-The Broadcast Industry (R)
COMM 2303-Digital Audio Production (R, L)
COMM 2330-Introduction to Electronic Media (R, L)
COMM 2471-Introduction to Film (R, L, EL)
COMM 2500-Introduction to New Media/Participatory Media (R, L)
COMM 2501-Effective Speaking (R, L, EL, ER, EW)
COMM 2504-History and Culture of Advertising (R)
COMM 2523-Digital Design for New Media (R)
COMM 2525-Digital Media and Cyberculture (R)
COMM 2527-Writing for Online Media (R)
COMM 2601-Class and Taste and Mass Media (R, L)
COMM 2602-Myth and Symbol of American Character (R)
COMM 2603-Media and the Arts (R)
COMM 2610-Mass Communication and Society (R, L)
COMM 2701-Persuasion and Attitude Change (R, ER)
COMM 2702-Interpersonal Communication (R)
COMM 3010-Writing TV and Radio News (L)
COMM 3080-First-Person Journalism (R, L)
COMM 3081-Interviews and Profiles (L, R, EL)
COMM 3082-Arts Journalism (R, L)
COMM 3084-Writing for Magazines (L)
COMM 3085-Science Journalism (L)
COMM 3102-Orality and Literacy (R)
COMM 3103 - Versions of Censorship/Freedom of Expression (R, L)
COMM 3104 - Mass Opinion: Its Measures and Meanings (R)
COMM 3106 - International Communication (R)
COMM 3108 - Movies and the American Experience (R, ER, EL)
COMM 3110 - Peace, Justice, and the Media (R)
COMM 3111 - Gender Images in Media (R, L)
COMM 3112 - Media Law (R)
COMM 3205 - Journalist and the Law (R)
COMM 3305 - Writing Television Drama (EL)
COMM 3307 - Social Media (R)
COMM 3309 - Children and the Media (R, L, ER)
COMM 3310 - Television Comedy and American Values (L, R)
COMM 3321 - History of TV and Radio News (L)
COMM 3322 - TV News Innovators (L, R)
COMM 3332 - Understanding Television (L)
COMM 3333 - TV News and Today’s World (EL)
COMM 3350 - Sports Communication (R)
COMM 3401 - Hollywood Genres (L)
COMM 3403 - American Film Comedy (R, L)
COMM 3405 - Screenwriting I (R, L, EL)
COMM 3407 - The Science Fiction Genre (R)
COMM 3408 - The Documentary Idea (R)
COMM 3409 - Screenwriting II (L)
COMM 3412 - Italian Film (ER)
COMM 3414 - Asian Film (L)
COMM 3420 - Contemporary Filmmakers (L)
COMM 3422 - History of Film I (L)
COMM 3437 - The Film Director (R)
COMM 3438 - New York in Film (R)
COMM 3451 - Films of Alfred Hitchcock (R)
COMM 3461 - Fiction into Film (ER)
COMM 3476 - Ethical Issues in Media (R, L, EL)
COMM 3489 - British Heritage Cinema (L)
COMM 3492 - Documentary Film (EL)
COMM 3501 - Public Relations (L, R)
COMM 3502 - Principles of Advertising (R)
COMM 3566 - Media Effects (R, L)
COMM 3571 - Popular Music as Communication (R, L)
COMM 3601 - Class, Taste, and Mass Culture (R, L)
COMM 3681 - Media and National Identity (R, L)
COMM 3978 - Online Journalism (L)
COMM 3941 - Writing for the Media (R)
COMM 4001 - Films of Moral Struggle (R, L, EL)
COMM 4002 - Values in the News (R)
COMM 4003 - Dissent and Disinformation (R, L)
COMM 4004 - Social Ethics in Telecommunications (R)
COMM 4005 - Digital Media and Public Responsibility (R)
COMM 4601 - Television and Society (L)
COMM 4603 - Media and Popular Culture (R, L)
COMM 4607 - Communication for Social Change (R, L)
COMM 4665 - Writing for Business and Prof. (ER, EW)
COMM 4701 - Internship Seminar (R, L, EL)
COMM 4704 - Photojournalism (L)
COMM 4705 - Special Topics (R, L, EL)
COMM 4707 - Photojournalism

Course Descriptions
COMM 1009 - DISCUSS GROUP-FOR COMMUNICATIONS 1011
Discussion group for CM 1010, Communication and Media Studies; meets weekly.

COMM 1010 - INTRODUCTION TO COMMUNICATION & MEDIA STUDIES (3 CREDITS)
An introduction to the major approaches, theories and perspectives in the study of communication and the Media.

COMM 1011 - INTRODUCTION TO MEDIA INDUSTRIES (3 credits)
An overview of the mass media communication industries; which examines such issues as the institutional, social, and technological histories of the media; the influence of economic factors in shaping content, and issues governing regulatory policy.

COMM 1500 - The Power of News: Press, Politics, and Public Policy (4 CREDITS)
This course studies the interaction between the American mass media, politics, and public policymaking. We will examine some of the most important interactions between the press and politicians to answer questions about the role of media in American society. The point of the course is to demonstrate the power of news by examining in depth some of the most important interactions of media and American government. After all, the media is no longer just an institution that covers the news—the media now actually help shape the political process as an important political institution in their own right.

COMM 1999 - TUTORIAL (1 CREDIT)
Independent research and readings with supervision from a faculty member.

COMM 2000 - THEORIES OF MEDIA & SOCIETY (4 CREDITS)
An overview of theory and research concerning media and mass communication in relation to culture and society. Provides students with the ability to analyze the institutions, form, and content of media.

COMM 2010 - COMMUNICATION & TECHNOLOGY (4 CREDITS)
Explores theoretical and critical perspectives on technology, with special emphasis on the impact of technology on communication, culture, and consciousness; the symbolic component of technology; the ecology of media; the process of technological innovation and the diffusion of innovations; and the role of media and culture in the creation of a technical society.

COMM 2082 - INTRO TO JOURNALISM (4 CREDITS)
Note: Credit will not be given for both this course and COMM 2203. A course designed to introduce the student to various elements of reporting—including writing leads and articles and finding and interviewing sources—as well as the nature of news, the social role of the press, and the ethical and legal issues that face it. Students are encouraged to submit work to the college newspaper for possible publication.
COMM 2083 - INTRO TO JOURNALISM WITH LAB (5 CREDITS)
A course designed to introduce the student to various fundamentals of journalism today, including writing leads; finding and interviewing sources; document, database, and digital research; and story development and packaging. The course also discusses the intersection of journalism with broader social contexts and questions, exploring the changing nature of news, the shifting social role of the press, and the evolving ethical and legal issues affecting the field. The course requires a tools lab, which introduces essential photo-, audio-, and video-editing software for digital and multimedia work.

COMM 2101 - SPEECH IMPROVEMENT (3 CREDITS)
Elimination of common errors in pronunciation, improvement of enunciation, and overall clarity of utterances are the chief aims of this course. Student participation is maximized through intensive use of the language laboratory.

COMM 2103 - SPEECH IMPROVEMENT II (4 CREDITS)
A continuation of elimination of common errors in pronunciation, improvement of overall clarity of utterances are the chief aims of this course. Student participation is maximized through intensive use of the language laboratory.

COMM 2202 - WRITING WORKSHOP (4 CREDITS)
The writing workshop is about writing in all of its forms—press releases, op-eds, movie reviews, short stories, and more. There is one writing assignment per week. The emphasis is on writing professionally, for either online or print publications.

COMM 2211 - JOURNALISM WORKSHOP: PRINT (2 CREDITS)
A practical workshop course in writing news, features, commentary, reviews and sports articles for The Ram, the paper, the Fordham Undergraduate Research Journal and other student media at Rose Hill. Students who are writing for The Ram and other student print media are encouraged to take the course, but Journalism Workshop is open to all. Student will be encouraged to take assignments for The Ram to gain writing experience and clippings. Article assignments will also be given by the professor to students who do not wish to write for a student publication. In class, students will workshop articles to improve them before publication. We will also address basic journalism skills, including interviewing, researching, and using online media resources. Students interested in television should take section Comm 2212 Journalism Workshop-FNN instead, as this section focuses on print media. If interested in online, students should take Comm 2213 Journalism Workshop: Online.

COMM 2212 - JOURNALISM WORKSHOP: FNN (2 CREDITS)
A practical workshop course in television production for students working on Fordham Nightly News. Students must be working in some capacity for Fordham Nightly News to enroll in this course. During class, the instructor will review episodes of Fordham Nightly News and use the show as a starting point for lessons in television news production and broadcast journalism. Topics covered will include writing for broadcast, shooting, editing and anchoring. We will also address basic journalism skills including interviewing, story research and using online media resources. Students interested in print journalism should take Comm 2211, Journalism Workshop, instead as this section focuses on television.

COMM 2213 - JOURNALISM WORKSHOP: ONLINE (2 CREDITS)
A practical workshop course in multimedia production for students working on Fordham Nightly News, The Ram, the paper, the Fordham Undergraduate Research Journal, and other student media at Rose Hill. Students will learn how to add multimedia elements to their reporting, including slide shows, podcasts, audio, and video.

COMM 2222 - DIGITAL VIDEO PRODUCTION (4 CREDITS)
A comprehensive overview of digital video concepts and production techniques including digital video effects, audio for video, graphics, and animation. Classes are structured around production and postproduction assignments. We will explore theories and aesthetics of the medium through readings, screenings, and exercises. Emphasis will be placed on new applications and venues created by CD-ROM, DVD, and network distribution.

COMM 2301 - THE BROADCAST INDUSTRY (4 CREDITS)
The examination of the American broadcasting industry from a variety of perspectives, such as regulation, advertising, programming, technology, institutional structure, and audience research. Lessons from broadcast history are used to shed light on contemporary concerns.

COMM 2302 - INTRO TO RADIO (4 CREDITS)
A survey of the historical styles, formats, and genres that have been used for radio, comparing these to contemporary formats used for commercial and noncommercial stations, analyzing the effects that technological, social, and regulatory changes have had on the medium.

COMM 2330 - INTRO ELECTRONIC MEDIA (4 CREDITS)
An examination of radio and television from cultural, aesthetic, and historical perspectives. Topics covered include the development of broadcast programming, the sources of radio/television forms in other media, and the impact of electronic media on the arts today. The course considers how broadcasting has affected contemporary culture and emerged as the most prominent maker of popular images.

COMM 2471 - INTRO TO FILM (4 CREDITS)
Examination of the aesthetics of film, its formal language and structure. Screening and analysis of representative films. Study of film theory and criticism. Strongly recommended as a prerequisite to other film courses. Lab fee.

COMM 2500 - INTRO TO NEW MEDIA (4 CREDITS)
A comprehensive overview of the possibilities of communication in a digital world. Through a series of readings, lectures, and assignments, students will study the history and forms of new media; address issues of media control, convergence and convertibility; and begin to explore the cognitive and cultural implications of living in a digital age.

COMM 2501 - EFFECTIVE SPEAKING (4 CREDITS)
A study of principles of effective communication with emphasis on the role of public speaking skills in professional life, the importance of critical thinking to communication, and its significance in a democratic political system.

COMM 2522 - MULTIMEDIA PRODUCTION (4 CREDITS)
A comprehensive overview of digital multimedia theories, concepts and production techniques. Classes are structured around production
Comprehensive study of the principles, aesthetics, and uses of multimedia. Emphasis is placed on the interactivity of picture, audio, and text components as spatially arrayed and/or temporally organized. The capabilities of multimedia are compared with more-traditional, linear media.

**COMM 2523 - DIGITAL DESIGN FOR NEW MEDIA (4 credits)**
Analysis and practice of visual design as applied to new, interactive media, such as the World Wide Web, multimedia, and hypertext, and as applied to traditional media—print, television and film—in an age of digital production. Classes are structured around readings, viewings, and production assignments.

**COMM 2525 - DIGITAL MEDIA & CYBERCULTURE (4 credits)**
A study of the technological, social, and cultural events that created digital media and its emerging cyberculture. An exploration of digital media environments and digital research techniques.

**COMM 2527 - WRITING FOR ONLINE MEDIA (4 credits)**
From websites and blogs to wikis and social media, the Internet continues to evolve and offer opportunities for communicators in various fields. Students will create their own blog, learn about cyberjournalism; apply their writing skills toward business, politics, art, or personal expression; and explore how marketing, public relations, Web design, and other factors impact writing style in new media.

**COMM 2602 - MYTH & SYMBOL OF AM CHAR (4 credits)**
A study of the heart of American culture through an examination of the recurring myths and symbols found in journalism, public speeches, social commentary, and the popular media.

**COMM 2603 - MEDIA AND THE ARTS (4 credits)**
An examination of the arts from cave painting to contemporary, electronic forms. Shifts in form and style, the purpose and the role of the traditional fine arts will be studied in the technological and cultural contexts in which they occurred. Emphasis will be placed on the codevelopment of new arts and information technologies in the 20th century.

**COMM 2701 - PERSUASION & ATTITUDE CHANGE (4 credits)**
An examination of the theories and research on persuasion and attitude change, the strategies and techniques used by persuaders, and the reception skills needed to be a critical consumer of persuasive messages. Topics such as the psychology of attitude formation and change; interpersonal influence: rhetoric, language and symbol use; culture and persuasion; persuasive campaigns and movements; political communication; advertising and propaganda; the sociology of mass persuasion; and the ethics of persuasion are covered.

**COMM 2702 - INTERPERSONAL COMMUNICATION (4 credits)**
An introduction to the basic tools of behavioral research as applied to the study of interpersonal communication. Topics such as human relationships, communication competence, conflict negotiation, intercultural communication, communication and gender, and mediated interpersonal communication are covered.

**COMM 2800 - INTERNSHIP (2 credits)**
Supervised placement for students interested in work experience.

**COMM 2999 - TUTORIAL (2 credits)**
Independent research and readings with supervision from a faculty member.

**COMM 3010 - WRITING TV & RADIO NEWS (4 credits)**
An overview of the skills required for the writing of news stories for radio and television, including “hard” news, analyses, commentaries, and editorials. This course will examine the basic work rules, the best way to “tell a story”, the lead, writing, film and videotape, covering complex issues, punctuation for, and pronunciation. Note: Credit will not be given for both this course and CM 3302 and CM 3303.

**COMM 3081 - INTERVIEWS & PROFILES (4 credits)**
Intensive work in developing and writing profiles accompanied by readings from Boswell to Mailer.

**COMM 3084 - WRITING FOR MAGAZINES (4 credits)**
Intensive practice in developing ideas into nonfiction pieces intended for general interest or specialized publications. Topics covered include inquiries, field and library research, interviews, presentation of technical subjects to nonspecialists. Students may wish to concentrate on areas in which they have particular interest or expertise. Note: Credit will not be given for both this course and COMM 4201

**COMM 3085 - SCIENCE JOURNALISM (4 credits)**
At a time when science and technology permeate debates on everything from climate change to stem cell research to nuclear power to genetically modified foods, many Americans lack sufficient understanding of these basic science and health concepts. This course will explore fundamentals in science and medicine reporting emphasizing the essential research and story development skills needed bring complex medical, science, and health issues to the general public. It will explore the scientific process, how to evaluate scientific and health information, ethical controversies, and what makes science and medical news. Students will learn how to break, report, translate, and illuminate scientific information, forging journalism that helps build scientific literacy equal to contemporary challenges. (Prerequisite: COMM 2082 or instructors permission)

**COMM 3102 - ORALITY & LITERACY (4 credits)**
An examination of oral and literate modes of communication and their relationship to culture, consciousness, and social organization. Topics include the nature of nonliterate cultures; oral tradition and mnemonics; the historical development of writing systems and their social and psychological impacts; theories and debates on oral and literate cultures; and mindsets.

**COMM 3103 - VERSIONS OF CENSORSHIP/FREEDOM OF EXPRESSION (4 credits)**
The opposing historical trends of authoritarian centralism and libertarian pluralism are traced through a variety of political orders, philosophies, and communication systems. The interplay of technological forms of communication predominant social values is examined and specific cases are subject to evaluative judgments.

**COMM 3106 - INTERNATIONAL COMMUNICATION (4 credits)**
Comparative study of media systems of different countries. The role of the media in the formation of the concept of nationality. Theories of communication development and the debate around the international flow of information. How the media informs us about other countries and how, through the media, we form our conception of the world.
COMM 3108 - MOVIES & AMERICAN EXPERIENCE (4 credits)
A study of the American character as portrayed in American feature films from the early 20th century to the present. Lab fee

COMM 3110 - PEACE, JUSTICE, AND THE MEDIA (4 credits)
This course analyzes the ways in which the media represent the issues of peace and justice. Considering the relevance of peace and justice for democratic practices, the variety of media depictions of such issues will be analyzed. Topics such as environmental and economic justice, poverty and the poor, race and gender, war and peace, and media ethics and values will be covered.

COMM 3112 - MEDIA LAW (4 credits)
This course is designed to introduce the communication and media studies major to the basic issues in the field of media law. Examined here are the Constitutional principles underlying the major Supreme Court cases that have established the parameters governing the use of communication technologies in the country. Special focus will be given to the various legal changes posed by new media. Juniors and seniors only.

COMM 3205 - JOURNALIST & THE LAW (4 credits)
An investigation of the legal concerns of the working journalist: prior restraint, shield law, libel, invasion of privacy, the Freedom of Information Act.

COMM 3206 - FIRST-PERSON WRITING (4 credits)
Students develop their skills in first-person writing by analyzing the work of outstanding writers, by exploring techniques for gathering material and for writing it down, and by writing their own first-person articles.

COMM 3301 - TELEVISION PRODUCTION (4 credits)
Practical studio management and creative employment of technical facilities for videotaping and studio production of a variety television programming formats. Software and hardware are covered. Lab fee.

COMM 3305 - WRITING TV DRAMAS (4 credits)
This course applies traditional principles of dramatic writing to the television genre, including soap operas, pilots, miniseries, and docudramas. Students will analyze outstanding examples of the genre and are required to produce professional-level scripts.

COMM 3307 - SOCIAL MEDIA (4 credits)
An introduction to computer-mediated communication, electronic networking, online communication, and emerging interactive social contexts, such as MUDS, Chat, Discussion Lists, and the World Wide Web. This course includes computer-based observations and hands-on projects. Computer literacy not presumed.

COMM 3309 - CHILDREN AND MEDIA (4 credits)
This course explores the controversy surrounding children's media. Topics such as the role of media in socialization and learning, the effects of media content and communication technologies on children's behavior, thought, and emotions are examined. The functions that media perform for children, and the efforts to design media specifically for children are considered. Various forms such as television, popular music, film, video games, fairy tales, and children's literature are explored.

COMM 3310 - TV COMEDY & AMERICAN VALUES (4 credits)
An examination of the major genres of American television comedy and their relationship to American culture. The influence of social, artistic, and commercial factors on comic patterns and techniques are considered.

COMM 3321 - HISTORY OF TV & RADIO NEWS (4 credits)
Traces the history of electronic journalism, from its infancy in the 1930s to the present day; emphasis on the work of the most prominent broadcast journalists of these decades.

COMM 3322 - TV NEWS INNOVATORS (4 credits)
A survey of the most prominent figures in the history of electronic journalism—producers, executives, anchors, correspondents—and how they shaped and influenced the course of the world's most popular medium of communication. Innovators whose work is studied include David Sarnoff, William S. Paley, Dr. Frank Stanton, Edward R. Murrow, Roone Arledge, David Brinkley, Pauline Frederick, Richard S. Salant, and Reuven Frank.

COMM 3323 - THE MURROW YEARS: 1938-1965 (4 credits)
This course traces the career and contributions to broadcast journalism of Edward R. Murrow, one of America's foremost reporters, from his remarkable accounts of London under German bombing attacks to his documentary work on the See It Now and CBS Reports series.

COMM 3332 - UNDERSTANDING TELEVISION (4 credits)
Critical analysis of television as a storytelling medium. Study of current approaches to television narrative and style. Screenings and discussion of TV series and news programming. Note: Credit will not be given for both this course and COMM 3105.

COMM 3333 - TV NEWS & TODAY'S WORLD (4 credits)
This course examines and analyzes the approaches of the three commercial networks and the Public Broadcasting Service to the major news stories of the day. Each class screens one of the network's evening news broadcasts and assesses its content, comparing story selection and presentation with the day's newspaper coverage. Emphasis is placed on students' comprehension of the week's salient news developments.

COMM 3335 - TELEVISION NEWS (4 credits)
An examination of the growth and impact of television journalism. Technological and historical changes, techniques, and influences of television news.

COMM 3350 - SPORTS COMMUNICATION (4 credits)
A survey of sports communication from analytical and practical perspectives. Written assignments address topics covered, including sports reporting and writing, advertising, and public relations.

COMM 3401 - HOLLYWOOD GENRES (4 credits)
Cultural, psychological, and socioeconomic analyses of theme, plot, characterization, and iconography of popular film genres. Lab fee. Credit will not be given for both this course and COMM 3491.

COMM 3403 - AMERICAN FILM COMEDY (4 credits)
The course takes both a theoretical and historical approach to Hollywood film comedy from the silent classics of Sennett, Chaplin, and Keaton to the best of contemporary work in the genre. Lab fee.

COMM 3405 - SCREENWRITING (4 credits)
Analyzing and writing screenplays for theatrical motion pictures.
COMM 3407 - THE SCIENCE FICTION GENRE (4 CREDITS)
Sociological, cultural, and psychoanalytic analysis and criticism of the science fiction genre in cinema, television, radio, print, and other media. Lab fee.

COMM 3408 - THE DOCUMENTARY IDEA (4 CREDITS)
The history of documentary and the analysis of contemporary works. An examination of the variety of documentary language formats and visual styles and their meaning and impact. Lab fee. Credit will not be given for both this course and CMLU 3523-Documentary Film and CMLU 3290-Video Documentary.

COMM 3409 - SCREENWRITING II (4 CREDITS)
Analyzing feature screenplays and working towards production of a feature length screenplay.

COMM 3410 - INTERNATIONAL CINEMA (4 CREDITS)
A comparative study of films produced by various nationalities and cultures. Analysis of differing cultural, political, and economic factors affecting filmmakers as they deal with basic human concerns such as individual self-worth, relationships, freedom and conformity, and values and moral choice. Lab fee.

COMM 3412 - ITALIAN FILM (4 CREDITS)
This course traces the development of Italian film from the silent era through the telefono bianco (white telephone) films of the Mussolini era and the post-World War II neo-realist films of Rossellini, De Sica, and Fellini. It also examines the films of Antonioni, Olmi, Pasolini, Wertmüller, and the Taviani brothers. Lab fee.

COMM 3414 - ASIAN FILM (4 CREDITS)
This course explores the major works of Asian film, including the work of Satyajit Ray, the post-Maoist films of Chen Kaige and Zhang Yimou, and the Japanese masterworks of Kenji Mizoguchi Yasujiro Ozu and Akira Kurosawa. Lab fee.

COMM 3422 - HISTORY OF FILM I (4 CREDITS)
A survey of film history from 1890 to 1950, looking at industrial practices and stylistic developments. The contribution of major national cinemas is also explored. Lab fee.

COMM 3425 - HISTORY OF FILM 1950-PRESENT (4 CREDITS)
A survey of film history from 1950 to the present, looking at industrial practices, stylistic developments, and the impact of new technologies of the film image. The contribution of the major national cinemas will also be explored. Lab fee.

COMM 3437 - THE FILM DIRECTOR (4 CREDITS)
Students will view the testament films of select film directors including Orson Welles and Stanley Kubrick, with a focus on the technical and narrative concerns of these artists. Discussions and readings will address director's role in a collaborative art form during various eras of cinematic history. Course offering for communication and media studies students as well as history students.

COMM 3451 - FILMS OF ALFRED HITCHCOCK (4 CREDITS)
A critical examination of Hitchcock's cinema. Students explore Hitchcock's major films, including Rear Window, Vertigo and Psycho from a variety of perspectives, including psychoanalytic, narrative, and feminist theory. Emphasis on Hitchcock's role in the British and American studio system and his mastery of cinematic technique and language. Lab fee.

COMM 3461 - FICTION INTO FILM (4 CREDITS)
Cinematic adaptation of novels and short stories. Problems of narrative, genre, film language, imitation, etc., will be studied in the works of film makers such as Bresson, Renoir, Lean, Bunuel, Antonioni, Merchant/Ivory, Wyler, etc. Lab fee.

COMM 3476 - ETHICAL ISSUES IN MEDIA (4 CREDITS)
Review of some basic ethical principles and examination of media-related issues, such as freedom of expression, the right to privacy, and the public's right to know.

COMM 3482 - FILM AND GENDER (4 CREDITS)
This course explores the interrelated nature of gender and film in aesthetics, production, marketing, and reception. To do so, the course focuses on film theory and criticism about representations of femininity and masculinity, which include attendant issues of sexuality, embodiment, race, class, and nationality. This approach will be augmented by considerations of historical and cultural contexts, developments within film industries, key figures in film production, and audiences. Films will include mainstream commercial films and filmmakers as well as feminist, avant-garde, and counter-cinemas.

COMM 3492 - DOCUMENTARY FILM (4 CREDITS)
An introduction to the art of documentary film with a focus on the genre by such important figures as Flaherty, Vertov, Grierson, Lorentz, Leacock, and Wiseman. The impact of technology, cultural, and social forces, and the vision of individual filmmakers in shaping the documentary form. Lectures by guest filmmakers. Lab fee. Note: Credit will not be given for both this course and CMEU 3408.

COMM 3501 - PUBLIC RELATIONS (4 CREDITS)
Provides knowledge of the basic concepts of public relations and instruction in the use of various media in reaching specific publics. Juniors and seniors only.

COMM 3502 - PRINCIPLES OF ADVERTISING (4 CREDITS)
A study of advertising strategies and promotional appeals. Professional guidance in the creation of advertising: the planning, designing, and writing of campaigns for all media and for multimedia campaigns with special emphasis on copywriting. Juniors and Seniors only.

COMM 3505 - HISTORY & THE CULTURE OF ADVERTISING (4 CREDITS)
An examination of advertising practices. A review of the social and technological history of American advertising beginning with the print media. Social and interpersonal meanings imbedded within the publicity images of both print and television are examined as well as the continuing penetration of advertising and marketing strategies in media culture.

COMM 3555 - TOPICS IN TELEVISION AND RADIO
This course takes advantage of the presence in New York of visiting scholars and practitioners. Courses may have a television or radio combined emphasis, with production and/or academic focus, and each will concentrate on a particular field that is underrepresented in regular course offerings. (Course may be repeated).

COMM 3566 - MEDIA EFFECTS (4 credits)
What are the effects of mass media on society? This question lies at the heart
of mass communications. While many people feel that it is obvious that the media have a powerful effect on society, social scientists remain divided on the issue. Reviewing both classic and contemporary literature, we will trace the various models that have been offered as possible explanations for the mechanism of media influence. Juniors and seniors only. Prerequisite either COMM 1010 or COMM 1011.

COMM 3571 - POPULAR MUSIC AS COMMUNICATION (4 CREDITS)  
Current issues in popular music studies—mediation, globalization, authenticity, identity, community, etc.—covering a wide range of popular music in North America. Regular reading and listening assignments.

COMM 3601 - CLASS, TASTE, AND MASS CULTURE (4 CREDITS)  
An examination of cultural hierarchy and conflicting notions regarding the "ideal" form and content of the symbolic environment. Drawing from various critiques of the mass media, this course explores the ways in which debates about cultural and aesthetic standards reflect socioeconomic and political concerns.

COMM 3681 - MEDIA AND NATIONAL IDENTITY (4 CREDITS)  
An examination of case studies showing how national identity is inferred and organized by mass media. Questions include: How is nationalism produced by media discourse? How are outsiders portrayed? Who draws the boundaries between inside and outside, and how? Texts will include television, radio, print journalism, music, and films.

COMM 3800 - INTERNSHIP (3 CREDITS)  
Supervised placement for students interested in work experience.

COMM 3941 - WRITING FOR THE MEDIA (4 CREDITS)  
Analysis and practice of writing for a variety of print, broadcast, and online media. Exploring different media contexts such as news, entertainment, public relations, and advertising, the approach in this course assumes that media writers tell stories, that they write for multiple formats, and that they engage in ethical activities.

COMM 3978 - ONLINE JOURNALISM (4 CREDITS)  
Recent shifts in media technologies, corporate structure, and the organization of public life have combined to change the role and the practice of journalism. Exploring these changes as a context, this course will introduce conceptual and practical techniques of reporting, writing, and packaging news for the online environment today. Students will learn about and actively participate in doing journalism online.

COMM 3999 - TUTORIAL (3 CREDITS)  
Independent research and readings with supervision from a faculty member.

COMM 4001 - FILMS OF MORAL STRUGGLE (4 CREDITS)  
The course studies the portrayal of human values and moral choices both in the narrative content and the cinematic technique of outstanding films. Class discussion tends to explore ethical aspects of each film's issues, while numerous critical analyses of the films are offered to develop the student's appreciation of the film's artistic achievements. Lab fee.

COMM 4002 - VALUES IN THE NEWS (4 CREDITS)  
An examination of how news constructs and mediates personal and social values. This course considers how news frames discourse about reality, and then analyzes the framing of specific values, ethical issues, and moral behaviors.

COMM 4003 - DISSENT AND DISINFORMATION (4 CREDITS)  
An exploration of the moral and ethical conflict between conscience and convention, principle and group loyalty, received wisdom and freshly perceived evidence, from disparate disciplines which converge on the continuity of ancient religious and political dissent with modern forms of dissent and the social control measures they provoke in modern mass-mediated society.

COMM 4004 - SOCIAL ETHICS IN TELECOMMUNICATIONS (4 CREDITS)  
This course deals with the policy decisions and ethical issues facing society in the telecommunications age. Of special concern are the ethical issues raised by the melding together of heretofore discrete media into vertically integrated, profit-oriented corporations.

COMM 4005 - DIGITAL MEDIA AND PUBLIC RESPONSIBILITY (4 CREDITS)  
An examination of the choices and responsibilities which shape personal identity and common humanity for those who regularly employ the tools of digital media and computer technology. Regular use of digital media enables individuals to separate from their physical selves and from the community spaces in which they have traditionally lived. This course focuses on the resulting ethical tensions.

COMM 4201 - MAGAZINE ARTICLE WRITING (4 CREDITS)  
Planning, researching, and writing magazine articles. Emphasis is placed on preparing manuscripts of professional caliber. Credit will not be given for both this course and CM 3084 and EN 3006.

COMM 4601 - TELEVISION SOCIETY (4 CREDITS)  
A problem-based and issue-oriented analysis of the medium as it affects basic social institutions and values.

COMM 4603 - MEDIA & POPULAR CULTURE (4 CREDITS)  
An exploration of various forms of contemporary popular culture and their meanings in modern life. Theoretical approaches are discussed and various media texts such as film, television, advertising images, popular icons, music, and style are analyzed.

COMM 4604 - MULTICULTURALISM (4 CREDITS)  
African Americans and their media: innovators, agitations, audiences, and entrepreneurs. This course will examine mass media, outlets owned and targeting African Americans from historic, economic, social and media studies perspectives.

COMM 4606 - HISTORY OF WOMEN MAGAZINES (4 CREDITS)  
This course will explore the history and mission of American women's magazines from the 18th century to the 21st century, delving into their implications for gender politics, media studies and cultural history.

COMM 4607 - COMMUNICATION FOR SOCIAL CHANGE (4 CREDITS)  
This course provides students with a disciplined understanding of the communications industry through the exploration of communications techniques being used today to promote social change. The course blends guest lectures from leaders in their field with practical training in proven communications tactics to prepare students for advanced study or careers in communication. By the end of the course students will come to understand that you can "do well while doing good."
COMM 4611 - BUSINESS JOURNALISM (4 CREDITS)
This course will give students a grounding in business and economics to help them “follow the money,” whether it is to cover a city budget, the impact of a plant closure on a community, or the effects of sagging housing prices on ordinary families. We will learn the basics of writing about markets, small business, corporate news, and investments, with a strong focus on clear jargon-free writing.

COMM 4701 - INTERNSHIP SEMINAR (4 CREDITS)
Intern duty and seminar meetings during which students analyze their work experience in terms of the mass media as a whole. Written projects and selected readings geared to each student’s internship will be assigned. Juniors and seniors only.

COMM 4705 - TOPICS IN COMMUNICATIONS & MEDIA (4 CREDITS)
This course focuses on the changing status of the flesh in visual culture. From reality television makeovers and celebrity wardrobe malfunctions to racial politics and public memory of the deceased of 9/11, the body itself has become malleable, plastic, and yet never wholly described by obsessive media portrayals. Cutting across various media, we will analyze the cultural and philosophical implications of the postmodern body, which is often digitized, surgically enhanced, or even discarded in virtual realities. The very physicality of the body—its status as a special kind of object—makes it both ripe for media representation and ever resistant to it. Readings will span contemporary media theory, feminist and queer theory, cultural studies, and phenomenology to create an interdisciplinary nuanced interrogation of the ways in which the flesh persists in a postdigital world.

COMM 4707 - PHOTOJOOURNALISM (4 CREDITS)
American photojournalism emerged in the late 1920s and has an increasing role to play in both news and feature reporting in today’s digital world. As online journalism and its audiences take shape, visual storytelling is finding new modes and roles. This course will introduce students to the contemporary practices and production of photojournalism. It will be conducted in a manner similar to the real working world of professional journalism while also touching on the aesthetic, technical, cultural, and historical forces that have shaped its evolution into the present day. Students will be responsible for taking pictures with their own cameras and producing their own digital images, photo slideshows, and visual reporting. While the emphasis of the course will be on picture taking and visual storytelling, students will also learn how to edit their own photographs and how to prepare selected images in Adobe Photoshop. (Prerequisite COMM 2082 or instructors permission)

COMM 4708 - WRITING TV SITCOMS (4 CREDITS)
Sitcoms are shot by multiple cameras which limit the action to one or two sets. This practically eliminates all action lines in a sitcom screenplay, leaving behind mostly dialogue. This class teaches that behind that wall of sitcom dialogue, sophisticated writers have meticulously developed an invisible scaffolding of comedic tension which requires as much or even more effort than coming up with clever one-liners. This course teaches students to integrate comedic tension into all levels of work—from episode premise to sequence to scene. TV sitcom writing is performed in teams. Therefore, students will write episodes together and learn skills required to be comedy staff writers—including originality, creativity, and humor.

COMM 4711 - POP CULTURE & PHILOSOPHY (4 CREDITS)
This course will draw from the fields of communications and philosophy, exploring the ways in which the two disciplines complement and inform each other by offering a route to a deeper understanding of issues of concern to both fields. Our terrain of inquiry will be contemporary popular culture, in the forms of mass, digital, and social media. Calling upon a diverse range of scholarship from both intellectual traditions, we will examine the ways in which popular forms of mediated communication can help to engage a mass audience in timeless philosophical issues, as well as inviting us to ponder newer kinds of philosophical questions, unique to our time.

COMM 4800 - INTERNSHIP (4 CREDITS)
Supervised placement for students interested in work experience.

COMM 4999 - TUTORIAL (1 CREDIT)
Independent research and readings with supervision from a faculty member.

Computer and Information Sciences

Chair: Moniot
Associate Chair: Papadakis (RH)
RH: JMH 340, (718) 817-4480
LC: LL 813, (212) 636-6310
Web: www.cis.fordham.edu

Faculty
Clavius Professor: Hsu
Professors: Frants, Wei, Werschulz
Associate Professors: Chen, Lyons, Moniot, Weiss, H. Zhang
Assistant Professors: Filatova, Han, Li, Strzemecki, X. Zhang
Associate Professor Emeritus: Digricoli, Houlihan
Lecturer: Tran
Visiting Instructor: Papadakis
Systems and Network Administrator: Amankwa-Danquah
Adjunct Instructor: Andrews, Brown, Ferrante, Flatley, Frankel, Mani, Seaton, Tsai, Wolk

Overview
The Computer and Information Sciences Department offers the following degree programs:

- a major in computer science resulting in either a B.A. or B.S. degree at FCRH and FCLC
- a minor in computer science at FCRH and FCLC
- a major in information science resulting in a B.A. or B.S. degree at FCRH and FCLC
- a minor in information science at FCRH and FCLC
- a minor in bioinformatics at FCRH and PCS
- a major in computer systems management applications resulting in a B.A. degree at PCS
- a minor in computer systems management applications at PCS
The curriculum in computer science is oriented toward computing methods and systems. It emphasizes systems analysis, software design and programming, analytic reasoning, computer architecture, and the theory of computation. Students will learn the process and algorithms to analyze and solve complex problems, and also use the computer and the Internet as a problem-solving tool. Students graduating from the program will be prepared for careers in computer science, information technology, system design, telecommunications, and network applications, both in the public and private sectors. Students will also be prepared for further graduate study in computer science or other related area.

Students wishing to major in computer science should take Computer Science I (CISC 1600) and Discrete Structures (CISC 1400) in the first semester of their freshman year (or as soon as possible) and Computer Science II (CISC 2000) in the second semester of their freshman year.

The curriculum in information science emphasizes information acquisition, analysis, and information systems, as well as information and network technology.

It is concerned with methodologies for storing, retrieving, processing, and transmitting data and information. Students graduating from the program will be prepared for a variety of careers, including those in information systems, computer applications; web-based system design; and Internet and communication technology as found in government, business, and society. Students will also be prepared for further graduate study in information science, information systems, information networking, and other related areas.

Students wishing to major in information science should take Structures of Computer Science (CISC 1100) and Computer Science I (CISC 1600) in the first semester of their freshman year or as soon as possible.

No computer or information science course in which a student receives a grade below C- can be credited toward a major or minor in the department.

The curriculum in computer systems management applications is more management, and applications-oriented. It emphasizes the needs of new and effective systems and technology applications and management, across virtually every sector. Accordingly, students in the computer systems management applications major have a broader range of choice related to computing utilities, systems, information networking, data communications, information marketplaces, and telecommunications infrastructure and management.

For more information, please refer to the computer and information science website www.cis.fordham.edu.

**Contribution to Core**

The Department of Computer and Information Sciences offers CISC 1100: Structures of Computer Science, CISC 1400: Discrete Structures, and CISC 1600 (CS1), each fulfilling the mathematical and computational reasoning core requirement. We encourage science and social science majors, and those interested in receiving a more in depth understanding of algorithmic and quantitative reasoning, to take CISC 1400 instead of CISC 1100. The department also offers CISC 2540: Introduction to Video Game Design, which satisfies the EP3 core requirement, and CISC 3001: Computers and Robots in Film, which satisfies the ICC core requirement.

The department also offers CISC 4650: Cyberspace Ethics and Issues and CISC 4660: Minds, Machines, and Society, which fulfill the Values Seminar/EP4 core requirement.

**Program Requirements**

**Computer Science Major**

(HEGIS Code 0701) Program Code: Computer Science (B.A., B.S.) 81455

The major in computer science is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.

The B.A./B.S. degree in computer science requires the following 11 courses: CISC 1400 (or equivalent), CISC1600/1610, CISC 2000/2010, CISC 2200, CISC 3500, CISC 3593, CISC 3595, CISC 4080, CISC 4090, CISC 4615, CISC 4700. In addition, the B.A. degree requires two elective selections for a total of 13 courses. The B.S. degree requires CISC 4621 and three elective selections, in addition to 11 courses listed above, for a total of 15 courses.

Elective courses are selected from department courses (including some graduate courses) or in cognate areas selected in consultation with a department adviser.

**Computer Science Minor**

The minor in computer science is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.

Students wishing to minor in computer science take CISC 1100 (or CISC 1400), CISC 1600/1610, CISC 2000 and three courses offered by the department and numbered above 3000. These courses are selected in consultation with a department adviser.

**Information Science Major**

(HEGIS Code 0701) Program Code: Information Science (B.A., B.S.) 19323

The major in information science is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.

The B.A./B.S. degree in information science requires the following 11 courses: CISC 1100, CISC 1600/1610, CISC 2201, CISC 2350, CISC 2500, CISC 3300, CISC 3500, CISC 3850, CISC 4100, CISC 4597, CISC 4615. In addition, the B.A. degree requires two elective selections for a total of 13 courses. The B.S. degree requires CISC 463 and three elective selections, in addition to the 11 courses listed above, for a total of 15 courses.

Elective courses are selected from department courses numbered in consultation with a department adviser. One of the electives must be 2000 or above while the other one must be 3000 or above.

**Information Science Minor**

The minor in information science is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.

Students wishing to minor in information science take CISC 1100 (or equivalent), CISC 2350, CISC 2500, and three courses offered by the department and numbered above 3000. These courses are selected in consultation with a department adviser.

**Computer Systems Management Applications Major**
The major in computer systems management applications is available at Fordham School of Professional Studies at Rose Hill, Lincoln Center and Westchester.

The 10 courses required for a B.S. degree in computer system management applications include five required courses: Structures of Computer Science (CISC 1100), Systems Analysis (CISC 2201), Information and Web Programming (CISC 2350), Information and Data Management (CISC 2500), and Computer Data Analysis (CISC 2850).

Finally, the student chooses five additional elective computer science courses in consultation with a department adviser.

**Computer Systems Management Applications Minor**
The minor in computer systems management applications is available at Fordham School of Professional Studies at Rose Hill, Lincoln Center and Westchester.

Students wishing to minor in computer systems management applications take CISC 1100 (or equivalent), CISC 2350, CISC 2500 and any three courses offered by the department at 2000-level or higher.

**Early Admission to Master's Program**
Please read the Early Admission to Graduate School of Arts and Sciences Master's Programs section, which is located under the heading of Special Academic Programs in the chapter on Academic Programs, Policies and Procedures of this bulletin. Interested majors should speak with the associate chair of graduate studies in the fall of junior year. Students do not need to include GRE scores unless they are planning to apply for financial aid after finishing the bachelor's degree.

The minimum GPA to be eligible to apply is 3.2 or higher. This policy applies to FCRH, FCLC, and PCS. Students opting for early admission must take two graduate courses in their senior year, which count toward both their B.A. (or B.S.) and M.S. degree. Graduate courses taken while still at the college must be approved by the director of graduate studies of the department. Applications are made online through the Graduate School of Arts and Sciences website.

**Program Activities**

**Courses For Nonmajors**

1. Students wishing a general familiarity with computers, or computer and information science and technology, but who do not wish to major in computer or information science, are advised to take any of the following courses, which do not require any CIS prerequisites: CISC 1100 or CISC 1400, CISC 1600/10, CISC 2350, CISC 2500, CISC 2530, CISC 2540, CISC 2850, CISC 3001, as soon as possible.

2. Students who specifically wish to gain familiarity with webpage construction and digital media and graphics should take CISC 2350, CISC 2530, or CISC 2540.

3. Students wishing to have some knowledge on the applications of computer and information science and their interface with biomedicine and health can take CISC 3270 and CISC 4020.

4. Students majoring in science, mathematics, and social science, who wish to pursue their further graduate studies in a field or subject closely related to (or utilizing) quantitative, qualitative, and algorithmic reasoning should take CISC 2850 or CISC 4631 in addition to those courses listed in (1) above.

5. Students can take a combination of courses (listed in 1–4 above) to fulfill a minor in computer science, information science, or computer systems management applications (see the required minor courses in the preceding Information Science Minor section and the Computer Systems Management Applications Minor section,) or to prepare intellectual skills necessary in their major study.

**General Science Opportunities**
The department participates in the general science major. Interested students should consult the general science major section of the Interdisciplinary Programs section of this bulletin.

The department supports the following preparprofessional programs:

a. Teacher Certification program

b. Pre-Law

c. Premed and Pre-Healthcare professional

Interested students should consult the Preprofessional Programs of Study section of this bulletin for more information.

The department also participates in the design, development, and implementation of two newly proposed interdisciplinary science programs: Bioinformatics and Integrative Neuroscience. Interested students should consult with the department chair.

**3-2 Cooperative Program in Engineering**
This joint five-year program with Columbia University leads to a B.A. degree from Fordham University and a B.S. degree in engineering from Columbia University. A description of the program is given under Preprofessional Programs of Study section of this bulletin. The department provides a specialized set of CS major requirements for 3-2 engineering students. Interested students should consult the computer and information science department as soon as possible.

FCRH: Damien Lyons, Ph.D., (718) 817-4485, dlyons@cis.fordham.edu
FCLC: Tadeusz Strzemecki, Ph.D., (212) 636-6332, ts@dsd.fordham.edu

**Courses Planned for Fall 2012–Spring 2014**

Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, ER for Fordham School of Professional Studies at Rose Hill, EL for Fordham School of Professional Studies at Lincoln Center and EW for Fordham School of Professional Studies at Westchester.

CISC 1100-Structures of Computer Science (R, L, ER, EL, EW)
CISC 1400-Discrete Structures (R, L)
CISC 1600-Computer Science I (R, L, ER, EL, EW)
CISC 1610-Computer Science I Laboratory (R, L, ER, EL, EW)
CISC 2000-Computer Science II (R, L)
CISC 2010-Computer Science II Lab (R, L)
CISC 2020-Biomedical Informatics (R, L)
CISC 2021-Biomedical Informatics Laboratory (R,L)
CISC 2200-Data Structures (R, L, ER, EL)
CISC 2201-Systems Analysis (R, ER, EL)
CISC 2350-Information and Web Programming (R, L, ER, EW)
CISC 2500-Information and Data Management (R, L, ER, EW)
CISC 2530-Digital Video and Multimedia Tech (R, L, ER, EW)
CISC 2540-Intro to Video Game Design (R, L, ER, EL)
CISC 2850-Computer Data Analysis (R, L, EL, ER, EW)
CISC 3001-Computers and Robots in Film (R, L)
CISC 3130-UNIX Systems Programming (R, L)
CISC 3270-Health and Medical Informatics (R, L)
CISC 3300-Internet and Web Programming (R, L)
CISC 3400-Java Programming (R, L, ER, EL, EW)
CISC 3500-Data Base Systems (R, L, ER, EL, EW)
CISC 3593-Computer Organization (R, L)
CISC 3595-Operating Systems (R, L)
CISC 3598-Software Engineering (R,L)
CISC 3600-Secure Cyber Networks (R, L, ER, EL, EW)
CISC 3650-Forensic Computing (R, L, ER, EL, EW)
CISC 3850-Information Retrieval Systems (R, L)
CISC 4020-Bioinformatics (R, L)
CISC 4080-Computer Algorithms (R, L)
CISC 4090-Theory of Computation (R, L)
CISC 4510-Computer Security Systems (R, L, ER, EL, EW)
CISC 4515-Advanced Data Base Systems (R, L)
CISC 4597-Artificial Intelligence (R, L)
CISC 4615-Data Communications and Networks (R, L)
CISC 4625-Wireless Networks (R, L)
CISC 4631-Data Mining (R, L)
CISC 4650-Cyberspace: Issues and Ethics (R, L)
CISC 4660-Minds Machines and Society (R, L)
CISC 4700-Network and Client Server (R, L)
CISC 4800-Project and Internship (R, L)
CISC 4900-Seminar and Directed Study (R)
CISC 4999-Independent Study (R, L)

Course Descriptions

CISC 1100 - STRUCTURES OF COMPUTER SCIENCE (3 CREDITS)
An introductory course in the discrete structures used in computer and information technology. Emphasis will be placed on the ability to solve problem and develop logical thinking. Topics such as sets, functions, elementary combinatorics, discrete probability, logic, Boolean algebra, recursion, and graphs will be covered through the use of algorithmic and concrete construction. The learned materials are reinforced by computer laboratory assignments. This course also fulfills the Mathematical Reasoning requirement of the Core Curriculum.

CISC 1250 - COMPUTER APPLICATIONS (3 CREDITS)
Introductory course designed for the beginning students. It will define the scope of the discipline, acquainting the students with modern computing. Topics include introduction to programming, database use, accessing the Internet, construction of website home pages and e-mail, using Microsoft Windows, Access, and Excel.

CISC 1400 - DISCRETE STRUCTURES (4 CREDITS)
This course covers basic materials in discrete structure and algorithms which are used in computing science, information technology, and telecommunications. Topics include sets, permutation/combinations, functions/relations/graphs, sum/limit/partition, logic and induction, recursion/recurrence relation, system of equations and matrices, graphs/digraphs/networks, searching and sorting algorithms, database structure, and data analysis. Practical examples of applications will be shown and programming will be used to reinforce understanding of the concepts.

CISC 1600 - COMPUTER SCIENCE I (3 CREDITS)
Introductory course designed for the beginning students. It will define the computing concepts using a high-level programming language. Emphasis will be placed on program design, coding, debugging, and documentation of programs. This course together with Structures of Computer Science (CS 1100) serve as the introductory courses for both the computer science and the computer systems management applications major.

CISC 1610 - COMPUTER SCIENCE LAB I (1 CREDIT)
A series of programming and laboratory assignments to reinforce the materials learned in CS 1600.

CISC 2000 - COMPUTER SCIENCE II (3 CREDITS)
A second-level programming course with concentration on object-oriented programming techniques. Topics include classes, subclasses and inheritance, polymorphism; class hierarchies; collection classes, and iteration protocols.

CISC 2010 - COMPUTER SCIENCE LAB II (1 CREDIT)
A series of programming and laboratory assignments to reinforce the materials learned in CISC 2000.

CISC 2200 - DATA STRUCTURES (4 CREDITS)
A survey and analysis of the major types of structure in programs that handle data: arrays; stacks; queues; linked lists; trees and graphs; and recursive, iterative, search and sort techniques. Methods of organizing and manipulating files will be referenced.

CISC 2201 - SYSTEMS ANALYSIS (4 CREDITS)
Analysis and design of computerized information systems. Topics include planning and design of information systems, configuration analysis, cost analysis, and proposal development.

CISC 2350 - INFORMATION & WEB PROGRAMMING (4 CREDITS)
This course provides all undergraduate students with an introduction to digital information and communication systems and technologies and their applications. Emphasis will be on the Internet, which supports access to (and transmission of) information of unprecedented scale and availability on the web. This course includes a set of laboratory and programming exercises for developing basic skills, reinforcing the learned material, and enhancing studies in their disciplines.

CISC 2500 - INFORMATION & DATA MANAGEMENT (4 CREDITS)
This course will introduce the fundamentals of information storage, access, and retrieval using a variety of structures, formats, and systems in computing, Internet, and information technologies. Projects and case studies will be drawn from the sciences, social sciences, arts and humanities, medicine and health, business and commerce, justice and law, and education. Students will have hands-on experience in the
programming, graphical user interfaces (GUI's), applets and applications, various applications. Topics include Java programming, object-oriented
This course covers Java programming and internet computing with
CISC 3400 - JAVA PROGRAMMING (4 CREDITS)
This course covers Java programming and internet computing with various applications. Topics include Java programming, object-oriented programming, graphical user interfaces (GUI's), applets and applications, multimedia, files and streams, and server communications.
CISC 3500 - DATABASE SYSTEMS (4 CREDITS)
An examination of techniques for storage and retrieval of information using the database approach. CODASYL, and hierarchical and relational structures will be studied. Both mainframe and PC packages will be included.
CISC 3593 - COMPUTER ORGANIZATION (4 CREDITS)
A further look at the design of a computer system, including instruction decoding and execution, memory organization, caching, I/O channels interrupt systems, RISC and CISC paradigms, microcoding, pipelining, multiple instruction issue, and multiprocessing.
CISC 3595 - OPERATING SYSTEMS (4 CREDITS)
The objective is to develop an understanding of the role of operating systems in the management of the hardware used to process application programs. Problems of resolving deadlock, exclusion, and synchronization, and interprocess communication, queuing, and network control are covered. Topics include memory management, device management, interrupt systems, and systems programming.
CISC 3598 - SOFTWARE ENGINEERING (4 CREDITS)
Emphasis is placed on software design process, implementation, testing and maintenance. System and software planning, requirement analysis, and concept will be discussed. Topics covered include detailed design tools, data structure-oriented design, program design, program implementation, and testing.
CISC 3600 - SECURE CYBER NETWORKS (4 CREDITS)
This course covers the essentials of designing and building a secure local area network, incorporating all elements of the seven layers of ISO-OSI Model. Students will learn the capabilities, limitations, and vulnerabilities of a cyber network. Students will gain hands-on experience by implementing a secure network environment that is robust in preventing various adversary actions, including extreme backing and virus propagation.
CISC 3650 - FORENSIC COMPUTING (4 CREDITS)
Computing and digital technology has transformed society and the way we live. Today our world is filled with an array of complex multiprocessing and interconnected machines that we have all become accustomed to. This course studies technologies and practices for investigating the use, misuse, and the adversarial potential of computing systems and digital devices. It will provide insight into the digital forensics and legal world, emphasized with practical lab projects.  
(Prerequisite: CISC 1600)
CISC 3850 - INFO RETRIEVAL SYSTEMS (4 CREDITS)
The basic concepts and principles of information retrieval, covering the definition, nature, and needs of information systems. Course topics include the design of URLs, algorithms for document and request translation, natural to descriptor language transformation, semantic information data base organization, and feedback problems in information retrieval systems. Application in MIS and expert systems will be discussed.
CISC 3999 - TUTORIAL (3 CREDITS)
Independent research and readings with supervision from a faculty member.
CISC 4020 - BIOINFORMATICS (4 CREDITS)
This course involves the study of the sequence, structure, and function of genes and proteins in all living organisms. The machine learning, data mining, information fusion, and computational techniques for analyzing large biological data sets will be presented. Topics include genomics, proteomics; phylogenetics; microarray, and gene expression; disorder and disease; virtual screening and drug discovery; databases; data mining; and ethical, societal, and legal issues. This course will have a laboratory component and exercises.

CISC 4080 - COMPUTER ALGORITHMS (4 CREDITS)
The study of a broad variety of important and useful algorithms for solving problems suitable for computer implementation. Topics include mathematical algorithms, sorting and searching, string processing, geometric algorithms, graph algorithms, combinatorial optimization techniques, and other advanced topics. Other subjects covered include average and worst-case analysis, time and space complexity, correctness, optimality, and implementation.

CISC 4090 - THEORY OF COMPUTATION (4 CREDITS)
An introduction to the classical and contemporary theory of computation: finite state automata, and regular expressions, context-free languages, and pushdown automata; computability by Turing machines and recursive functions; undecidability problems and the Chomsky hierarchy; introduction to computational complexity theory and the study of NP-complete problems.

CISC 4510 - COMPUTER SECURITY SYSTEMS (4 CREDITS)
Topics include vulnerabilities of operating systems and databases, types of attacks, hardware aids, administrative responsibilities, classical and public-key encryption, and disaster recovery and planning.

CISC 4515 - ADV DATABASE SYSTEMS (4 CREDITS)
Emphasis is placed on effective database design. Topics include concurrency control, recovery techniques, security, and integrity considerations. Concepts and design principles, distributed database systems, and database machines will also be presented.

CISC 4597 - ARTIFICIAL INTELLIGENCE (4 CREDITS)
This course covers definition and rational of heuristic approach; cognitive processes; objectives and scope of artificial intelligence; general information processing and problem solving, including learning, representation, adaptation, and use of knowledge; analysis and simulation of inductive and deductive process; natural language processing; robotics; and man-machine interaction.

CISC 4615 - DATA COMMUNICATIONS & NETWORKS (4 CREDITS)
The course presents the basic concepts of data communications: data transmission, data encoding, data link control, multiplexing, and error detection techniques. It also covers communication networking techniques such as switching protocols, line control procedures, local networks. Communication carrier facilities and systems planning considerations will also be discussed.

CISC 4621 - MACHINE LEARNING (4 CREDITS)
This course covers methods, models, and algorithms used in the exploratory data analysis and knowledge discovery of large-scale data sets and multimodel databases in complex living or artificial systems. Topics include induction logic reasoning, statistical inference, support vector machines, graph algorithms, neural networks, and evolutionary computation. Practical projects will be drawn from information engineering, computing, and information retrieval.

CISC 4625 - WIRELESS NETWORKS (4 CREDITS)
This course covers the architecture, protocols, and applications of wireless communications and networks. Topics include wireless networking: routing; standards including 802.11, Bluetooth and others; embedded operating systems; programming tools; power consumption; mobility; resource management; operating systems; and security. Examples and experiments will be drawn from ad-hoc and sensor networks, wireless LAN, satellite networks, networking, and human-machine interactions. (Prerequisite CS 1100 or equivalent)

CISC 4631 - DATA MINING (4 CREDITS)
This course covers algorithms, standards, and applications for data-mining on large-scale database systems in order to find fundamental principles, properties, and phenomena which have or have not been known before. Topics include algorithms and prediction models (such as XML and PMML), API, (such as SQL/MM, Java API, OLE DB and OLAP), and metadata and Web standards (such as UML and SOAP). Application examples will be drawn from science business, medicine, and the Internet.

CISC 4641 - WIRELESS SENSOR DATA MINING (4 CREDITS)
This course surveys the emerging field of wireless sensor networks, the use of cell phones and other mobile devices as platforms for collecting sensor data. This class will also focus on how sensor data can be mined in order to produce useful knowledge. Topics will include geo-spatial data mining, automatic customization of devices, biometrics, and ubiquitous computing. Various sensor modalities will be studied, including accelerometer data, GPS data, audio data, image data, and the data generated from a variety of scientific equipment. This research-oriented course will have students read two to three papers a week and write short summaries of each paper. Each student, working individually or in small groups, will be expected to work on a related course project. Android cell phones will be made available to students for collecting sensor data and for the course projects.

CISC 4650 - CYBERSPACE - ETHICS & ISSUES (4 CREDITS)
The impact of computer information and communication technology on the way people act, think, live, behave, and communicate will be studied. Students will be given hands-on experience the Internet. Information and communication facilities such as the Web, gopher, chat groups, and bulletin boards are investigated. The course is designed to promote the student's awareness of and sensitivity to the ethical and social dimensions of living in the contemporary world, which is undergoing an information revolution.

CISC 4660 - MINDS, MACHINES & SOCIETY (4 CREDITS)
While assuming no mathematical or computer background, this course examines modern computing and its impact on society. Perceptions of technology are challenged while discovering how technology affects our daily interactions. The notion of computer intelligence is studied in depth, and the affect of such technology on making both moral and practical decisions in the future is examined.
CISC 4700 - NETWORK & CLIENT SERVER (4 CREDITS)
This course deals with network computing the client/server environment. Topics include operation systems; network protocols; network architecture; network security; and network computing using languages such as PERL, Visual Basic, and Java.

CISC 4800 - PROJECT AND INTERNSHIP (4 CREDITS)
Students will work in teams on large projects selected from practical problems in the public or private sector. Students also gain on-job experience by working as interns in the field of computer science and information technology.

CISC 4900 - SEMINAR & DIRECTED STUDY (4 CREDITS)
Students attend seminars given by outside professionals, read technical articles, and present their study under the guidance of the instructor. Student will gain high-level knowledge of information in computer and information science.

CISC 4999 - INDEPENDENT STUDY (4 CREDITS)
Juniors or seniors may undertake independent study if their topics are approved by the professor and the department chair.

Dance
Director: Person (The Ailey School)
Co-Director: Bristow (history)
LC: LL 806B, (212) 636-6595 (Bristow)
Alvin Ailey E-mail: mperson@alvinailey.org
Web: www.fordham.edu/bfa

Faculty
Ballet: Person (Chair), Atwood, Comendador, Glauber-Mandel, Goheen, Kozak, Marino, Martinez, O’Brien, Ruiz, Turano
Horton: Forsythe (Chair), Arceneaux, Inman, Moore, Mosley, Myers, Roxas
Modern: Buglisi (Chair), Bachmann, Hirabayashi, Jefferson, Lofsnes, Predmore, Williams, Wynn
Jazz: Benjamin (Chair), Dunn, Lynch Stockton, Wong (Co-chair)
Dunham: Peters
Tap: LaRue
Barre à Terre: Journet, Wesley
Body Conditioning: Amos
Yoga: Journet
Dance History: Warren
Improvisation: Mendl-Shaw, Pickett
Dance Composition: Hirabayashi, Mendl-Shaw
West African: Camara

Overview
The dance program leads to the bachelor of fine arts degree and is offered jointly by The Ailey School and Fordham University. Dance studio courses are given by the faculty of The Ailey School at their state-of-the-art studios adjacent to the Fordham campus. Academic coursework is based at the Fordham campus, where it is taught by the University’s arts and sciences faculty.

Students complete a broad curriculum of a minimum of 146 credits, comprised of dance technique, creative and dance academic classes, and liberal arts courses. The program’s goals are to develop graduates who are highly versatile dance technicians, adept creators of dance movement, well-educated in the liberal arts, and knowledgeable about the history and interpretation of the arts.

The program offers a specialization in dance performance. First-year students take placement examinations in three major techniques—Horton, Graham-based modern, and classical ballet—so that each student can be placed appropriately by The Ailey School’s faculty advisers.

The focus for freshmen and sophomores is on the development of discrete skills in the three major techniques, classes that are taken daily by each student. These skills are supported by somatic classes (body conditioning, barre à terre, and yoga) that both strengthen the body and render it more supple. Additional classes in West African dance, jazz, and other techniques further broaden students’ technical range and complement their training in the three basic techniques. All dance technique classes are sequenced carefully with appropriate prerequisites. At the same time, students learn to analyze the body both experientially and theoretically in their anatomy and kinesiology course. Courses in improvisation and dance composition develop students’ creativity while also teaching the craft of choreography.

These creative courses complement the rigorous precision required of students in their technique classes.

In the junior year, students’ dance technique skills are expected to be strong and their creative expertise well honed. At this point in their training, they are ready to learn the basics of modern and ballet partnering and repertory, both classical and contemporary. Repertory works are chosen annually to meet the needs of each class of students and to prepare them to meet the demands of the profession. They spend six to eight weeks working with each guest choreographer/artist-in-residence (AIR), or selected members of The Ailey School faculty, and perform the works in formal studio concerts scheduled throughout the year.

In their senior year, students further refine their dance technique and focus on showcasing their performance or choreographic skills through performance and the senior project. Under the guidance and supervision of The Ailey School faculty, students perform at locations in the metropolitan area during the winter. In the spring preceding the senior year, each junior meets with the B.F.A. director and B.F.A. co-director to determine the focus of that senior project. The focus will be on performance or choreography, depending upon the strengths and interests of each student, as approved by The Ailey School director, B.F.A. co-director, and selected Ailey School faculty, and will culminate in B.F.A. concerts.

The progress of each student is formally evaluated at the end of each term with written evaluations and individual conferences held with the B.F.A. director, co-directors, and program staff. In addition, at the end of the freshman and sophomore years, jury exams are held and all students are reassessed for their continuation in the B.F.A. program. This assessment will consist of a review of each student’s written dance evaluation, their academic record, and a dance jury composed...
of the B.F.A. director, B.F.A. co-director, department chairs of The Alvin Ailey School, and selected faculty members.

All B.F.A. students are expected to maintain satisfactory progress in their dance classes at the Ailey School and academic classes at Fordham University.

Admission Requirements and Procedures

Students interested in the Ailey/Fordham B.F.A. program are expected to meet the following general criteria:

- Superior talent and potential for a performing career as a dance artist, and good technique training in modern dance and classical ballet
- Evidence of academic ability as described in the Admission chapter of this bulletin

Candidates should complete the following admission procedures:

- Submit the dance application to The Ailey School by December 1 and the academic application to the Fordham University Office of Admission by January 1. Applicants should apply for need- and merit-based financial assistance by February 1. Those applicants with questions may e-mail Patricia Peek, director of LC Enrollment Group, peek@fordham.edu.
- Take the dance audition by invitation in New York or another city in January, February, or March.

While this program does not have a definitive age limit, it is understood that B.F.A. students are expected to be of an appropriate age to be able to participate fully in all aspects of the program and accomplish the rigorous dance requirements for graduation within the established time frame. Students who wish to transfer into the B.F.A. program must satisfy the dance and academic criteria for advanced standing at both The Ailey School and Fordham University. The program's four-year length of study may be shortened to three years in the case of very advanced dance students with strong previous undergraduate records.

Students with dance potential who do not meet the B.F.A. admission criteria are encouraged to audition for The Ailey School's other professional training programs and to reapply to the B.F.A. program.

Sample B.F.A. Student Schedule

<table>
<thead>
<tr>
<th>Year 1/Term 1</th>
<th>Year 1/Term 2</th>
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<tbody>
<tr>
<td>Ballet</td>
<td>Ballet</td>
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<tr>
<td>Horton and/or Modern</td>
<td>Horton and/or Modern</td>
</tr>
<tr>
<td>Men's Ballet or Pointe (4 semesters req.)</td>
<td>Men's Ballet or Pointe (4 semesters req.)</td>
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<tr>
<td>Somatic Course</td>
<td>Somatic Course</td>
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<tr>
<td>Anatomy and Kinesiology</td>
<td>Anatomy and Kinesiology</td>
</tr>
<tr>
<td>English Composition and Rhetoric</td>
<td>West African Dance</td>
</tr>
<tr>
<td>Understanding Historical Change</td>
<td>Improvisation</td>
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<tr>
<td>English Texts and Contexts</td>
<td>Social Science</td>
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</tbody>
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<tr>
<th>Year 2/Term 1</th>
<th>Year 2/Term 2</th>
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<tbody>
<tr>
<td>Ballet</td>
<td>Ballet</td>
</tr>
<tr>
<td>Horton</td>
<td>Horton</td>
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Program Requirements

Dance Major

(HEGIS Code 1008) Program Code 21663

The major in dance is available at Fordham College at Lincoln Center.

Please note that each course number describes a course that runs for one semester, either fall or spring.

I. The Academic Core

1. ENGL 1102-English Composition/Rhetoric
2. ENGL 2000-Texts and Contexts
3. THEO 1000-Faith and Critical Reason
4. PHIL 1000-Philosophy of Human Nature

5. Freshman Seminar: for example, Understanding Historical Change

Choose one of the following:

a. HIST 1000 (Modern Europe)
b. HIST 1075 (Early Modern Europe)
c. HIST 1100 (American)
d. HIST 1210 (Ancient Greece)
e. HIST 1300 (Medieval)
f. HIST 1400 (Latin America)
g. HIST 1500 (Asian)
h. HIST 1700 (Middle Eastern)

6. Foreign Language (5 credits)

Please see the Core Curriculum section under the Academic Programs, Policies and Procedures chapter of this bulletin for language choices and
the special conditions for advanced students.
Choose one of the following:

a. SPAN 1001-Intro to Spanish
b. FREN 1001-Intro to French
c. Two semesters of a foreign language offered at the introductory level (e.g., Latin)
d. One semester of a foreign language offered at the 2000 level

7. Social Science (3 credits)
Choose one of the following:

a. ECON 1100-Basic Macroeconomics
b. ECON 1200-Basic Microeconomics
c. POSC 1100-Introduction to Politics
d. ANTH 1100-Introduction to Cultural Anthropology
e. SOCI 1100-Introduction to Sociology

8. Advanced Disciplinary Study
9. Capstone Ethics Seminar
10. and 11. Liberal Art Electives
Two electives should be selected from the Fordham curriculum.

II. Dance Academics
MUSC 1210-Music for Dancers I
MUSC 1211-Music for Dancers II
DANC 2001-World Dance History
DANC 2010-Black Traditions in American Dance
DANC 2020-Studies in Dance History optional
DANC 1720-Anatomy and Kinesiology I
DANC 1721-Anatomy and Kinesiology II
DANC 4001-Senior Seminar
THEA 4301-Performance and Art

III. Major Dance Techniques
In their first year, all students are required to take ballet and either Horton or modern daily. Thereafter, students are required to take ballet, Horton, and modern each semester, reaching the most advanced level in a minimum of two of these three major techniques during the senior year. All men are required to take a minimum of four semesters of men's ballet and one semester of modern partnering. All women are required to take a minimum of four semesters of pointe, and one semester of modern partnering. Ballet partnering is suggested for women who are advanced in ballet and strong on pointe and for men who are advanced in ballet.

1. Ballet
DANC 1501-Ballet I fall
DANC 1502-Ballet II spring
DANC 2510-Ballet III fall
DANC 2511-Ballet IV spring
DANC 3501-Ballet V fall
DANC 3502-Ballet VI spring
DANC 4510-Ballet VII fall
DANC 4511-Ballet VIII spring

2. Horton
DANC 1601-Horton I fall
DANC 1602-Horton II spring
DANC 2610-Horton III fall

DANC 2611-Horton IV spring
DANC 3601-Horton V fall
DANC 3602-Horton VI fall
DANC 4610-Horton VII spring
DANC 4611-Horton VIII spring

3. Modern
DANC 1701-Modern I fall
DANC 1702-Modern II spring
DANC 2710-Modern III fall
DANC 2711-Modern IV spring
DANC 3701-Modern V fall
DANC 3702-Modern VI spring
DANC 4710-Modern VII fall
DANC 4711-Modern VIII spring

4. Partnering
DANC 3540-Ballet Partnering I
DANC 3541-Ballet Partnering II
DANC 3741-Modern Partnering spring

5. Pointe or Men's Ballet (4 semesters required)
DANC 2530-Pointe I
DANC 2531-Pointe II
DANC 3535-Pointe III
DANC 3536-Pointe IV
DANC Men's Ballet I
DANC Men's Ballet II
DANC Men's Ballet III
DANC Men's Ballet IV

IV. Other Dance Techniques
DANC 2420-Jazz I
DANC 2425-Jazz II
DANC 2430-West African Dance
One of the following:
DANC 4010 Taylor Technique or
DANC 4020 Cunningham Technique or
DANC 4030 Limon Technique

V. Somatic Courses
One of the following:
DANC 1630-Barre à Terre I fall
DANC 1631-Barre à Terre II spring
DANC 1620-Body Conditioning I fall
DANC 1621-Body Conditioning II spring
DANC 1640-Yoga I fall
DANC 1641-Yoga II spring

VI. Creative Courses
DANC 1910-Improvisation (1 credit)
DANC 1920-Dance Composition I (2 credits)
DANC 1921-Dance Composition II (2 credits)
DANC 2021-Dance Composition III (2 credits)
DANC 2022-Dance Composition IV (2 credits)

VII. Performance
DANC 3410-Junior Repertory Workshop I (2 credits)
DANC 3411-Junior Repertory Workshop II (2 credits)
DANC 4810-Senior Project in Performance I (3 credits)
DANC 4811-Senior Project in Performance II (3 credits)
DANC 4820-Senior Project in Choreography I (3 credits) by invitation
DANC 4821-Senior Project in Choreography II (3 credits) by invitation
DANC 2023-Dance Composition V (2 credits) opt.

Program Activities
Apprentice/Membership Opportunities
Full memberships in professional dance companies are available to B.F.A. students in their senior year. Apprentice memberships in professional dance companies are available to B.F.A. students in their junior or senior years. These opportunities are only available by invitation or audition and are subject to the approval of the director and co-director of the program. Apprentice membership courses include DANC 3910, 3911, 3920, and 3921. In addition, students in these courses must register for advanced level ballet, Horton and modern technique courses. Full membership courses include DANC 4910, 4911, 4920, 4921, 4930, 4931, 4940, and 4941.

Dance Courses for Nonmajors
Fordham undergraduates not pursuing the B.F.A. may enroll for up to four two-credit courses at The Ailey School and apply their courses toward their credit requirement for graduation. Students wishing to take intermediate and advanced level courses must first audition at The Ailey School before registering. In addition to their Fordham tuition, each student will be billed an additional fee per course through Fordham. For further information please contact the assistant dean. Courses for Nonmajors are numbered from DANC 1300-1399 and include “Nonmajors” in their title.

Courses Planned for Fall 2012–Spring 2014
Note: Following each course are codes for where the course has been taught. L stands for Fordham College at Lincoln Center.

DANC 1311-Ballet I: Nonmajors (L)
DANC 1312-Ballet II: Nonmajors (L)
DANC 1313-Ballet III: Nonmajors (L)
DANC 1314-Ballet IV: Nonmajors (L)
DANC 1321-Horton Tech I: Nonmajors (L)
DANC 1322-Horton Tech II: Nonmajors (L)
DANC 1323-Horton Tech III: Nonmajors (L)
DANC 1334-Horton Tech IV: Nonmajors (L)
DANC 1331-Modern Dance I: Nonmajors (L)
DANC 1332-Modern Dance II: Nonmajors (L)
DANC 1334-Modern Dance III: Nonmajors (L)
DANC 1335-Modern Dance IV: Nonmajors (L)
DANC 1341-Jazz I: Nonmajors (L)
DANC 1342-Jazz II: Nonmajors (L)
DANC 1343-Jazz III: Nonmajors (L)
DANC 1344-Jazz IV: Nonmajors (L)
DANC 1351-Dunham (Afr-Car): Nonmajors (L)
DANC 1352-Dunham (Afr-Car): Nonmajors (L)
DANC 1381-Tap I: Nonmajors (L)
DANC 1382-Tap II: Nonmajors (L)
DANC 1501-Ballet I (L)

DANC 1502-Ballet II (L)
DANC 1520-Men’s Ballet I (L)
DANC 1521-Men’s Ballet II (L)
DANC 1601-Horton I (L)
DANC 1602-Horton II (L)
DANC 1620-Body Conditioning I (L)
DANC 1621-Body Conditioning II (L)
DANC 1630-Barre a Terre I (L)
DANC 1631-Barre a Terre II (L)
DANC 1640-Yoga I (L)
DANC 1641-Yoga II (L)
DANC 1701-Modern I (L)
DANC 1702-Modern II (L)
DANC 1720-Anatomy & Kinesiology I (L)
DANC 1721-Anatomy & Kinesiology II (L)
DANC 1910-Improvisation (L)
DANC 1920-Dance Composition I (L)
DANC 1921-Dance Composition II (L)
DANC 2001 World Dance History (L)
DANC 2010 Black Traditions in American Dance (L)
DANC 2021-Dance Composition III (L)
DANC 2022-Dance Composition IV (L)
DANC 2023-Dance Composition V (L)
DANC 2420-Jazz I (L)
DANC 2425-Jazz II (L)
DANC 2430-West African Dance (L)
DANC 2510-Ballet III (L)
DANC 2511-Ballet IV (L)
DANC 2520-Men’s Ballet III (L)
DANC 2521-Men’s Ballet IV (L)
DANC 2530-Pointe I (L)
DANC 2531-Pointe II (L)
DANC 2535-Pointe III (L)
DANC 2536-Pointe IV (L)
DANC 2610-Horton III (L)
DANC 2611-Horton IV (L)
DANC 2710-Modern III (L)
DANC 2711-Modern IV (L)
DANC 3410-Junior Repertory I (L)
DANC 3411-Junior Repertory II (L)
DANC 3499-Independent Study Choreography (L)
DANC 3501-Ballet V (L)
DANC 3502-Ballet VI (L)
DANC 3520-Men’s Ballet V (L)
DANC 3521-Men’s Ballet VI (L)
DANC 3530-Pointe V (L)
DANC 3531-Pointe VI (L)
DANC 3540-Ballet Partnering I (L)
DANC 3541-Ballet Partnering II (L)
DANC 3550-Ballet Partnering III (L)
DANC 3551-Ballet Partnering IV (L)
DANC 3560-Ballet Partnering V (L)
DANC 3561-Ballet Partnering VI (L)
DANC 3601-Horton V (L)
DANC 3602-Horton VI (L)
This course offers to advanced beginners a modern technique created by Martha Graham which stresses the “contraction and release” movement of the torso. Floor exercises develop strength and flexibility, and combinations in the center and across the floor stress strength and expressiveness.

DANC 1332 - MODERN DANCE II: NONMAJORS (2 CREDITS)
This course offers to advanced beginners and intermediate students an expansion of Modern I and further develops the expressiveness and eloquence of the torso and the power of the contraction and release through more advanced floor exercises, center combinations, and longer traveling combinations to develop flexibility.

DANC 1341 - JAZZ I: NONMAJORS (2 CREDITS)
This course offers to beginners the fundamental movement vocabulary, style and aesthetics of jazz dance. Exercises that build flexibility, control, and rhythmic awareness lead to combinations that represent a variety of styles. No prerequisite.

DANC 1342 - JAZZ II: NONMAJORS (2 CREDITS)
This course offers to advanced beginners a more complex movement vocabulary with a range of jazz dance styles. Exercises that develop increased flexibility and stylistic refinements also build technique tools.

DANC 1351 - DUNHAM (AFRO-CARIBBEAN) I: NONMAJORS (2 CREDITS)
This course offers to beginners the fundamental movement vocabulary, style and aesthetics of the Afro-Caribbean technique created by Katherine Dunham. It builds both strength and flexibility, emphasizing the ability of the top torso to undulate fully and rapidly in combinations. No prerequisite.

DANC 1352 - DUNHAM (AFRO-CARIBBEAN) II: NONMAJORS (2 CREDITS)
This course offers the advanced beginner a more complex movement vocabulary of the Afro-Caribbean technique created by Katherine Dunham. At this level the technique builds increased control, strength and flexibility.

DANC 1381 - TAP I: NONMAJORS (2 CREDITS)
An introduction to tap that incorporates the main components of the form.

DANC 1501 - BALLET I (3 CREDITS)
The courses begin with daily exercises done at the barre to develop greater speed, strength, flexibility, and coordination of the legs, torso, arms, and head. Much of the barre work is done on demi-pointe for increased strength and balance. Stretches are given to develop increased flexibility in the hips and legs for higher extensions and better turn out. The basic ballet directions are taught in the center. Simple jump combinations are taught and reversed and include simple beats. Pirouettes in the basic positions are mastered. Big jumps traveling across the floor focus on covering space.

DANC 1502 - BALLET II (3 CREDITS)
The courses begin with daily exercises done at the barre to develop greater speed, strength, flexibility, and coordination of the legs, torso, arms, and head. Much of the barre work is done on demi-pointe for increased strength and balance. Stretches are given to develop increased...
flexibility in the hips and legs for higher extensions and better turn out. The basic ballet directions are taught in the center. Simple jump combinations are taught and reversed and include simple beats. Pirouettes in the basic positions are mastered. Big jumps traveling across the floor focus on covering space.

DANC 1520 - MEN’S BALLET I  
These course sequences build strength, stamina, and technical skills needed today by male dancers. Barre work focuses on alignment, balance, strength, and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men’s Ballet I is offered twice weekly in conjunction with Ballet II, III, or IV, depending on each student’s level.

DANC 1521 - MEN’S BALLET II  
These course sequences build strength, stamina, and technical skills needed today by male dancers. Barre work focuses on alignment, balance, strength, and flexibility. Center combinations build to multiple grand pirouettes, increased elevation, and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men’s Ballet II is offered twice weekly in conjunction with Ballet II, III, or IV, depending on each student’s level.

DANC 1601 - HORTON I (3 CREDITS)  
This beginning-level course sequence lays the groundwork for all that follows in the advanced levels. The basic warm-up is taught: flat backs, primitive squat, descent and ascent, lateral stretches, release swings, leg swings, and deep lunges. The shapes that will be used throughout the training in Horton technique are emphasized: the T positions, stag position, cross lunge, and coccyx balance. The Horton technique was designed with studies to stretch and strengthen different areas of the body. Many of the beginning level studies which are taught focus on the achilles tendon, the abdominal muscles, and movements that lengthen the spine and the hamstring muscles. Simple combinations of movements which include turns and jumps, are taught to introduce musicality and dynamics to the beginning dancer’s vocabulary. Performance qualities are emphasized at the very beginning of the dancer’s training.

DANC 1520 - BODY CONDITIONING I (2 CREDITS)  
This class is based on the Pilates exercise method of mind-body control. The emphasis is on alignment, placement, posture, and injury prevention. The class is conducted with music, utilizing rhythmical repetitions and flowing movements. Concentration on body awareness, anatomy, correct body usage, and breath control result in a strong, toned, and fully functioning body.

DANC 1621 - BODY CONDITIONING II (2 CREDITS)  
This class is based on the Pilates exercise method of mind-body control. The emphasis is on alignment, placement, posture, and injury prevention. The class is conducted with music, utilizing rhythmical repetition and flowing movements. Concentration on body awareness, anatomy, correct body usage, and breath control result in a strong, toned and fully functioning body.

DANC 1520 - BARRE A TERE I (2 credits)  
A supplemental class for advanced beginning students, this class leads them to explore the different muscles that enable the body to work properly while standing. Work on placement and alignment is done while lying on the floor, using both turned-out and parallel positions. Instruction is given on the proper use of energy as a means to lengthen muscles and freeing the body from improper tension. The last half-hour class is a standing barre that requires students to apply their experiences from the floorwork.

DANC 1520 - BARRE A TERE II (2 credits)  
A supplemental class for immediate and advanced students, this level develops in the student a balance of strength, flexibility and endurance. Injury prevention and the maintenance of a healthy body are focused on intently. Specific Pilates-based exercises are taught that accelerate the training process. Work in turned-out positions and the elongation of muscles through proper use of breath and energy are some of the basic components of this class. The last half-hour of class is a standing barre that requires the students to apply their experiences from the floorwork. Depending on the class size, additional work may involve specific coaching based on each dancer’s needs and challenges.

DANC 1520 - YOGA I (2 credits)  
This class for beginners provides an understanding of basic breathing exercises and synchronized breath with movement. It increases the body’s overall flexibility and strength through a series of seated kneeling, lying, and standing exercises that relate the Yoga basics with fundamentals of dance to develop a sense of balance, control, symmetry, and line. It develops the student’s ability to unlock spinal energy blocks and open the central nervous system through arching, curling, lateral, twisting and circular movements of the spine. It prepares the musculature and ligamental attachments for increased flexibility and strength particularly in the hips, shoulders, and chest. Most important, it provides and opportunity for each student to examine and maximize his or her own unique potential as a creative dancer and in life.

DANC 1520 - YOGA II (2 credits)  
This class takes the basic movements taught in Yoga I and develops them into a more fluid series that further increases the strength and flexibility already achieved in the body. It develops a sense of creativity and freedom in the body that further relates this particular system of yoga to
dance in all of its aspects. It endorses each student’s responsibility to and for him or himself as artist, performer, and person.

DANC 1650 - GYROKINESIS I (2 CREDITS)
This introductory somatic course covers the foundations of Gyrokinesis. This exercise system is based on fluid movements that offer similar physical benefits of yoga, dance, and swimming, though it is not based on these or other specific exercise models. Gyrokinesis exercises are designed to work the entire body through spinal movement and joint articulation. Based on the body’s natural ability to move forward and backward and side to side, the movements are designed to be rhythmic and fluid. Rather than specific postures of stances being held for long periods of time, Gyrokinesis exercises are smoothly integrated, seeming more like dance than traditional yoga. Natural breathing patterns are also incorporated into Gyrokinesis exercises.

DANC 1701 - MODERN I (2 CREDITS)
This introductory course sequence in Modern technique teaches the basic vocabulary rooted in the contraction and release for beginners. This technique divides the class into three equal segments: floorwork, standing work in the center, and combinations that travel across the floor. The floorwork develops a strong expressive torso as the source of movement with simple breathing exercises that build to contraction and release exercises in various positions. The spiral position of the back leads into turns around the back in fourth position, adding the legs with the back-leg extension series. Standing exercise in the center emphasize the use of the leg and the coordination of the legs, arms, and torso with the contraction and release and oppositional spiral of the torso in relation to the legs. Short combinations in the center and across the floor focus on covering space and shifting weight.

DANC 1702 - MODERN II (3 CREDITS)
This introductory course sequence in Modern technique teaches the basic vocabulary rooted in the contraction and release for beginners. This technique divides the class into three equal segments: floorwork, standing work in the center, and combinations that travel across the floor. The floorwork develops a strong expressive torso as the source of movement with simple breathing exercises that build to contraction and release exercises in various positions. The spiral position of the back leads into turns around the back in fourth position, adding the legs with the back-leg extension series. Standing exercise in the center emphasize the use of the leg and the coordination of the legs, arms, and torso with the contraction and release and oppositional spiral of the torso in relation to the legs. Short combinations in the center and across the floor focus on covering space and shifting weight.

DANC 1720 - ANATOMY & KINESIOLOGY I (3 CREDITS)
The purpose of this course is to familiarize students with the musculoskeletal structures most directly involved in the performance of dance so that they can identify the bones, joints, and muscles that lie under the skin anywhere in the body. In addition, students will learn how the skeletal muscles work to produce joint movement, how those muscles can be conditioned, and what patterns of muscle action are most effective for producing the basic movements of ballet and contemporary dance techniques.

DANC 1721 - ANATOMY & KINESIOLOGY II (3 CREDITS)
The purpose of this course is to familiarize students with the musculoskeletal structures most directly involved in the performance of dance so that they can identify the bones, joints, and muscles that lie under the skin anywhere in the body. In addition, students will learn how the skeletal muscles work to produce joint movement, how those muscles can be conditioned, and what patterns of muscle action are most effective for producing the basic movements of ballet and contemporary dance techniques.

DANC 1910 - IMPROVISATION (1 CREDIT)
This introductory course is structured to free expression, investigate form, and heighten concentration. Structured dance improvisational problems are given to lead the student to simultaneously invent and perform movement without preplanning. Each class includes a brief warm-up followed by many different and changing forms—group movement, solos, trios, and contact improvisation which begins with duets. Emphasis is placed on the development in each student of a heightened sensitivity and a conscientiousness about the creative impulse. Personal movement style and habits and the role of improvisation in both performance and the creative process are thoroughly explored.

DANC 1920 - DANCE COMPOSITION I (2 CREDITS)
This course capitalizes on the skills garnered in improvisation class by carefully leading students into the process of composing short studies based on a variety of abstract themes. Very specific limitations provide the framework of the initial studies and students are encouraged to acknowledge personal impulse themes and style while exploring within this base. Later, emphasis is placed on the growth of content and context out of these abstract explorations and studies become more ambitious. Supportive group feedback is central to the development of every student’s work. Students present both a group and solo work as final projects at the end of the semester.

DANC 1921 - DANCE COMPOSITION II (2 CREDITS)
This course guides students into exploring more complex and personal motivations for moving. Students are expected to be independent, responsible, and self-motivated in this context. There is freedom to arrange independent projects. Emphasis is placed on giving and receiving constructive, well-informed criticism. Self-analysis and ability to articulate well are important skills fostered in this class. All of the work is expected to be in line with specific personal goals that the student and instructor establish together early in the term. Group projects are encouraged in the second half of the term.

DANC 2001 - WORLD DANCE HISTORY (3 CREDITS)
People dance and use dance to fulfill many needs, goals, and responsibilities. This course surveys world dance forms in terms of the many ways dance functions as an expression of culture and traces dance from its role in folk and religious traditions to its emergence as a theater art. Students study the impulse for dance in several cultures, looking to the practices which gave rise to particular dance forms. The formal properties and evolution of various dance forms are explored. The course also considers certain “art” dances made by American choreographers inspired by non-Western dance forms.
DANC 2010 - BLACK TRADITION IN AMERICAN DANCE (3 CREDITS)
This course explores the forms, contents, and contexts of black traditions that played a crucial role in shaping American theatrical dance; identifies dances from the African-American vernacular that were transferred from the social space to the concert stage; and focuses on such pioneers as Helmsley Winfield, Katherine Dunham, Pearl Primus, Edna Guy, and Alvin Ailey, along with Isadora Duncan, Martha Graham, Doris Humphrey, Lester Horton, and George Balanchine.

DANC 2021 - DANCE COMPOSITION III (2 CREDITS)
This course focuses on the evolution of a genre or choreographer in historical context.

DANC 2022 - DANCE COMPOSITION IV (2 CREDITS)
This course is the culmination of the creative work required of all B.F.A. students. Students create longer and more complete works. They are asked to use larger groups of dancers, more sophisticated concepts, and more counterpoint fugue.

DANC 2420 - JAZZ I (2 CREDITS)
This class for advanced beginners begins with a standing warm-up that develops the body's proper alignment, flexibility, and control. Exercises follow that isolate the different parts of the body and develop increasingly complex coordination of the arms, head, and legs. Longer combinations that emphasize expressiveness in lyrical and dynamic Broadway styles are given in the center and across the floor.

DANC 2425 - JAZZ II (2 CREDITS)
This intermediate advanced-level course begins with a fast-paced standing warm-up that emphasizes proper placement, increased flexibility, and control. Isolation exercises and short combinations focusing on extensions and turns are done in the center. Long sections of jazz choreography in contrasting styles are given in the center and across the floor. Students are coached on performance skills (focus, dynamic contrast, musicality, etc.).

DANC 2430 - WEST AFRICAN DANCE (2 CREDITS)
This course sequence brings together body, mind, and spirit in an energetic union of music, dance, and oral tradition of the people of West Africa. Students are taught regional songs and dances of welcome and praise, among others, such as Lamban (Dance of Celebration), Mandjani (Challenge Dance), and Wolo Sodon Jon Don (Dance of Becoming Free). Each dance is accompanied by live drumming to provide students with an understanding of the relationship between the dance and musician and the common language they must speak in order to execute African dance.

DANC 2510 - BALLET III (3 CREDITS)
This low-intermediate-level course develops strength and flexibility with the execution of more complicated combinations at the barre and in the center. Students must be able to change and use different dynamics of movement and attack in the legs and feet. Barre work involves quick changes of direction, quick weight changes from one leg to the other, and more sustained adagios. Balances in different positions are important additions to the end of each combination. Center work includes adagios with rises on demi-pointe, promenades, and slow controlled piroettes. Petit allegro incorporates beats and directional changes using epaulement. Grand allegro requires students to be able to execute grand jete en tournant, saut de chat, saut de basque, and other expansive jumps that challenge their strength and stamina and allow them to enjoy moving through space.

DANC 2511 - BALLET IV (3 CREDITS)
This low-intermediate-level course develops strength and flexibility with the execution of more complicated combinations at the barre and in the center. Students must be able to change and use different dynamics of movement and attack in the legs and feet. Barre work involves quick changes of direction, quick weight changes from one leg to the other and more sustained adagios. Balances in different positions are important additions to the end of each combination. Center work includes adagios with rises on demi-pointe, promenades, and slow controlled piroettes. Petit allegro incorporates beats and directional changes using epaulement. Grand allegro requires students to be able to execute grand jete en tournant, saut de chat, saut de basque, and other expansive jumps that challenge their strength and stamina and allow them to enjoy moving through space.

DANC 2521 - MEN'S BALLET III
These course sequences build strength, stamina, and technical skills needed today by male dancers. Barre work focuses on alignment, balance, strength, and flexibility. Center combinations build to multiple grand piroettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet III is offered twice weekly in conjunction with Ballet II, III, or IV, depending on each student's level.

DANC 2522 - MEN'S BALLET IV
These course sequences build strength, stamina, and technical skills needed today by male dancers. Barre work focuses on alignment, balance, strength, and flexibility. Center combinations build to multiple grand piroettes, increased elevation, and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet IV is offered twice weekly in conjunction with Ballet II, III, or IV, depending on each student's level.

DANC 2530 - POINTE I
This elementary course sequence begins with exercises at the barre to build strength, articulation, and flexibility in the feet and legs while developing the ability to control the balance on pointe. Center work follows with short adagio work for control and balance. Small jumps in the center prepare for traveling combinations across the floor.

DANC 2531 - POINTE II
This elementary course sequence begins with exercises at the barre to build strength, articulation, and flexibility in the feet and legs while developing the ability to control the balance on pointe. Center work follows with short adagio work for control and balance. Small jumps in the center prepare for traveling combinations across the floor.

DANC 2535 - POINTE III
These two sequences for intermediate and advanced students offer more complex exercises at the barre to build increased strength, articulation, and flexibility in the feet, legs, and torso. Longer adagio work at the barre
and in the center develop extensions, control, balance, and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

**DANC 2536 - POINTE IV**
These two sequences for intermediate and advanced students offer more complex exercises at the barre to build increased strength, articulation, and flexibility in the feet, legs and torso. Longer adagio work at the barre and in the center develop extensions, control, balance, and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

**DANC 2610 - HORTON III (2 credits)**
This advanced-beginning-level course sequence uses the basic Horton warm-up with more variations. Many of the positions and shapes developed earlier are used in turns, jumps, and combinations of movement. More demanding studies are added which require more stretch and strength in the quadriceps and abdominal muscles. Hinges at the barre and falls are included in this level. The movements across the floor are longer and require more concentration and focus from the dancers. The introduction of canons and rhythmic patterns are stressed as well as the development of dynamics and projection.

**DANC 2611 - HORTON IV (2 credits)**
This advanced-beginning-level course sequence uses the basic Horton warm-up with more variations. Many of the positions and shapes developed earlier are used in turns, jumps, and combinations of movement. More demanding studies are added which require more stretch and strength in the quadriceps and abdominal muscles. Hinges at the barre and falls are included in this level. The movements across the floor are longer and require more concentration and focus from the dancers. The introduction of canons and rhythmic patterns are stressed as well as the development of dynamics and projection.

**DANC 2710 - MODERN III (2 credits)**
In this advanced-beginning-level course sequence, the floorwork becomes more complex with lengthier exercises that emphasize the drama of the contraction and release and spiral of the back. The use of the legs and arms from the back is emphasized as an extension of the torso, neck, and head. In fourth position, a coiling of the body’s weight into the center in preparation for standing is developed. Standing work

In the center develops the ability to shift the weight and work off-center. More complicated traveling combinations incorporate the contraction and release, spiral, jumps, and moving fully with weight, power, and dynamic changes.

**DANC 2711 - MODERN IV (2 credits)**
In this advanced-beginning-level course sequence, the floorwork becomes more complex with lengthier exercises that emphasize the drama of the contraction and release and spiral of the back. The use of the legs and arms from the back is emphasized as an extension of the torso, neck, and head. In fourth position, a coiling of the body’s weight into the center in preparation for standing is developed. Standing work

The use of

DANC 3499 - INDEPENDENT STUDY CHOREOGRAPHY (2 credits)
This course is designed for those students who have strong choreographic skills and experience as well as the requisite maturity to work independently. They are expected to design, rehearse, and arrange the performance of a substantial original work under the close mentorship of a selected Ailey School Composition faculty member. Advisement meetings between each student and instructor are to be held regularly throughout the term.

**DANC 3501 - BALLET V (3 credits)**
This advanced-intermediate-level course is for students who are ready to experience the full range of exercises that require larger, more-expansive movements that test their strength and stability. Higher extensions, multiple pirouettes, petit allegro with batterie, grand allegro and quick transfer of weight, and the power of the legs and body are emphasized. Pointe work is introduced for women at the end of class twice weekly with an additional beginning Pointe class once weekly.

**DANC 3502 - BALLET VI (3 credits)**
This advanced-intermediate-level course is for students who are ready to experience the full range of exercises that require larger, more-expansive movements that test their strength and stability. Higher extensions, multiple pirouettes, petit allegro with batterie, grand allegro and quick transfer of weight, and the power of the legs and body are emphasized. Pointe work is introduced for women at the end of class twice weekly with an additional beginning pointe class once weekly.

**DANC 3520 - MEN’S BALLET V (1 credit)**
These course sequences build strength, stamina, and technical skills needed today by male dancers. Barre work focuses on alignment, balance, strength, and flexibility. Center combinations build to multiple grand pirouettes, increased elevation, and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space.
Men's Ballet V is offered twice weekly in conjunction with Ballet II, III, or IV, depending on each student’s level.

**DANC 3521 - MEN’S BALLET VI**
These course sequences build strength, stamina, and technical skills needed today by male dancers. Barre work focuses on alignment, balance, strength, and flexibility. Center combinations build to multiple grand pirouettes, increased elevation, and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet VI is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

**DANC 3540 - BALLET PARTNERING I (1 CREDIT)**
Using classical ballet as the technique base, this course sequence is designed to give the students a thorough understanding of the concepts and skills involved in dancing with another person. Students study and practice fundamental elements of the art of partnering, on pointe and off, including centering, breathing, manipulations on- and off-center, lifting, and supported movements through simple movement phrases. These classes begin with a series of individual exercises to increase strength and control of key muscle groups needed in partnering.

**DANC 3541 - BALLET PARTNERING II (1 CREDIT)**
Using classical ballet as the technique base, this course sequence is designed to give the students a thorough understanding of the concepts and skills involved in dancing with another person using classical ballet as the technique base. Students study and practice fundamental elements of the art of partnering, on pointe and off, including centering, breathing, manipulations on- and off-center, lifting, and supported movements through simple movement phrases. These classes begin with a series of individual exercises to increase strength and control of key muscle groups needed in partnering.

**DANC 3550 - BALLET PARTNERING III (1 CREDIT)**
This course sequence explores more advanced concepts of ballet partnering. Building strength in the male students' arms & backs and strengthening the female dancers centers and back are important aspects of this class.

**DANC 3551 - BALLET PARTNERING IV (1 CREDIT)**
The continuation of the partnering skills needed for building strength and developing the students' sensibilities to each other are stressed in this course.

**DANC 3601 - HORTON V (2 CREDITS)**
The warm-up in this intermediate level course sequence includes exercises to stretch and strengthen the legs, hips, and spine. The center floorwork includes longer studies like the Figure 4 and Percussive Stroke Studies which require the dancers to execute long sequences of movements, counts, and dynamics. The combinations of movements across the floor are more complicated musically and technically and challenge the dancers to learn movement quickly. The combinations include material just introduced as well as vocabulary learned in the other levels. The performance aspects of dance are emphasized.

**DANC 3602 - HORTON VI (2 CREDITS)**
The warm-up in this intermediate level course sequence includes exercises to stretch and strengthen the legs, hips and spine. The center floorwork includes longer studies like the Figure 4 and Percussive Stroke Studies which require the dancers to execute long sequences of movements, counts, and dynamics. The combinations of movements across the floor are more complicated musically and technically and challenge the dancers to learn movement quickly. The combinations include material just introduced as well as vocabulary learned in the other levels. The performance aspects of dance are emphasized.
This class prepares the advanced dancer for the specific demands of DANC 4011 - TAYLOR TECHNIQUE II exploring the use of weight through space. Taylor-style dynamics, physicality, and shape orientation. Goals include creating a strong center from which movement can emanate fluidly and exploring the use of weight through space.

DANC 4510 - BALLET VII (3 CREDITS)
This advanced-level course sequence develops a refinement of the work of the feet, legs, arms, and head at the barre. Exercises that build higher extensions and increased turn out are given with varying rhythms. Adagios are done at a slow tempo for control and strength; in contrast, very fast exercises develop speed and precision. More stretching develops greater suppleness and ease of movement. Complicated small jumps with beats; multiple turns; changes of direction; and coordination of the feet, arms, and head are emphasized in the center work. Longer adagios demand high extensions, big pirouettes, balance, and musicality. Long grand allegro combinations with big jumps and turns build strength, stamina, and power for the men. Women do pointe work in the center and traveling in big combinations across the floor and take an additional pointe class once weekly. At this level, artistry and musicality are emphasized.

DANC 4511 - BALLET VIII (3 CREDITS)
This advanced-level course sequence develops a refinement of the work of the feet, legs, arms, and head at the barre. Exercises that build higher extensions and increased turn out are given with varying rhythms. Adagios are done at a slow tempo for control and strength; in contrast, very fast exercises develop speed and precision. More stretching develops greater suppleness and ease of movement. Complicated small jumps with beats; multiple turns; changes of direction; and coordination of the feet, arms, and head are emphasized in the center work. Longer adagios demand high extensions, big pirouettes, balance, and musicality. Long grand allegro combinations with big jumps and turns build strength, stamina, and power for the men. Women do pointe work in the center and traveling in big combinations across the floor and take an additional pointe class once weekly. At this level, artistry and musicality are emphasized.

DANC 4000 - ART AND ETHICS (4 CREDITS)
This senior seminar explores questions relating to art and values. Some of the issues that may be addressed include: Does art have a moralizing function? Can art be for art's sake? What is the relationship between the arts and religion?

DANC 4001 - SENIOR SEMINAR (3 CREDITS)
This course is designed to assist seniors in preparing for success in the professional dance world. The course will require each student to keep a journal, research dance companies and choreographers, attend performances, participate in discussions of lectures by guest artists, write a final paper as well as a final oral project.

DANC 4010 - TAYLOR TECHNIQUE (2 CREDITS)
This class prepares the advanced dancer for the specific demands of Taylor-style dynamics, physicality, and shape orientation. Goals include creating a strong center from which movement can emanate fluidly and exploring the use of weight through space.

DANC 4011 - TAYLOR TECHNIQUE II (2 CREDITS)
This class prepares the advanced dancer for the specific demands of Taylor-style dynamics, physicality, and shape orientation. Goals include creating a strong center from which movement can emanate fluidly and exploring the use of weight through space.
work includes jumps, leaps, and pointe work that develop expressions and musicality. Prerequisite: DANC 3531

DANC 4610 - HORTON VII (2 credits)
For this advanced-level course sequence, the warm-up now includes a long study, Dimensional Tonus, which incorporates many aspects of the warm-up into a complicated and demanding dance phrase. The center and floorwork use hinges and falls with more frequency, and the combinations of movements are long, sophisticated movement phrases that require strength, speed, and flexibility. Individualized coaching on performance and technique is given at this advanced/professional level.

DANC 4611 - HORTON VIII (2 credits)
For this advanced-level course sequence, the warm-up now includes a long study, Dimensional Tonus, which incorporates many aspects of the warm-up into a complicated and demanding dance phrase. The center and floorwork use hinges and falls with more frequency, and the combinations of movements are long, sophisticated movement phrases that require strength, speed, and flexibility. Individualized coaching on performance and technique is given at this advanced/professional level.

DANC 4710 - MODERN VII (2 credits)
Technical skills are honed in this advanced professional-level course sequence. Breathing—a gathering and releasing of tension—is heightened, increasing versatiliy in the work. Phrases of movement are emphasized throughout the floorwork. More complicated, longer combinations in the center build control and balance while working on-and off-center. Leg extensions are higher, and the full integration of the legs, arms, and head with the torso as the center and the catalyst of all movement is achieved. The body now moves as a whole, not as individual parts. There is no longer a separation of the floor, standing, and traveling work, but all are combined in lengthy combinations as an expressive, dramatic, and technically advanced vocabulary. Performance skills are coached, particularly the dramatic expression of the individual.

DANC 4711 - MODERN VIII (2 credits)
Technical skills are honed in this advanced professional-level course sequence. Breathing—a gathering and releasing of tension—is heightened, increasing versatiliy in the work. Phrases of movement are emphasized throughout the floorwork. More complicated, longer combinations in the center build control and balance while working on-and off-center. Leg extensions are higher, and the full integration of the legs, arms, and head with the torso as the center and the catalyst of all movement is achieved. The body now moves as a whole, not as individual parts. There is no longer a separation of the floor, standing, and traveling work, but all are combined in lengthy combinations as an expressive, dramatic, and technically advanced vocabulary. Performance skills are coached, particularly the dramatic expression of the individual.

DANC 4810 - SENIOR PROJECT IN PERFORMANCE (3 credits)
The Senior Project in Performance offers invaluable practical experience for students as performers, speakers, lecturers, and in some cases, choreographers. The first term is spent working with renowned artists-in-residence from the professional dance field. They represent a range of aesthetics from masters like Alvin Ailey, Jose Limon and Paul Taylor to emerging artists like Ronald K. Brown, Lila York, and Donald Byrd. These workshops can offer supplementary technique training (Limon) or creative work (Creach and Koester) that complement the rehearsal of dance repertory. Under the guidance and supervision of the Aliley School faculty, students perform at locations in the metropolitan area during the winter. In the spring the project culminates with intensive rehearsals and coaching that prepare the students to be showcased in their B.F.A. spring concert in a New York City theater.

DANC 4811 - SENIOR PROJECT IN PERFORMANCE
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DANC 4820 - SENIOR PROJECT IN CHOREOGRAPHY (3 credits)
This course sequence is taken under the mentorship of an Aliley School faculty member by those students selected as gifted and motivated choreographers. Three solo, duet, and/or group works, one of which must be a group work, are completed for a formal studio showing at the end of the fall term. Three or more works, only one of which can be a solo work, must be completed for a shared formal concert at the end of the spring term.

DANC 4821 - SENIOR PROJECT IN CHOREOGRAPHY (3 credits)
This course sequence is taken under the mentorship of an Aliley School faculty member by those students selected as gifted and motivated choreographers. Three solo, duet, and/or group works, one of which must be a group work, are completed for a formal studio showing at the end of the fall term. Three or more works, only one of which can be a solo work, must be completed for a shared formal concert at the end of the spring term.

DANC 4910 - REHEARSAL SEMINAR (3 credits)
Students selected to be full members of the Aliley II Company or another approved dance company are required to take company class or another dance technique class five days per week and rehearse a minimum of 20 hours per week. They must submit a comprehensive journal supplemented with programs, videotaped performances, etc. to the director, and co-director of the B.F.A. program at the end of the semester.

DANC 4911 - REHEARSAL SEMINAR (3 credits)
Dancers selected to be members of the Aliley Company or another approved dance company are required to take company class or another dance class five days per week and rehearse a minimum of 10 hours per week.

DANC 4920 - LECTURES & DEMONSTRATION LAB (3 credits)
Students must participate in all company lecture-demonstrations. This course can include performance, speaking with audience members, and
teaching master classes. Students must submit a comprehensive journal supplemented with programs, videotaped performances, etc. to the director, and co-director of the B.F.A. program at the end of the semester.

DANC 4921 - LECTURES & DEMONSTRATION LAB (3 CREDITS)
Dancers continue to participate in all lecture-demonstrations throughout the United States. The frequency of appearances increases, as does the number of master classes and speaking presentations.

DANC 4930 - PERFORMANCE SEMINAR (3 CREDITS)
Students selected to be full members of the Aliley II Company or another approved dance company are required to perform with that company for a minimum of 12 performances. Rehearsal periods vary but must exceed four weeks. Students must submit a thesis supplemented by programs, videotapes of two or more performances, etc. to the director, and co-director of the B.F.A. program at the end of the semester.

DANC 4931 - PERFORMANCE SEMINAR (3 CREDITS)
This course continues the work of DNU 4911. There is an increase in the frequency of performances. Minimum of 20 performances.

DANC 4940 - TEACHING LAB (3 CREDITS)
Students are required to teach master classes to students and to engage in question-and-answer sessions after performances. They are also required to teach a company class while on tour, submitting syllabi and teaching plans to the director, and co-director of the B.F.A. program at the end of the semester.

DANC 4941 - TEACHING ASSISTANT (3 CREDITS)
This course continues the work of DANC 4940. There is an increase in the master classes and question-and-answer sessions after performances. The student is required to teach a company class while on tour, provide a syllabus, and teaching plan to the director and co-director.

Economics
Chair: Salvatore
Associate Chair: Burke (assistant to the chair, RH); Baumgarth (department administration), Vali (LC);
RH: DE 503E, (718) 817-4048
LC: LL 921E, (212) 636-6240
Web: www.fordham.edu/economics

Faculty
Distinguished Professor: Salvatore
Professors: Brent, Dowling, Vinod
Associate Professors: Barry, Combs, Francis, Hepp, James, McLeod, Mitra, Moore, Rengifo, Schwalbenberg, Tassier
Assistant Professors: Collins, Conte, Lahaye, Mani, Shaw, Vali
Professors Emeriti: Cammarosano
Lecturers: Buckley, Burke, Campano, Iqbal, Kintanar, Santangelo, Themeli, Tobin, Winczewski

Overview
Economics draws upon history, political science, philosophy, and mathematics to analyze topics such as how firms, consumers and governments make sound decisions and how society deals with unemployment, discrimination, inflation, crime and environmental decay.

It is a challenging discipline which offers students a clear and concise way of thinking about the ordinary business of life and a preparation for a wide array of professional careers. Alumni surveys indicate that more than percent of the majors from Fordham College at Rose Hill continue their education at some point in their lives. Of these, 34 percent receive degrees in law and 30 percent complete an M.B.A. Others pursue an M.A. or a Ph.D. in economics, education, or public affairs.

Students majoring in economics can design a program of studies that will prepare them for graduate studies in economics, international affairs, public affairs, business, or law or for directly entering the labor force. Students who plan to work after graduation from Fordham College will find that many job recruiters are favorably impressed by students who have selected this challenging liberal arts discipline. Majors find careers in academics; corporate business, including retailing, financial, and consulting services; and the public sector.

Contribution to Core
Economics offers ECON 1100-Basic Macroeconomics and ECON 1200-Basic Microeconomics, which fulfill the social science core requirement. If both are taken, this satisfies the two social science core requirements. In addition, the department regularly offers courses that fulfill the American Pluralism, Global Studies, and Senior Value Seminar core requirements.

Program Requirements

Economics Major
(HEGIS Code 2204) Program Code 06147

The major in economics is available at Fordham College at Rose Hill; Fordham College at Lincoln Center; and Fordham School of Professional Studies at Rose Hill, Lincoln Center; and Westchester.

Students majoring in economics must complete 11 courses in economics, including Basic Macroeconomics (ECON 1100), Basic Microeconomics (ECON 1200), Statistics I (ECON 2140), Statistical Decision Making (ECON 2142), Mathematics for Economists I (ECON 3154), Macroeconomic Analysis (ECON 3116), and Microeconomic Theory (ECON 3118). Economics majors in Fordham College at Rose Hill and Fordham College at Lincoln Center must request permission to take a course in the major outside the college. Economics majors may count only one internship seminar course toward the 11-course requirement for the major in their senior year.

Economics Minor

The minor in economics is available at Fordham College at Rose Hill; Fordham College at Lincoln Center; and Fordham School of Professional Studies at Rose Hill; Lincoln Center and Westchester.

The minor in economics consists of six courses, including Basic Macroeconomics (ECON 1100), Basic Microeconomics (ECON 1200), and either Statistics I (ECON 2140), Macroeconomic Analysis (ECON 3116), or Microeconomic Theory (ECON 3118), plus three additional 3000-level courses in economics.

Business Administration Minor

Economics majors may also be interested in pursuing a minor in business administration. The business administration minor
complements the liberal arts core by providing students with a clear and concise way of analyzing issues in economics and business. The minor may be helpful to students who plan to look for a job after graduation or to pursue the study of law or business. For the program requirements please see the Preprofessional Programs of Study section in the Programs of Study chapter of this bulletin.

**Accounting Minor**
Economics majors may also be interested in obtaining a minor in accounting. This minor provides greater coherence among the six courses liberal arts students are currently allowed to take in GSB. Completing the minor is not equivalent to an accounting degree, nor does it make students eligible to take the Certified Public Accounting exam. Rather, it provides an integrated approach to issues that may benefit students who seek careers in business and the financial services industry. Please refer to the Preprofessional Programs of Study section in the Programs of Study chapter of this bulletin for further information about the required seven courses. Please keep in mind that many of the courses required for the accounting minor are sequential, and it is recommended that the student begin this minor no later than the fall of sophomore year. In addition, it is recommended that Basic Microeconomics (ECON 1200) be taken as early as possible since it is required for the accounting courses.

**Sustainable Business Minor**
The sustainable business minor provides students with exposure to concepts related to sustainability. The minor incorporates business, social science, natural science, and building-design courses. Sustainability concerns are integral to all businesses, both traditional business markets and the new “green sector” markets. This minor will enhance the career opportunities of our students.

For the program requirements, please see the Preprofessional Programs of Study section of this bulletin.

**Early Admission to Masters Program**
Please read the Early Admission to Graduate School of Arts and Sciences Masters Programs section, which is located under the heading of Special Academic Programs in the chapter on Academic Programs, Policies, and Procedures of this bulletin. Early admission to the M.A. economics program is open to undergraduates who are majoring in economics, the mathematics/economic program, or IPE, and who have a cumulative GPA of 3.2 or better. Applicants must apply during their junior year of undergraduate study for the economics M.A. program through the Graduate Admissions Office. The requirement of GRE scores is waived. Students who later wish to enter the Ph.D. program, however, must submit GRE scores at that time. Graduate financial aid is not available without GRE scores. This policy applies to FCRH, FCLC, and PCS, although LC students must take the graduate classes at Rose Hill.

During the senior year, students will take two graduate courses that will satisfy two of the five undergraduate electives necessary for the undergraduate economics major, as well as two core courses for the economics M.A. graduate courses taken while still at the College must be approved by the director of graduate studies of the department. The student will take ECGA 5710-Mathematics for Economists I in the fall semester and ECGA 6910-Applied Econometrics in the spring semester of the senior year.

After completing the bachelor’s program, the student will take ECGA 6010-Price Theory I and three graduate economics elective courses in the fall semester, and ECGA 6020-Macroeconomics I and three additional graduate economics elective courses in the spring semester. The comprehensive examination, which is based primarily on ECGA 6010 and ECGA 6020, will be taken in June. Applications are made online through the Graduate School of Arts and Sciences website.

**Program Activities**

**Honors in Economics**
An economics major who maintains a cumulative grade point average of 3.2 and an index in economics of 3.3 or better may be invited to participate in the Honors Program in Economics. To receive honors in economics, a major must complete a research paper in economics and take Statistics I, Statistical Decision Making, and Mathematics for Economists I in fulfilling the 11 course economics requirement. The research paper will normally be the outgrowth of a topic selected while taking a 3000-level elective in economics. The paper will usually be started during the second semester of junior year, but no later than the fall semester of senior year. It will be due during the 10th week of the student’s final undergraduate semester and must be approved by a committee of three members of the economics faculty. The student will receive a grade of pass when the paper is accepted; this will be noted on the student’s transcript as a one-credit course titled Honors Seminar in Economics. Graduation “with honors in economics” will appear on the student’s transcript.

**College Fed Challenge**
Students from the economics department participate annually in the College Fed Challenge, sponsored by the Federal Reserve Bank of New York and the Eastern Economic Association. During the competition, each team gives a 20-minute presentation, consisting of an analysis of current economic and financial conditions, a forecast of economic and financial conditions for the near term, a discussion of risks to the economy of special concern to the Fed, and a monetary policy prescription, followed by a 15 minute question-and-answer session from the judges. We are proud to be one of the 25 participating teams.

**Omicron Delta Epsilon**
The economics department houses the Gamma Chapter of Omicron Delta Epsilon, the International Honor Society in Economics. Each spring the department honors its outstanding seniors (majors and minors) with induction into this prestigious society.

**American Academy of Political and Social Science**
The American Academy of Political and Social Science recognizes undergraduates who have an outstanding grasp of theories and methods, an enthusiasm for understanding social issues, and the promise of making contributions to the social sciences in the future. Our nominees for 2005 and 2006 were among 150 undergraduates from leading social science departments across the United States elected as Junior Fellows of the Academy.
**Economics Society**

The department is the home of the active Economics Society, a student-run club for anyone interested in economics. In the past, the society’s activities have included trips to the New York Stock Exchange and the Federal Reserve Bank; presentations by companies and individuals about internships and career paths; and résumé-building workshops. Each year the society hosts a Career Evening featuring a discussion by an alumni panel and socializing afterward.

**Courses Planned for Fall 2012–Spring 2014**

Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, ER for Fordham School of Professional Studies at Rose Hill, EL for Fordham School of Professional Studies at Lincoln Center, and EW for Fordham School of Professional Studies at Westchester.

- **ECON 1100-Basic Macroeconomics (R, L, ER, EL, EW)**
- **ECON 1150-CB Honors Macroeconomics (R)**
- **ECON 1160-The Wealth of Words: Economics and Literature (R)**
- **ECON 1200-Basic Microeconomics (R, L, ER, EL, EW)**
- **ECON 1250-CB Honors Microeconomics (R)**
- **ECON 1999-Service Learning-1000 Level (R)**
- **ECON 2140-Statistics I (R, L, ER, EL, EW)**
- **ECON 2142-Statistical Decision Making (R, L, ER, EL, EW)**
- **ECON 3070-Securities Markets (EW)**
- **ECON 3100-History of Economic Thought (L)**
- **ECON 3116-Macroeconomic Analysis (R, L, ER, EL, EW)**
- **ECON 3118-Microeconomic Theory (R, L, ER, EL, EW)**
- **ECON 3125-Managerial Economics (R)**
- **ECON 3135-Income Distribution (L)**
- **ECON 3154-Mathematics for Economists I (R, L)**
- **ECON 3162-Economics and Business Forecasting (L, ER)**
- **ECON 3165-Computer Applications in Economics (R)**
- **ECON 3210-Economics of Development (R, L, EL)**
- **ECON 3229-Political Economy of the Middle East (EL)**
- **ECON 3235-Economics of Latin America (L)**
- **ECON 3240-World Poverty (R)**
- **ECON 3244-International Economic Policy (R, L)**
- **ECON 3256-Comparative Economic Systems (L, EL)**
- **ECON 3270-Emerging Financial Markets (R)**
- **ECON 3346-International Economics (R, L)**
- **ECON 3347-International Finance (R, L, EL)**
- **ECON 3385-Economics of Energy (L, EL)**
- **ECON 3453-Law and Economics (R, ER, EW)**
- **ECON 3454-Economics of Corporate Law (ER)**
- **ECON 3455 Economics and Regulation (R)**
- **ECON 3563-Labor Economics (L)**
- **ECON 3570-Labor Market and Diversity (R)**
- **ECON 3580-Economics of Diversity (R)**
- **ECON 3636-Money and Banking (R, ER, EL)**
- **ECON 3637-Monetary Policy (R)**
- **ECON 3739-Financial Markets (R, L)**
- **ECON 3740-Issues in Financial Markets (R)**
- **ECON 3743-Stocks, Bonds, Options, and Futures (EL)**
- **ECON 3778-Corporate Finance (L)**
- **ECON 3850-Environmental Economics (R)**
- **ECON 3870-Public Finance (R, ER, EL)**
- **ECON 3884-Contemporary Economic Problems (L, ER)**
- **ECON 3971-Urban Economics (L)**
- **ECON 3999-Service Learning**
- **ECON 4110-Ethics and Economics (R, ER)**
- **ECON 4900-Internship Seminar (R)**
- **ECON 4998-Honors Seminar in Economics (R)**
- **ECON 4999-Tutorial in Economics**

**Course Descriptions**

**ECON 1100 BASIC MACROECONOMICS (3 CREDITS)**

Investment, GDP, interest rates, the budget deficit, inflation, unemployment, banking, monetary and fiscal policies, and exchange rates appear frequently in the media, but are often little understood. Macroeconomics studies these aggregates and their interconnections, and looks at the influence of the Federal Reserve and the federal government.

**ECON 1150 - CB HONORS MACROECONOMICS (4 CREDITS)**

This course will introduce students to the analytical tools macroeconomists use to address questions about inflation, unemployment, economic growth, business cycles, the trade balance, and fiscal and monetary policy. The tools include basic models of the interaction among goods markets, labor markets, and financial markets and how these interactions determine overall economic performance.

**ECON 1160 - WEALTH OF WORDS: ECONOMY & LITERATURE (3 CREDITS)**

From the writings of Austen to Zola, literature has a great deal to teach us about economic principles. This course uses poetry, short stories, songs, plays, literary essays, films, and chapters of novels to demonstrate core economic principles and concepts. Some examples of topics and titles include the ideology of capitalism (Foster’s *Howard’s End*); the anticapitalist sentiment (Lewis’ *Babbitt*); the nonmarket economy (Erdrich’s *Francine’s Room*); poverty and income inequality (Wright’s *Native Son*); monetary policy (Baum’s *The Wizard of Oz*); urban industrial development (Sandburg’s *Chicago*); opportunity cost (Yeats’ *The Choice*), and social and economic (in)justice (Brook’s *The Lovers of the Poor*).

**ECON 1200 - BASIC MICROECONOMICS (3 CREDITS)**

Microeconomics studies the decisions and interaction of consumers and businesses, resulting in an understanding of the process by which prices and quantities are determined in a market setting. Forms of industrial organization such as competition, monopoly, and oligopoly are explored. Also studied are the markets for labor and other factors of production.

**ECON 1250 - CB HONORS MICROECONOMICS (3 CREDITS)**

The purpose of this course is to give students the principles that are required to understand current microeconomic issues. Economic logic and evidence is used to analyze consumer and business decisions, and the institutional factors shaping those decisions (e.g., the role of the government). We go through economic theories, and then discuss how these theories apply to the real world.

**ECON 2140 - STATISTICS I (4 CREDITS)**

This course introduces students to descriptive statistics, probability theory,
discrete and continuous probability distributions, sampling methods, sampling distributions, estimation, and hypothesis testing.

ECON 2142 - STATISTICAL DECISION MAKING (4 CREDITS)
This computer-assisted course develops the student's ability to collect data, postulate a hypothesis or a model, select the appropriate statistical technique, analyze the data using statistical software, draw correct statistical inference, and clearly summarize the findings. Specific topics include chi-square tests, analysis of variance, simple and multiple regression and correlation models, time series analysis, and quality control.

ECON 2800 - INTERNSHIP (2 credits)
Supervised placement for students interested in work experience.

ECON 3110 - BUSINESS ECONOMICS & GOD (4 credits)
This course relates themes from the Bible and the Catholic intellectual tradition to various issues in management, accounting, finance, information technology, and business economics. The goal of the course is to have upper-level students think critically in business terms about some major religious themes already familiar to them from their courses in theology. Particular attention is given to stewardship and planning as characteristics of both business and religious cultures. Critical reflection will mean, in some instances, finding a way to integrate religious themes into operational aspects of business. In other cases, business reality will force students to acquire a nuanced understanding of religious practice. The general framework for the course is business culture interacting with religious culture, where culture is understood as the accepted way of doing things among particular groups. Instructional format: Seminar, meeting once a week on Mondays or Wednesdays, in the afternoon or evening.

ECON 3116 - MACROECONOMIC ANALYSIS (4 CREDITS)
An examination of the causes of fluctuations in the level of economic activity. Impact of changes in consumption, investment, and government spending on employment, the price level, and economic growth are analyzed in detail.

ECON 3118 - MICROECONOMIC THEORY (4 CREDITS)
This course covers theory of demand, price-output, equilibrium of firms under different market conditions, theory of production, and determination of factor prices.

ECON 3125 - MANAGERIAL ECONOMICS (4 CREDITS)
The application of microeconomics to management decision-making in both the private and public sectors.

ECON 3135 - INCOME DISTRIBUTION (4 CREDITS)
This course covers the government income and expenditure survey, income density functions, estimating distribution models, Lorenz curves, Gini coefficients, quantiles, poverty definitions and estimation, and absolute and relative income inequality.

ECON 3154 - MATH FOR ECONOMISTS I (4 CREDITS)
Introduction to differential calculus and linear algebra, as used in economics. Topics include optimization of single variable and multivariable functions, optimization subject to constraints, determinants, matrix inversion, and use of exponential and logarithmic functions in economics.

ECON 3162 - ECONOMIC AND BUSINESS FORECASTING (4 CREDITS)
This course surveys the basic principles of forecasting and the most widely used forecasting models. This computer-assisted course uses the mainframe or PC version of statistical packages like SPSSX.

ECON 3165 - COMPUTER APPLICATIONS IN ECONOMICS (4 CREDITS)
Learn good spreadsheet design, efficient formula entry, and valuable auditing techniques in the context of simple economic questions. Learn how to create relational database management systems from scratch and how to turn all that data into useful information in a professional report. If you have never used Excel, Access, and PowerPoint, or if you need to refresh your computer skills as you begin job searching, this course will develop you into a proficient MS Office user.

ECON 3210 - ECONOMIES OF EMERGING NATIONS (4 CREDITS)
Surveys of the rapid economic changes occurring in Eastern Europe, the former Soviet Union, as well as various emerging economies in Asia, Latin America, and Africa. This course is designed to introduce students to the problems which confront today's less-developed countries. Students will examine the differences between contemporary and early development, theories of development, the impact of population growth on development, globalization, and the role of the state among other issues. Poverty reduction will be given prominence throughout the course.

ECON 3229 - POLITICAL ECONOMY OF THE MIDDLE EAST (4 CREDITS)
A review of the most recent economic and political developments in the Middle East following war in Afghanistan and discovery of vast oil reserves in Central Asia.

ECON 3235 - ECONOMIES OF LATIN AMERICA (4 CREDITS)
The Latin American experience from an economic perspective. The political and social dimensions of this experience. Among the most controversial subjects to be considered are Latin America's economic relations with the developed nations (trade, investment, foreign aid), the problems of internal stabilization in Latin American economies, the "distributive" issues (land tenure, income distribution, employment).

ECON 3240 - WORLD POVERTY (4 CREDITS)
An investigation into the causes and consequences of poverty, both in the United States and in developing countries. The available statistics and the economic explanations of poverty are surveyed. Contemporary debates over policies to reduce poverty are discussed, including issues of welfare, food and housing subsidies, foreign aid, famine relief, and agricultural development. The link between income distribution and economic growth is also discussed.

ECON 3244 - INT'L ECONOMIC POLICY (4 CREDITS)
This course uses economic methodology to study the fundamental relationship between wealth and political power in the context of various international and economic policies. The course follows the outline of Adam Smith's Wealth of Nations. Contemporary issues covered can include protectionism, and economic coordination. (This course complements PORU 3915.)

ECON 3256 - COMPARATIVE ECONOMIC SYSTEMS (4 CREDITS)
Survey of the salient features of alternative economic systems; the mixed economies of the Western world and Japan; the reforms in the former Soviet, Eastern European, and Chinese economies; and problems of measuring economic performance.
ECON 3346 - INTERNATIONAL ECONOMICS (4 CREDITS)
A foundation course in international economics. Covers both international trade theory and policy. Issues examined include protectionism, trade and growth, customs unions, and multinational corporations.

ECON 3347 - INTERNATIONAL FINANCE (4 CREDITS)
A foundation course in international economics. Covers foreign exchange markets and the balance of payments. Also examines macroeconomic policies affecting employment and inflation in an open economy.

ECON 3430 - ST: SUSTAINABLE BUSINESS (4 CREDITS)
This foundation course for the GSB-FCRH Sustainable Business minor covers the ethical, economic, and scientific principles needed to manage and promote enterprises that are not only profitable but also both socially and environmentally responsible. Using case studies, guest speakers and their own research, students acquire the comprehensive perspective necessary to manage and promote social entrepreneurship within large and small companies and to work with NGOs, fair trade groups, private-public sector partnerships and micro-enterprises, etc. Sustainable means profitable and environmentally sound for small-scale entrepreneurs. Case studies range from Google's East Coast wind power grid to carbon offset programs in the Amazon to mobile-phone-remittance based microfinance programs in Africa. This first course will draw on the knowledge of Fordham students and faculty as well guest speakers from the New York area to build a new sustainable business and development program at Fordham.

ECON 3435 - INDUSTRIAL ORGANIZATION (4 CREDITS)
An examination of the behavior of firms in monopolistic and oligopolistic market structures; the history, content, and effectiveness of antitrust legislation; and the role of regulation in American industry.

ECON 3453 - LAW AND ECONOMICS (4 credits)
This course applies microeconomic analysis to traditional areas of legal study, such as contract, property, tort, and criminal law. The approach applies the “rational choice” framework used in economics to analyze the purpose, effect, and genesis of laws. Attention is paid to the effect of legal structures on economic efficiency. Economic analysis of law is one of the fastest growing and most influential areas of both economic and legal scholarship. This course is of value to both the general economist and students planning to attend law school.

ECON 3563 - LABOR ECONOMICS (4 credits)
This course examines labor institutions and their historical development in addition to the economics and peculiarities of labor markets. The role that institutional pressures (e.g., trade unions, government legislation, labor-management relations), industry organizations, and market forces play in determining the terms and conditions of employment are discussed.

ECON 3570 - LABOR MARKET AND DIVERSITY (4 credits)
The goal of this course is to enable students to think independently about labor market and diversity issues. This course will provide an introduction to the economic analysis of behaviors and institutions in the labor market. The course will also give students the tools to deal with diversity questions within the labor market, such as educational attainment, employment discrimination, and income inequality across gender and racial groups. Economic logic and evidence will be used to analyze employer and employee decisions and the institutional factors shaping those decisions.

ECON 3580 - ECONOMICS OF DIVERSITY (4 credits)
Many of the social interaction of an individual in American society are shaped by the ethnic, racial, and gender groups to which the individual belongs. In this course we will investigate several of the economic effects of social interactions in a diverse society, including residential segregation, peer effects on neighborhood crime rates, interracial marriage patterns, diversity, social norms, cultural beliefs, the spread of diseases, income inequality, and affirmative action. While the specific topics covered are broad, many share properties that can be understood through the concepts of basic network theory.

ECON 3636 - MONEY & BANKING (4 CREDITS)
Topics include the role of commercial banks and financial institutions in the creation and allocation of money and credit; the central bank as regulator of the money supply; monetary theory and policy; and the international monetary system.

ECON 3637 - MONETARY POLICY (4 CREDITS)
An analysis of the monetary sector of the economy and the impact of monetary policies designed to solve the problems of inflation, unemployment, and economic growth.

ECON 3739 - FINANCIAL MARKETS (4 CREDITS)
This is an introduction to flow-of-funds analysis and interest rate determination in the money and capital markets; the risk and term structure of interest rates; and to financial futures, options, and swaps.

ECON 3740 - ISSUES IN FINANCIAL MARKETS (4 CREDITS)
This course provides an in-depth examination and discussion of selected topics in financial markets. Topics of current interest will be drawn from both academic and nonacademic sources.

ECON 3778 - CORPORATE FINANCE (4 CREDITS)
This course analyzes the decision-making processes of a firm across time and in the presence of uncertainty. Topics include financial assets and markets, valuation of financial assets, working capital, and long-term financial management.

ECON 3800 - INTERNSHIP (3 CREDITS)
Supervised placement for students interested in work experience.

ECON 3850 - ENVIRONMENTAL ECONOMICS (4 CREDITS)
Good economic analysis underlies many successful environmental policies, from reducing air and water pollution to the Montreal Accord limiting ozone depleting gases. However, the environmental challenges of global warming, biodiversity, and sustainable development are increasing global as well as politically and economically complex. This course reviews the key economic ideas underlying past successes and explores potential solutions for sustaining economic growth with environmental preservation in rich and poor countries alike.

ECON 3870 - PUBLIC FINANCE (4 CREDITS)
This course covers the role of public expenditure in a market economy, equity and efficiency in a tax system, description and analysis of the major taxes, intergovernmental fiscal relations, and programs for redistributing income.

ECON 3884 - CONTEMP ECON PROBLEMS (4 CREDITS)
A survey of outstanding micro- and macroeconomic problems facing the United States. Topics covered include changes in the global economy,
unemployment and inflation, poverty, environmental protection, health care reform, the productivity issue, and the deficit.

ECON 3885 - INTRODUCTORY ECONOMETRICS (4 CREDITS)
This course introduces students to econometrics. It reviews the classical regression model before studying in detail deviations from the classical assumptions, which are often encountered in practice. The course covers several estimation techniques (such as maximum likelihood), as well as topics in time series analysis.

ECON 3971 - URBAN ECONOMICS (4 CREDITS)
Urban economics is the study of location choices by firms and households. The technological changes and economic factors driving the process of urbanization, and the shift from a “downtown”-centered city to the suburbanized metropolises prevalent in the U.S. today is the central focus of the course. Throughout the course, New York City’s history and current situation is used as an example of the economic forces operating on cities. Students will participate in a group project to analyze a major urban problem, such as housing affordability, poverty, crime, or education.

ECON 4110 - ETHICS & ECONOMICS (4 CREDITS)
This course examines how ethical considerations enter into economic decisions. Readings include writings by moral philosophers and the founders of economic thought as well as recent research on ethical issues. Topics for discussion may include childcare, trade liberalization, welfare reform, healthcare, poverty, pollution, and economic sanctions.

ECON 4800 - INTERNSHIP (4 CREDITS)
Supervised placement for students interested in work experience.

ECON 4900 - INTERNSHIP SEMINAR (4 CREDITS)
Students are placed in a work setting of their choice for eight to 10 hours per week to enrich their understanding of the economic process. Readings and a written report related to the student’s internship are assigned. There is a pass/fail grade for the course. The course is restricted to seniors majoring in economics urban and public sector.

ECON 4998 - HONORS SEMINAR IN ECONOMICS (1 CREDIT)
Supervised individual study project.

ECON 4999 - TUTORIAL (1 CREDIT)
Supervised individual study projects.

English
Chair: Hendler
Associate Chair: Contreras (RH); Hoffman (LC)
RH: DE 541W, (718) 817-4005
LC: LL 924D, (212) 636-7461
Web: www.fordham.edu/english

Faculty
Professors: Caldwell, Cassuto, Dubrow, Erler, Giannone, GoGWilt, Hassett, Hoffman, Keller, Kramer, Sicker, Stone, Tanksley
Associate Professors: Badowksa, Bly, Boyle, Chase, Farland, Fernald, Frost, Gold, Greenfield, Hendler, Mustafa, Sherman, Wasserman, Yeager, Zimmerman

Assistant Professors: Albin, Bugg, Cahill, Contreras, Enelow, Gambito, Kelemen (visiting), Kerins (lecturer), James Kim, Julia Kim, McEleney, Sanchez, Tyler, Vranjes
Writer-in-Residence: Nair, Kupperman

Overview
The discipline of English is shaped historically by the study of literature and conceptually by the understanding of written texts in all their many forms. Its foundations are the theory and practice of critical reading, literary analysis, and effective writing. The major is designed to build an inclusive knowledge of literature, to develop skills required for the critical interpretation of texts and to teach the principles of critical and creative writing.

The major emphasizes the historical reach of literary study through its historical distribution requirement. The theory requirement introduces influential concepts and debates underlying the study of language, literature, and their cultural impact. The range of electives and seminars that make up the bulk of the curriculum allows for flexibility in designing individual majors while ensuring a comprehensive grasp of the varieties of literary study.

Contribution to the Core
The English department offers ENGL 1102 Composition II which fulfills the core curriculum requirement in composition and rhetoric. Students who do not place in ENGL 1102 upon admission are required to take ENGL 1101, “Composition I,” in which they must receive a grade of C or better before they are allowed to advance to ENGL 1102. The department also offers ENGL 2000 Texts and Contexts, which fulfills the core requirement in English literature and counts toward the distributive requirement in Eloquentia Perfecta. Unless otherwise specified, nonmajors may take the department’s elective (major) offerings toward the core requirement in Advanced Disciplinary Courses in literature, history, and social science. In addition, English offers courses that fulfill the distributive requirements in American Pluralism, Globalism, and Values, and may in the future offer further Eloquentia Perfecta 3 seminars as well as courses that fulfill the Interdisciplinary Capstone requirement.

English Courses and Advanced Placement Credits: AP Credits in English Literature and in English Language count toward a student’s total number of credits in the college but not within the major. A score of 4 or 5 in AP English Literature will count toward elective credits. All students are required to take Text and Contexts/ Eloquentia Perfecta 2.

Program Requirements

English Major
(HEGIS Code 1501) Program Code 06100

The major in English is available at Fordham College at Rose Hill; Fordham College at Lincoln Center; and Fordham School of Professional Studies at Rose Hill; Lincoln Center and Westchester.

The English major consists of a total of 10 required courses. Courses in which a student receives a grade of D or F will not count toward the major or minor.
The English Major and the Core Curriculum: All future English majors are required to fulfill the first-level core English requirements (ENGL 1102 and ENGL 2000) before beginning the major, but neither ENGL 1102 nor ENGL 2000 counts toward the major. However, if an English elective is taken toward the core requirement in Advanced Disciplinary Courses in literature, history, and social science, that elective will count as one of the 10 courses in the major.

Junior Theory Requirement: All majors are required to take Theory for English Majors (ENGL 3045) or Theories of Comparative Literature (COLI 3000). Usually taken during the junior year, these courses introduce the English major to debates in literary and critical theory. The goal of these courses is to reflect on reading strategies, textual practices, and language itself. Students will engage with a range of critical, theoretical, and social issues shaping the field of literary studies today.

Historical Distribution Requirement: From the nine remaining elective courses, at least three must be designated in a historical period before 1800. While the English curriculum grants students considerable freedom to pursue their individual interests, the department urges majors to consult regularly with their advisers in selecting their electives, in order to ensure historical diversity in their course of study.

Creative Writing Courses: English majors may apply up to two writing courses (either English creative writing courses at the 3000-level or, or communication courses cross-listed with English) toward their elective requirements. Majors who wish to take more writing courses should consider the creative writing option or the creative writing minor.

Recommendations
1. Theory for English Majors should ordinarily be taken during the junior year, but sophomores may also enroll.
2. English majors should take a seminar (4000-level) during their senior year.
3. English majors are permitted to take one or two courses with an interdisciplinary or comparative literature focus, including cross-listed courses offered by other programs or departments (termed Cognate Courses).

English Minor
The minor in English is available at Fordham College at Rose Hill; Fordham College at Lincoln Center; and Fordham School of Professional Studies at Rose Hill; Lincoln Center and Westchester.

The minor in English consists of any six English courses beyond the first-level core English requirements (ENGL 1102 and ENGL 2000), at least four of which must be literature courses (rather than creative writing courses or cross-listed communication courses).

Creative Writing Program
Creative Writing Minor for Non-English–Majors
The minor in creative writing, available to students in majors other than English, will consist of:

A. Four four-credit courses that must be drawn from 3000 level and above, English writing courses, or communication writing courses cross-listed with English. COMM 2211 (two credits) will only be applied to the major if COMM 2212 (two credits) is also taken, in which case they will be considered as the equivalent of one four-credit course. Writing tutorials with a mentor are also accepted.

B. Two advanced courses (3000 level and above) in literature offered through the English department, or other relevant departments and programs (e.g., modern languages and literatures, literary studies, African and African American studies), to be chosen by the student in consultation with the minor adviser. Generally, these will be courses in a single genre in which the student is taking workshops, but substitutions may be considered with the approval of the minor adviser (who will be a member of the English department).

Creative Writing Minor for English Majors
Students majoring in English may count two creative writing courses (see A above) toward both the major and the creative writing minor. Completion of the creative writing minor requires two additional writing courses and two additional literature courses offered by any relevant department or program (see B above).

Early Admission to Master’s Program
Please read the Early Admission to Graduate School of Arts and Sciences Masters Programs section, which is located under the heading of special academic programs in the chapter on Academic Programs, Policies, and Procedures of this bulletin. The English graduate director meets with undergraduate program heads to select second semester juniors who are invited to apply for early admission to the M.A. program. Students must formally indicate their desire to opt for early admission into the M.A. program and submit a two-page statement of purpose by March 15. Applications do not need to include GRE scores unless the student is planning to apply for financial aid after completing their bachelor’s. In order to qualify for invitation, students must have a minimum 3.2 overall grade point average, at least a B+ in their English courses, and the recommendation (written or verbal) of two English faculty.

This policy applies to FCRH, FCLC, and PCS Three courses count toward the student’s undergraduate and graduate degrees, fulfilling both English major- and masters-level requirements. Graduate courses taken while still at the College must be approved by the director of graduate studies of the department. Seniors take a total of three 5000-level graduate courses during their final two undergraduate semesters. After the B.A., students take three 5000-level or 6000-level graduate courses in the fall, four in the spring, and a comprehensive exam in the summer. Applications are made online through the Graduate School of Arts and Sciences website.

Program Activities
Honors in English
The department offers an honors option in English for seniors with a 3.6 GPA or higher in English who wish to do an ambitious piece of research and writing under the individual direction of a faculty member or in conjunction with a senior seminar. English majors who are minoring in creative writing or completing the creative writing option may do a creative writing project for honors. The honors process will culminate in a peer presentation, with faculty and students invited to attend.
Courses Planned for Fall 2012–Spring 2014
Note: Following each course are codes for the campus where the course will be taught. R stands for Fordham College at Rose Hill and L for Fordham College at Lincoln Center.

ENGL 2000-Texts & Contexts (R)
ENGL 2800-Internship Supervision (R)
ENGL 2999-Independent Study (R)
ENGL 3007-In My Opinion: Writing Editorials (L)
ENGL 3008-The 19th Century Novel of Manners (L)
ENGL 3009-Critical Edge: Writing About the Arts (R, L)
ENGL 3026-Performance Poetry (L)
ENGL 3027-The Writer’s Craft (R)
ENGL 3028-The Poet’s Craft (R)
ENGL 3029-Duende: Capturing Poetic Impulse (R)
ENGL 3033-Writing for the Big Screen (R, L)
ENGL 3045-Theory for English Majors (R, L)
ENGL 3058-Writing Autobiography (L)
ENGL 3062-Prose Poetry & Flash Fiction (R, L)
ENGL 3063-Finding a Voice: Writing the Personal Essay (R)
ENGL 3086-The Comic Voice (L)
ENGL 3090-Writing the Short Story (L)
ENGL 3092-Fiction Boot Camp (R)
ENGL 3096-First Flint: Creative Process (R, L)
ENGL 3097-Arts and Entertainment Journalism (L)
ENGL 3099-Translating Literature: Why and How (R)
ENGL 3100-Medieval Literature (R)
ENGL 3102-Medieval Drama (R, L)
ENGL 3107-Chaucer (R, L)
ENGL 3109 Arthurian Literature (R)
ENGL 3111-Medieval Romance (R)
ENGL 3115-Medieval Women Writers (R)
ENGL 3119-Love in the Middle Ages (R)
ENGL 3128-Chaucer and Company (R)
ENGL 3129-Death in the Middle Ages (R)
ENGL 3205-Renaissance Drama (R)
ENGL 3206-Shakespeare (R, L)
ENGL 3207-Milton (R, L)
ENGL 3210-Shakespeare (R, L)
ENGL 3211-Medieval Romance (R)
ENGL 3219-Plays and Players, 1600-1700 (L)
ENGL 3220-The Making of Shakespeare (R)
ENGL 3230-Early Renaissance Poetry (R)
ENGL 3231-Satire and English Renaissance Drama (R)
ENGL 3256-The Renaissance Mind (R)
ENGL 3260 Love, Wit, and Death in Donne (R)
ENGL 3261-Devils, Fools, Madmen (R)
ENGL 3305-Jonathan Swift (L)
ENGL 3309-18th-Century Literature and Society (R)
ENGL 3318-Early Women Novelisters (R)
ENGL 3319-Plays, Players, and Spectators: London, 1660-1800 (R)
ENGL 3323-Early English Novels (R)
ENGL 3325-Slavery and the Gothic (R)
ENGL 3329-Plays & Players 1700-1800 (R)
ENGL 3330-The Global 18th Century (R)
ENGL 3333 Captives, Cannibals, & Rebels (R)
ENGL 3338 Keats and the Romantic City (L)
ENGL 3352 18th Century Orientalism (R)
ENGL 3356 Intro to Asian American Studies (R)
ENGL 3357-Home, Exile, and Diaspora
ENGL 3359 Asian Diasporic Literature (R)
ENGL 3379-Cutting Edge: Art of the Literary Magazine (R, L)
ENGL 3400-Age of Romanticism (R, L)
ENGL 3402-Victorian Literature (L)
ENGL 3405-Charles Dickens (R)
ENGL 3410-African American Crime Stories (L)
ENGL 3417-Early Victorian Novels (L)
ENGL 3418-Later Victorian Novels (R)
ENGL 3424-Romantics and Their World (R, L)
ENGL 3433-British Romantic Women Writers (R)
ENGL 3440-Victorian Cosmopolitanisms (L)
ENGL 3453 Oscar Wilde (R)
ENGL 3455-Thomas Hardy: Poetry and Novels (R)
ENGL 3457-Dickens, Eliot, & Hardy (R)
ENGL 3460-Romanticism and Revolution (R)
ENGL 3461-Town, City, And Nation: 1789-1832 (R)
ENGL 3467 Disobedience in Literature (R)
ENGL 3502-Modern British Writing (R, L)
ENGL 3507-Modern Anglo-Irish Literature (R)
ENGL 3531-Modern Drama/Moral Crucible (L)
ENGL 3532-James Joyce (R)
ENGL 3535-Modernist Poetry (R)
ENGL 3549-Modern Irish Drama (R)
ENGL 3594-The “I” of Modern Poetry (R)
ENGL 3601-Modern American Novel (L)
ENGL 3604-American Literature to 1870 (R)
ENGL 3609-Feminism and American Poetry (L)
ENGL 3611-20th-Century American Essay and Memoir (L)
ENGL 3613-Modern American Novels (L)
ENGL 3617-American Short Story (L)
ENGL 3625-Early American Literature (R)
ENGL 3626-Realism and Naturalism in American Literature (R)
ENGL 3629-20th-Century African-American Literature (R)
ENGL 3631-Contemporary American Fiction (L)
ENGL 3643-Doubles and Double-Consciousness (L)
ENGL 3649-Women’s Literature, American Tradition (R, L)
ENGL 3652-New Wave Immigrant Fiction (L)
ENGL 3653-Major American Authors (L)
ENGL 3655-The Art of Captivity (L)
ENGL 3656-Sex in White Gloves (L)
ENGL 3662-Post-War 145 U.S. Literaturee & Culture (L, R)
ENGL 3665-Coming of Age, Asian American (R)
ENGL 3668-Literature of the Early American Republic (R)
ENGL 3670-The Body in Contemporary Women’s Lit and Art (L)
ENGL 3673-Postmodern American Novel (R)
ENGL 3676-Early American Upward Mobility (R)
ENGL 3677-Latino-American Literature (R)
ENGL 3678-The Writer’s Road (L)
ENGL 3680-One Big Book (R)
ENGL 3690 - Literature of the West (R)
ENGL 3802 - Literature and Imperialism (R)
ENGL 3813 - The Poet's Choice (R)
ENGL 3834 - History of the English Language (R)
ENGL 3836 - Fiction into Film (L)
ENGL 3840 - The Classic Mystery (R)
ENGL 3841 - Contemporary Fiction (L)
ENGL 3843 - Extraordinary Bodies (L, R)
ENGL 3848 - Modern Mystery Fiction (L)
ENGL 3919 - Writing Whiteness (R)
ENGL 3920 - Poetry Daily (R)
ENGL 3930 - Intro to Gay and Lesbian Literature (R)
ENGL 4010 - American Crime Stories (L)
ENGL 4018 - The Poet's Choice (R)
ENGL 4032 - Joyce's Ulysses (R)
ENGL 4121 - New York City in Fiction (L)
ENGL 4123 - Milton's Paradise Lost (R)
ENGL 4127 - Beowulf in Old English (R)
ENGL 4128 - Love and Sex in Early Modern Literature (L)
ENGL 4129 - Four Modern Catholic Writers (R)
ENGL 4130 - Death in the Middle Ages (R)
ENGL 4131 - Gothic Legacies (R)
ENGL 4132 - Poetry Daily (R)
ENGL 4134 - Spy Plots and Conspiracy Theories (R)
ENGL 4200 - Shakespeare (R)
ENGL 4201 - The Making of Shakespeare (R)
ENGL 4401 - The Brontes in Context (R)
ENGL 4800 - Internship Supervision (R)

Course Descriptions

ENGL 1004 - TEXTS & CONTEXTS (3 CREDITS)
This course will explore Anglo-American literary representations of socioeconomic self-transformation by focusing on its inherent tension between mobility and community. Has the fabled path from rags to riches threatened or sustained neighborhoods and nations? What happens to virtue, charity, and social cohesion when the desire for wealth acquisition becomes normative? We will address these and other questions through discussions of a wide range of literary texts, from Benjamin Franklin's autobiography to Patricia Highsmith's The Talented Mr. Ripley. But we will also consider how the pervasive contemporary rhetoric of the "American Dream" in newspapers, magazines, film, and new media negotiates the ideal of upward mobility in relation to collective ideals, such as mentoring, cooperation, and self-sacrifice.

ENGL 1101 - COMPOSITION I (3 CREDITS)
Instruction in how to generate and present a critical position in the college essay. Emphasis on the development of unity, coherence, and clarity of expression in written communication. Review of basic grammar with emphasis on diagnosing and solving persistent problems. Weekly assignments and workbook exercises to build confidences and compete in college writing.

ENGL 1102 - COMPOSITION II (3 CREDITS)
Intensive training in the principles of effective expository writing, including attention to the techniques and the ethics of scholarly research. Weekly papers will be written and discussed.

ENGL 1000 - TEXTS & CONTEXTS (3 CREDITS)
An introduction to the literary analysis of texts and the cultural and historical contexts within which they are produced and read. Significant class time will be devoted to critical writing and to speaking about literature. Each section of Texts and Contexts will have a focus developed by the individual instructor and expressed in its subtitle. This course fulfills the Core requirements for the second Eloquencia Perfecta seminar.

ENGL 3005 - POETRY & PERFORMANCE (4 CREDITS)
How do you learn not only to write a good poem but also to deliver it effectively to an audience? This course focuses on writing poems for the page—but at the same time, as we produce written work, and as workshop poems-in-progress, we will also explore reading and performing that work effectively, with a range of techniques and approaches to the written (and oral) word.

ENGL 3007 - IN MY OPINION: WRITING EDITORIALS (4 CREDITS)
This writing course will focus on getting out your soapbox and climbing on via your creation of compelling and informed op-eds, commentaries, and what magazines call "think" pieces.

ENGL 3008 - THE 19TH-CENTURY NOVEL OF MANNERS (4 CREDITS)
Courtship, marriage, extramarital affairs, and conflict between social groups are staple ingredients of the "novel of manners"—the term that, for some, designates a distinct subgenre and, for others, serves as a synonym for the realist novel. As we examine the generic traits and thematic concerns of the novel of manners in the long 19th-century, we will focus most particularly on "manners," the elusive concept that lends the subgenre its name. Possible writers include Frances Burney, Maria Edgeworth, Jane Austen, Anthony Trollope, Edith Wharton, and E. M. Forster.

ENGL 3009 - CRITICAL EDGE: WRITING ABOUT THE ARTS (4 CREDITS)
This class is for people with a passion for and strong opinions about movies, books, music, and the theater. We will explore low and high culture, writing features, news stories, interviews, reviews, and opinion pieces. Students will attend performances, gather facts and materials, conduct interviews, and write about everything from live performances to independent film to visual art and contemporary writing. Students will develop interview and research techniques, and we will discuss subjects germane to the creation and viewing of art, including impartiality, originality, intuition, and the difference between being a fan and a critic. Sharing writing in a workshop format, we will focus on structure, coherence, style, and voice. Guest speakers will include professional writers, visual artists, performing artists, and others.

ENGL 3011 - CHILDREN'S LITERATURE WORKSHOP (4 CREDITS)
A creative writing workshop where students will engage in writing for younger readers. Special attention will be given to theme, structure, character, location, and voice. Starting with a story idea grounded in the writer's own experience or observations or in a theme that is socially relevant, each participant will develop a portfolio of text consisting of first draft, revisions, and polished pages of fiction. Illustrative readings that identify with the issues of contemporary children will support this process.

Programs of Study at FCRH, FCLC, PCS 143
ENGL 3023 - STORYTELLING ACROSS MEDIA (4 CREDITS)
What possibilities exist for storytelling in a world of expanded and hybrid technologies? In this course, students will have the opportunity to become creative writers in new media, as well as in more traditional formats. Experimenting with a range of platforms, digital and otherwise (including websites, blogs, and social media), students will generate work in exciting new forms, while also developing traditional techniques essential to any writer.

ENGL 3024 - POETRY & CITIZENSHIP (4 CREDITS)
Poetry has long had a complicated relationship to citizenship: Plato excluded poets from his ideal city while Frederick Douglass turned to poetry in making arguments for equal rights. What does it mean to be and act as a citizen? Readings will include work by Walt Whitman, T.S. Eliot, Allen Ginsberg, Langston Hughes, Gwendolyn Brooks, Charles Olson, Adrienne Rich, and Myung Mi Kim.

ENGL 3026 - PERFORMANCE POETRY (4 CREDITS)
We will look at what makes certain forms of poverty persuasive in performance, what draws us in as readers, writers, and audience members. This course will examine performance-based work in addition to page-based work. The emphasis, however, will be on workshops. poems brought into class—training the student's ear for what will make for a dramatic experience of the poem.

ENGL 3028 - THE POET'S CRAFT (4 CREDITS)
An introduction to the craft of writing poetry. Student manuscripts are the subject of assignments and class discussions.

ENGL 3029 - DUENDE: CAPTURE POETIC IMPULSE (4 CREDITS)
Federico Garcia Lorca said, “Thus duende is a power and not a behavior, it is a struggle and not a concept. I have heard an old master guitarist say: ‘Duende is not in the throat; duende surges up from the soles of the feet!’ Which means it is not a matter of ability; but of real live form; of blood; of ancient culture; of creative action.” In this workshop we will consider what literary devices engender creative action and duende in poetry. We will not only explore the forms that poems take but also the processes by which poets come to their poems. Students will be expected to explore their own sources of inspiration, write a series of poems, and make presentations.

ENGL 3031 - MEDIEVAL MONSTERS & MARVELS (4 CREDITS)
Like the vampires and aliens of today’s popular culture, the giants, monsters, and fantastic beings that populate the pages of medieval texts stretched the boundaries of the known world and challenged categories of identity. Reading a variety of sources, from travel narratives to devotional texts, this course will examine the place of the marvelous in the medieval imagination.

ENGL 3033 - WRITING FOR THE BIG SCREEN (4 CREDITS)
This course offers an introduction to the fundamentals of screenwriting: scenes, acts, narrative structure, character development, genres, and dialogue, through intensive study of major, award-winning Hollywood films, classics in their genre. Students will read and analyze five outstanding screenplays, and watch films made from them. The final requirement for this course is a completed first act (20-30 pages) of a feature film, as well as weekly assignments.

ENGL 3036 - LATIN AMERICAN SHORT STORY (4 CREDITS)
Writings by Gabriel Garcia Marquez, Julio Cortazar, Carlos Fuentes and Mario Vargas Llosa (to name just a few) are some of the treasures of world literature. This course will focus on the short story and novella forms in order to explore as fully as possible the full range of Latin American and Latino literature. Literary geographies will include Mexico, the Caribbean, Central & South America, with special sections on Cuba, Argentina, Chile and Brazil. All readings will be in English.

ENGL 3039 - LOVE & U.S. LATINO LITERATURE (4 CREDITS)
This class will focus on the U.S. Latino literary tradition with a concentration on contemporary texts. We will cover a range of literature from poetry to plays, emphasizing issues of love, desire, and sexuality, as well as history and memory as central themes. Authors include Sandra Cisneros, Gabriel Garcia Marquez, John Rechy, and Miguel Pinder.

ENGL 3041 - MODERN AMERICAN FICTION (4 CREDITS)
This course considers modern American fiction of the 20th century from a variety of critical perspectives.

ENGL 3043 - ARC OF THE NOVEL (4 CREDITS)
Robert Olen Butler says that what is essential to any work of narrative art is a “character who yearns.” If this is the impulse that sets most novels in motion—for instance, we could describe Fitzgerald’s Gatsby as a poor young man who tries to win the love of a rich girl—it is the threat to this desire and the protagonist’s attempts to overcome it that generates a sense of urgency and drama. In this class we will pay particular attention to the composition of the novel from a writer’s point of view. We will consider development of protagonists and minor characters; voice, perspective, and form; beginnings, endings, and formal wholeness; sustaining narrative arcs; a reader’s interest for the duration of the text; and various aspects necessary to create a compelling work. Students will have the opportunity to make significant progress on a novel already begun in workshops and in conferences with the instructor.

ENGL 3045 - THEORY FOR ENGLISH MAJORS (4 CREDITS)
This course introduces the English major to debates in literary and critical theory. The goal of the course is to reflect on reading strategies, textual practices, and language itself.

ENGL 3048 - ROCK, RAP & POETIC TRADITION (4 CREDITS)
This course is an exploration of various traits of lyric poetry and how these traits have come to manifest themselves in contemporary music lyrics. We will look at a dynamic array of poetry, from political and imagist to romantic and postmodern, in an effort to see how these practices and theories find their aesthetic counterparts in music such as classic, rock, grunge, gangsta rap, and indie. The reading list will include poetry from William Wordsworth, T.S. Eliot, Langston Hughes, Wallace Stevens, and Sylvia Plath, and lyrics by artists and bands such as Bob Dylan, Nirvana, Radiohead, and N.W.A., to name but a few. This is a reading-and-writing intensive course that challenges traditional notions of the “literary.”

ENGL 3058 - WRITING AUTOBIOGRAPHY (4 CREDITS)
An advanced writing course that develops students’ skills in first-person narrative.
ENGL 3060 - ADVANCED PROSE TECHNIQUES (4 credits)
Intensive work in composition. Students may focus on personal essays, research-based articles, or narrative (nonfiction or fiction). The common thread will be an insistence on mastery of usage and grammar. Concurrent readings of models of each genre.

ENGL 3062 - PROSE POETRY AND FLASH FICTION (4 credits)
A workshop of prose poetry and flash fiction.

ENGL 3063 - FINDING A VOICE (4 credits)
For most of us, writing begins with an autobiographical impulse: We want to give shape to the stories of our lives. Like fiction, creative nonfiction can be imaginative, stylistically creative, and even experimental; unlike fiction, it must involve serious thought (and, in this class, discussion) about the importance of facts, the reliability of memory, and the elusive nature of “truth.” We will read and write a lot in this workshop, and at the end of the semester, we will produce an anthology of personal essays on a topic we choose in class, and give a public reading.

ENGL 3066 - NEW YORK IS MY CAMPUS: NON FICTION WRITING WORKSHOP (4.0 credits)
New York is one of the most vibrant, culturally diverse, and historically significant cities in the world. From SoHo, Harlem, and Chinatown, to the Upper East Side, New York is a treasure trove for the curious. In this creative writing workshop, you will write about the people you meet and the places you go, from museums and galleries to music and theater to parks and playgrounds. You’ll explore street fairs and markets, restaurants and historical sites. You will read personal essays, cultural criticism, journalism, and reviews in New York-based periodicals including New York magazine, The New Yorker, The New York Times, the Wall Street Journal, Time Out New York, and the New York Post, among others. We will go on field trips and walking tours to some of the most interesting places in the city. By the end of the month, you will have created a blog about your experience, filled with personal essays, literary journalism, and reviews.

ENGL 3067 - CONTEMPORARY WOMEN POETS (4 credits)
In this course, students will read poetry written by women poets in the 20th and 21st centuries with a focus on the imaginative representation of women’s lived experience. We will read the work of poets who address the themes of feminine embodiment and sexuality, women’s roles as mothers and daughters, women’s work (both professional and domestic), and the role poetry plays in enabling women to discover a language to contain their experience. Among the (possible) poets we will read are Sylvia Plath, Ann Sexton, Elizabeth Bishop, Lucille Clifton, Anna Swir, Adrienne Rich, Marie Ponsot, Eavan Boland, Louise Erdrich, Kate Daniels, Mary Karr, and A.E. Stallings.

ENGL 3068 - WRITING THE CITY (4 credits)
on, literary non-fiction, and poetry about urban life. Readings will center on three cities: New York, Paris, and Cairo.

ENGL 3071 - FAMILY MATTERS: MEMOIR (4 credits)
We all have stories about family, but how do you shape this charged material into good narrative? Mary Karr, the celebrated author of three memoirs, writes, “The emotional stakes a memoirist bets with could not be higher.” In this course, students will have the chance to try their hands at some of the most potent history anyone can tackle—their own.

ENGL 3072 - WRITING THE BIZARRE (4 credits)
Our lives are filled with true stories that are often stranger than fiction. In this class, we will write about strange life events, from our own encounters with oddity to the occurrence of the bizarre in nature, art, travel, and science. We will read about such curiosities as the man who mistook his wife for a hat, wasps who recognize individuals of their own species, the mystery behind the girl with the dragon tattoo, and elephant funerals.

ENGL 3074 - EXPERIMENTAL INK (4 credits)
“The true method of knowledge is experiment,” said William Blake. In this course we will read authors such as Anne Carson, Sherman Alexie, Gertrude Stein, Robert Walser, David Small, and Maira Kalman, whose work crosses genres, blends media, and breaks the boundaries of form through invention and experiment. We will write about and create collaborative and experimental forms of nonfiction, including lyric essays, installations, poems, artist’s books, graphic memoir, visual essays, and autobiographical documentary.

ENGL 3079 - HUMOR: PUNCH UP YOUR PROSE (4 credits)
Did you hear the one about the creative writing student who blended strong prose with a sense of humor? Probably not, since so many don’t. Or maybe they just don’t think they’re allowed. In this workshop setting, you’ll learn to inject humor into your prose by connecting with your comic voice. We’ll begin by reading and discussing the work of legendary wits including James Thurber and Dorothy Parker, as well as contemporary humorists such as David Sedaris, Nora Ephron, Dave Barry, and Sloane Crosley. Writing assignments will help strengthen your voice across four basic forms: the comic essay, the comic novel or short story, the topical news column, and the parody piece. We’ll also do some in-class exercises designed to shake off preconceived notions of “serious” prose, and help you find the funny in the characters, dialogue, and situations you create. Whether your goal is to write a “Shouts and Murmurs” piece for The New Yorker, a post for FunnyOrDie.com, or begin a book-length humor collection, the first step is the same: Take your sense of humor seriously.

ENGL 3086 - THE COMIC VOICE (4 credits)
In the long tradition of the comic voice, the most notable practitioners have included Jonathan Swift, Addison and Steele, Charles Dickens, Mark Twain, and James Thurber. Among current writers working in the tradition are Calvin Trillin, Woody Allen, Garrison Keillor, Russel Baker, Fran Lebowitz, and Molly Ivins. Students will write comic essays and columns, read selections from practitioners and comic theorists (such as Bergson and Freud), and consider evolutions in comic taste.

ENGL 3090 - WRITING THE SHORT STORY (4 credits)
An examination of short stories and a workshop on writing our own short stories.

ENGL 3092 - FICTION BOOT CAMP (4 credits)
In this fiction-writing workshop, students will do exercises working specific fiction-writing muscles, developing character, dialogue, setting, voice, point of view, etc. The focus will be on a different aspect of the craft every week.
ENGL 3096 - FIRST FLINT: CREATIVE PROCESS (4 CREDITS)
We will engage in the process of writing and determining what makes for
studious creative process. We’ll embark on a series of exercises involving
journals, objects, language, dream, memory, body, and the world,
exploring the means by which language is generated and shaped.

ENGL 3097 - ARTS & ENTERTAINMENT JOURNALISM (4 CREDITS)
In this course we will explore writing for the arts: theater, movie, and
music reviews; features; news stories; interviews; and opinion pieces.
Students will attend performances, gather facts and materials, conduct
interviews, and write about everything from live music to independent
film to modern dance to Off-Broadway plays. We’ll discuss interview
techniques, how much research is enough, how to be an impartial
journalist and not simply a fan, when to trust a “gut” reaction and when
to not. Sharing pieces in a workshop format, we will focus on structure,
coherence, style, and voice. Guest speakers will talk about landing an
interview with a famous artist or celebrity; getting backstage access to
give pieces flavor and style; harnessing research, writing about difficult or
controversial subjects; and the difficulty of remaining impartial.

ENGL 3099 - TRANSLATING LITERATURE? WHY? HOW? (4 CREDITS)
What does it take to translate a poem or story well? How can we be
ture to the original and carry over its aesthetic excitement as well as its
meaning? A course for those with the basic knowledge of a language
other than English.

ENGL 3100 - MEDIEVAL LITERATURE (4 CREDITS)
A survey of medieval literature.

ENGL 3102 - MEDIEVAL DRAMA (4 CREDITS)
English drama from its origin in the Middle Ages to the beginning of the
Renaissance drama in the early Tudor period including mystery plays,
moralities, and interludes.

ENGL 3107 - CHAUCER (4 CREDITS)
This course will examine Chaucer’s major work, The Canterbury Tales, as
well as his earlier love poems. We will be spending most of the semester
on the Canterbury Tales so that we can explore the range of Chaucer’s
writings—his romances, bawdy stories, moral tales, and saints’ lives.
There will be two main goals: to pay close attention to Chaucer’s poetry
(and, therefore, to become familiar with Middle English) and to discuss
the larger concerns to which Chaucer returned again and again—the
position of women, social disruption, religious belief, the politics of the
court, and the challenge of writing.

ENGL 3109 - ARTHURIAN LITERATURE (4 CREDITS)
Readings will include excerpts from Geoffrey of Monmouth, Wace, and
Layamon on the origins of the idea of Arthur. Later we will read Chretien
De Troyes’s Lancelot, The Knight of the Cart, part of the Alliterative Morte
Arthur, and the conclusion to Thomas Malory’s Le Morte Arthur.

ENGL 3111 - MEDIEVAL ROMANCE (4 CREDITS)
A study of romance’s durable popular appeal, this course examines texts
from the 12th to 15th centuries and compares them with later romance
traditions.

ENGL 3113 - INTRODUCTION TO OLD ENGLISH (4 CREDITS)
An introduction to the language of Old English and some of the early
literary works composed in that language.

ENGL 3115 - MEDIEVAL WOMEN WRITERS (4 CREDITS)
We will begin with the autobiographical account of Perpetua, Roman
martyr, then we will look at the plays of Hroswitha, a Saxon nun; the
biography of Christina of Markyate, an Englishwoman who rejected
marriage for life as a solitary; and the romantic lyrics of the anonymous
woman of Christine de Pizan, plus excerpts from Englishwomen who
knew each other.

ENGL 3119 - LOVE IN THE MIDDLE AGES (4 CREDITS)
This course will treat the “rules” for the love of the 12th-century author
Andreas Capellanus, together with the work of his Roman predecessor
Ovid. Then we will examine the way love was experienced in Marie de
France’s short stories The Lais of Marie de France, and will read the real-
life letters of Abelard and his mistress, Heloise. The course will conclude
with Arthurian narratives from Chretien de Troyes, Sir Thomas Malory,
and others.

ENGL 3125 - BEOWULF IN OLD ENGLISH (4 CREDITS)
This course will involve close reading of Beowulf and related texts in the
original, as well as discussion of critical approaches to the poem from
romanticism to the present.

ENGL 3129 - DEATH IN THE MIDDLE AGES (4 CREDITS)
This course will examine death culture, including rituals of death, the
instructions for a good death, visual depictions of death, and the great
theme of the afterlife.

ENGL 3130 - TECHNO-CHAUCER (4 CREDITS)
Does the medieval manuscript have anything to teach us about the
latest webpages? Does the way literature circulated in the 15th century
have anything to teach us about YouTube? And how much should a book
cost—if it’s copied by hand, printed on paper, pixelated on a screen? Such
questions will animate our study of Chaucer’s Canterbury Tales and the
text technologies that have developed it to readers and now support its
study.

ENGL 3131 - MEDIEVAL TOLERANCE & INTOLERANCE (4 CREDITS)
Studies medieval literary texts for their representations of various
peoples, ethnicities, beliefs, relationships, models of justice, etc. Taught
in the original (for some medieval English texts) and in translation.

ENGL 3132 - MEDIEVAL CHIVALRY (4 CREDITS)
Studies selected literary and other texts in England from the 12th century
to the 15th century to look at chivalry and militarism, war and crusade,
gender, social class, ethics, performance, romance, etc.

ENGL 3133 - POETRY, FEELING, AND MADNESS (4 CREDITS)
Emotion (passion, love, sadness, panic) was aestheticized and celebrated
in the Middle Ages on a scale unknown either before or since. In this
course we’ll be diving head-first into the affected soup of the period to
consider love (which might bring salvation but also pain, misery, and
mind-destroying madness), anger, anxiety, and fear; texts encountered
may include selections from Arthurian romance (Tristan and Lancelot),
epic, satire, religious instruction, and early autobiographical writings.
ENGL 3134 - LOVE IN THE MIDDLE AGES (4 credits)
The concept of romantic love—what love is, do you have it, how you get it if you don't, —preoccupies contemporary Western society and art, as it has done for hundreds of years. Yet this kind of love only entered into Western discourses around the turn of the first millennium—before taking it over almost completely. In the class, we will ask the questions, what is the new discourse of love in the Middle Ages like, and how does it impinge on our understanding of love in the present? Readings will include selections from classical poetry, medieval spiritual tracts, and medieval poetry translated from Latin, Occitan, Arabic, and French.

ENGL 3135 - MEDIEVAL LITERATURE 1000–1330 (4 credits)
This course covers the literature of the period 1000–1330 in England, Wales, Ireland, and Northern France in the context of spiritual reform, artistic innovation, political consolidation, and cultural exchange. Readings will include selections from all the major genres of high medieval literature: Arthurian romance and other courtly fictiions, history and saga, the outrageous lives and afterlives of the saints, and lyric poetry in English and translated from Latin, Welsh, Irish, and French.

ENGL 3150 - FAUST IN LITERATURE & MUSIC (4 credits)
This is a team-taught course that explores the musical and literary treatments of the Faust legend from the 16th century through the 20th century.

ENGL 3204 - 17TH-CENTURY POETRY (4 credits)
This course will involve a close contextual examination of the poetry of major English poets of the 17th century.

ENGL 3206 - SHAKESPEARE (4 credits)
Poetry and plays studied in relation to Renaissance and 20th-century concerns and ideologies. Emphasis on Shakespeare and his works read and constructed in regard to power, class, gender, and literary aesthetics.

ENGL 3207 - MILTON (4 credits)
A survey of the major poetry and prose of John Milton with strong emphasis on Paradise Lost.

ENGL 3210 - SHAKESPEARE I (4 credits)
A survey of the principal plays with emphasis on the native and continental backgrounds: special attention given to artistic use of sources; Renaissance political and philosophical concepts; development of Elizabethan theater as a means of popular, aesthetic communication.

ENGL 3221 - SHAKESPEARE'S HISTORY PLAYS (4 credits)
Shakespeare's first great hit was a series of history plays about the kings who ruled, and the wars they waged, a century and more before his birth. The eight plays produced (Harry Potter-style) over the course of eight years, gave London audiences then—and will give us now—a chance to watch Shakespeare becoming Shakespeare: to see him learn how to pack plays with a pleasure, impact, and amazement, a scene by scene and line by line, with a density and intensity no playwright before or since has ever managed to match.

ENGL 3222 - SHAKESPEARE & POPULAR CULTURE (4 credits)
This course focuses on theories of popular culture related in some way to Shakespeare's work. We will be reading cultural theory every week. Please keep this double focus in mind: We want to figure out why and how Shakespeare's work is employed, not merely in what manifold ways he appears.

ENGL 3225 - EPIC JOURNEYS (4 credits)
In this course on the Western epic tradition, we will examine the historical context of epic poems and how each author grapples with the core values of his culture. We will look closely at the changing notions of the hero, divine intervention, the relationship between the poet and audience, and epic verse form as each poet revises the work of his predecessors. Possible authors include Homer, Vergil, Dante, Milton, and Walcott.

ENGL 3229 - WESTERN LITERARY CANON ON FILM (4 credits)
We will read and then watch a number of works sometimes classified as canonical, discussing the implications of their sociocultural status at the time of production—initially on stage or in print, and later as a film. Works will include Peter Pan, The Wizard of Oz, Titus Andronicus, Emma, and For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf.

ENGL 3231 - SATIRE & ENGLISH RENAISSANCE DRAMA (4 credits)
A study of some Roman satirists and how their genre was radically revised in the Christian satires of the age of Shakespeare. Authors include Marston, Donne, Ben Johnson, and others who used satire methods and models in their own work and in early 17th-century comedies.

ENGL 3232 - SHAKESPEARE: TEXT & PERFORMANCE (4 credits)
This course will study Shakespeare's plays first as texts and then as performance, focusing first on the literary and historical aspect of a play, and then its theatrical and performance aspects. Through close readings from these widely disparate points of view, we will try to grasp how the theater acts to engage audiences and create meanings, and how time and culture are expressed in both text and performance. We'll investigate questions about adaptation, authorship, the status of “classic” texts and their variant forms, the transition from manuscript, book, and stage to film and digitally inflected forms of media. Assignments will include readings, memorization, essays, and presentations. The final project can be an essay, the student's short video of a Shakespeare excerpt, or a brief performance.

ENGL 3260 - LOVE, WIT, & DEATH IN DONNE (4 credits)
In this class we will explore the issue of wit in Donne's poems and selected prose. Using Edson's recent play, Wit, as an introduction, we will investigate this concept in Donne and its relationship to issues that affect us most deeply. What is wit and how can “the Monarch of Wit” affect readers so deeply? Following Edson, we will also touch on the importance of textual scholarship and close reading in studying as difficult and rewarding a poet as Donne.

ENGL 3261 - DEVILS, FOOLS, AND MADMEN (4 credits)
In this course we will study the nature of madness, the concept of folly, and the reality of devils in Elizabethan Drama. We will discuss major plays of Marlowe, Beaumont, Shakespeare, and Jonson to show how these bizarre deviants came to dominate the Shakespearean era and why society had such a fascination with them.

ENGL 3305 - JONATHAN SWIFT (4 credits)
A study of literary, philosophic, and political implications of the great
A survey of major writers during the reigns of Elizabeth and James I. (4 credits)

ENGL 3334 - EARLY MODERN LITERATURE 1579–1625 (4 credits)
A survey of major writers during the reigns of Elizabeth and James I.

ENGL 3329 - PLAYS & PLAYERS, 1700–1800 (4 credits)
During the 1700s, the London world of entertainment changed in directions that now look, from our vantage point, both long familiar and rather strange. The century ushered in the first feel-good comedies, calculated to make their audience cry and laugh by turn (though for a while it seems that playgoers preferred the weeping); the first exaltation of Shakespeare as more divinity than mere playwright.

ENGL 3330 - THE GLOBAL 18TH CENTURY (4 credits)
In the 18th century, Britain's imperial expansion and investment in colonialism and slavery were well underway; England was actively involved in a global market (which, among other things, featured products from China and Japan); and it was alternately cooperating with and competing against other European countries. This course will examine both the representation of global expansion in English literature and, just as important, the influx of global literature into England. We will read canonical British texts, alongside slave narratives and Arabian tales, giving all equal weight in our efforts to understand the period.

ENGL 3331 - PLAYS AND PLAYERS, 1600–1700 (4 credits)
Beginning in the 1660s, the stage mirrored the world in ways unprecedented: new performers (actresses trod the boards for the first time ever); new protagonists (middle-class as well as aristocratic); new shapes of comedy and lighting; new styles of acting; and new audiences keen to absorb, assess, and gossip about whatever transpired on stage, in the stalls, and behind the scenes. We'll investigate all this innovation, through play texts, performances (live and recorded), and all the modes of writing (diaries, letters, autobiographies, reviews) by which spectators sought to preserve the evanescent but often spellbinding experience of going to a play.

ENGL 3322 - ENGLISH POETRY 1660–1789 (4 credits)
This course primarily consists of reading the principal works of the most important poets of the Restoration and 18th century up to the French Revolution.

ENGL 3325 - SLAVERY & 18TH-CENTURY LITERATURE (4 credits)
This course will examine the antislavery movement through literature and philosophy of the late 1700s.

ENGL 3328 - 18TH-CENTURY LITERATURE & SOCIETY (4 credits)
This course examines a range of 18th-century texts paying special attention to their social and historical contexts.

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ENGL 3333 - CAPTIVES, CANNIBALS, & REBELS (4 credits)
Captives, cannibals, and rebels are everywhere in early English writing about the Americas and the British Empire. In this course, we will think about why these figures fascinated authors and readers so much and what they can tell us about anxieties regarding colonization. We will read travel and captivity narratives, novels, plays, and poetry from the 17th and 18th centuries; authors may include Mary Wroldson, Aphra Behn, Daniel Defoe, Unca Eliza Winkfeld, George Colman, John Stedman, Samuel Taylor Coleridge, and William Earle.

ENGL 3334 - EARLY MODERN LITERATURE 1579–1625 (4 credits)
A survey of major writers during the reigns of Elizabeth and James I.

ENGL 3335 - 18TH-CENTURY WIT (4 credits)
The greatest wits of the 18th century struggled to define the nature of wit itself. Unable to grasp it fully, they indicated a broad something that surprises, delights, and intersects with good taste and common sense. In this course, we will read the great witty works of age, from the satirical cartoons of early periodicals to Laurence Sterne’s comic omnibus Tristram Shandy, as well as examine contemporary discussions of wit, taste, and pleasure, to arrive at a better understanding of the world of wit in an age of enlightenment.

ENGL 3339 - ROMANTICISM & CONFESSION (4 credits)
“I have freely told both the good and the bad, have hid nothing wicked, added nothing good.” So writes Jean-Jacques Rousseau in his famous confessions, a ground breaking autobiography that presented the author to the world in all of his glories and frailties. The Romantic period witnessed a breathtaking range of autobiographical writing, and at the heart of this literature, we find the language of confession. Not only a willful decision to make the private public, confession also includes legal testimony and other modes of coerced or enforced revelation, prophecies, and even the wild raving of flashing-eyed poets. What becomes of one’s self-identify through the process of confession? Can a confession come without remorse or contrition? How do we understand the delicate balance between what is revealed and what is concealed, what is confessed and what is harbored from view? Our readings will include Romantic-era autobiographical works such as Thomas DeQuincey’s Confessions of an English Opium Eater, James Hogg’s The Private Memoirs and Confessions of a Justified Sinner, Mary Wollstonecraft’s Letters Written in Sweden, Norway, and Denmark, poetic and fictional works, such as William Wordsworth’s Prelude and Mary Shelley’s Frankenstein, and key texts in the long history of confession, from St. Augustine to Michel Foucault.

ENGL 3352 - 18TH CENTURY ORIENTALISM (4 credits)
The course seeks to interpret the multiple ways in which European authors imagined and represented the non-West during a period of active colonial and economic expansion. The first half of the course consists primarily of writings on Middle Eastern cultures and the West Indies (e.g. Said’s Orientalism, translations of the Arabian Nights, Montesquieu’s Persian Letters, and Voltaire’s L’Ingénû). In the second half of the course, we will examine European fascination with East and Southeast Asia (e.g., Goldsmith’s The Citizen of the World and Jones’ hymns to Hindu deities).

ENGL 3355 - INTRO TO ASIAN AMERICAN STUDIES (4 credits)
An introduction to key issues in Asian American studies, viewed through a transnational frame of reference. Topics will most likely include patterns of Asian migration to the U.S., exclusion laws, Japanese American internment, model minority discourse, and Asians and Asian Americans in film and media.

ENGL 3359 - ASIAN DIASPORIC LITERATURE (4 credits)
This course will introduce students to some key works of Asian diasporic literature, as well as to some crucial debates in Asian American studies. Some matters we may consider include the origins of the Asian American movement; the transnationalism debates; the intersections of race,
gender, and sexuality; and the emergence of an Asian American avant-garde. Authors may include Maxine Hong Kingston, Chang-rae Lee, Li-Young Lee, Ha Jin, Young-Jean Lee, Jon Hau, Tan Lin, and others.

ENGL 3363 - CRIME AND PUNISHMENT (4 CREDITS)
What makes a crime a crime, and what constitutes just punishment? This course will explore ideas about criminality and correction as reflected in literary texts. We will also read crime narratives as taking up other concerns—such as social conformity, religious redemption—and political unrest.

ENGL 3379 - ART OF THE LITERARY MAGAZINE (4 CREDITS)
The aim of this class is to give students the experience and skills necessary to create a literary magazine in alignment with the most recent and rapid changes in literary consumption. Students will curate, edit, and write for Cara, the print and online literary magazine of the Creative Writing program. Instruction will also focus on the marketing, publicity, and event production protocols and practices crucial for successful literary publishing. Working collaboratively, students will endeavor to expand the boundaries of the literary magazine by examining the best powers of print and online venues in order to achieve the maximum impact of both.

ENGL 3392 - VICTORIAN LITERATURE (4 CREDITS)
This course covers English literature from 1832 to the latter part of the 19th century by both poets and prose writers. The reflection of contemporary ideas in the literature of the period will be studied.

ENGL 3402 - VICTORIAN LITERATURE (4 CREDITS)
A study of major novels from different periods in the writer's career in light of contemporary theory of narrative structure and point of view.

ENGL 3405 - CHARLES DICKENS (4 CREDITS)
A study of major novels from different periods in the writer's career.

ENGL 3410 - JANE AUSTEN IN CONTEXT (4 CREDITS)
An intensive study of Jane Austen's novels and times.

ENGL 3418 - LATER VICTORIAN NOVEL (4 CREDITS)
When Charles Dickens died in 1870, some readers felt as if an era of literature had come to an end. Yet many of Dicken's contemporaries, such as George Eliot, Anthony Trollope, and George Meredith, were at the height of their powers, and a new generation of authors, including Thomas Hardy, Oscar Wilde, and Samuel Butler, were about to begin their literary careers. In this course we will explore this changing and vibrant period of the English novel, concluding with Butler's biting satire of Victorianism itself, The Way of All Flesh.

ENGL 3420 - POEMS OF SHAKESPEARE & OTHERS (4 CREDITS)
Although Shakespeare is best known as a playwright, he also composed many extraordinary poems, especially love sonnets. We will read them together with poetry by about five of his contemporaries. According to an old joke: sex, religion, and politics are the three subjects one should not discuss at dinner parties—and these are precisely the subjects that recur most intriguingly and intensively in the poetry we’ll be exploring together. A sampling of the issues we’ll discuss: how does the poetry of the period reflect, or conceal, the political tensions that culminated in the English Revolution? Why do so many poets of this era write sonnets? How do these texts treat desire and gender?

ENGL 3421 - SPECTACULAR BLACK ANATOMIES (4 CREDITS)
From Charles W. Chesnutt's exploration of black labor and bodily health in his shortstory collection, The Conjure Woman (1899) to Suzan-Lori Parks's account of the exploitative history of Saartjie Baartman's buttocks and labia in her play Venus (1996), the black body and its parts, “the skin, the face, the back, the limbs, and the buttocks”, have been the subject of intense conversations in 19th and 20th century literature and culture. This course explores not only the varied ways the black body has been constructed discursively but also how an understanding of black anatomy influences the way we think about race, ethnicity, gender, and disability. Among some of the other assigned texts will be the novels of James Weldon Johnson and Toni Morrison.

ENGL 3424 - ROMANTICS AND THEIR WORLD (4 CREDITS)
Around the beginning of the 19th century, those writers we now call the Romantics sensed in their world the dawning of a new age, filled with hopes and fears for the power of human creativity and control. This course examines the era's attitudes toward nature, culture, war, peace, self, and other as reflected by its prolific and proliferating writers and readers.

ENGL 3435 - THE BRITISH PASTORAL, 1780–1840 (4 CREDITS)
British pastoral literature is traditionally conceived of as an array of idealized scenes of rural life, a mode borrowed from ancient Greek poetry and developed by writers such as Spenser and Marlowe into reveries of Arcadian realms where "the shepherds feed their flocks. By shallow rivers to whose falls / Melodious birds sing madrigals." But 18th-century writers such as Oliver Goldsmith, William Collins, and Stephen Duck refused the pastoral's capacity to offer fantasized scenes of rural peace to console city dwellers for the discontents of urban life, and instead portrayed the hard, often tragic lives of Britain's rural workers. The Romantic-era pastoral further develops this turn to realism by documenting the lived experience of shepherds, farmers, weavers, drovers, and other rural laborers. Reading works by William Wordsworth, Hannah More, William Blake, Edmund Burke, Jane Austen and others, we will explore the career of the pastoral from 1780–1840, attending to its pulsing dynamics of retreat and engagement, lyricism, and realism. Alongside these Romantic-era texts, we will also encounter a constellation of competing attempts to explain and define the pastoral, from Samuel Johnson to William Empson and beyond.

ENGL 3436 - AMERICAN DREAM IN LITERATURE (4 CREDITS)
In this course we will explore the changing conceptions of success and business in American literature in genres including sermon, autobiography, short story, novel, drama, and through literary periods including Puritanism, Transcendentalism, Realism, and Naturalism.

ENGL 3437 - VICTORIAN NOVEL (4 CREDITS)
This course introduces students to major authors of the Victorian novel, including such figures as Charles Dickens, Thomas Hardy, George Eliot, Henry James, Emily Bronte, and others.

ENGL 3438 - AMERICAN MODERNISM (4 CREDITS)
This course introduces forms of literary experimentation associated with the modernist movement, including authors such as F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, Gertrude Stein, Nella Larsen, Jean Toomer, and others. We'll examine such contexts as Harlem Renaissance,
American writers in Paris, southern agrarianism, and others, as a way of grasping modernism's fascination with difficulty.

ENGL 3440 - VICTORIAN COSMOPOLITANISMS (4 CREDITS)
We will examine how literature of the Victorian period conceptualized the figure of the cosmopolitan. How did citizens of the world's largest empire imagine “a citizen of the world”? How national or cosmopolitan—or both—was that empire itself? To answer these questions we will look at the works of Alfred Tennyson, Charlotte Brontë, Charles Dickens, Elizabeth Barrett Browning, George Eliot, and Bram Stoker. We will also read some critical theory.

ENGL 3441 - AMERICAN MODERNISM (4 CREDITS)
A study of the responses by American poets and novelists to the radical social, cultural, and technological changes of the first half of the twentieth century. Authors include William Carlos Williams, Wallace Stevens, Elizabeth Bishop, Hart Crane, Willa Cather, William Faulkner, and Jean Toomer. Some attention will also go to film, music, and literary criticism.

ENGL 3455 - THOMAS HARDY: POETRY & NOVELS (4 CREDITS)
This course is designed as an intensive study of Thomas Hardy, a major figure of the late Victorian and early modern periods We will examine Hardy’s works roughly in the order in which they were written, beginning with the early poetry, then his major and controversial novels, and concluding with his later poetry, written after he had given up his career as a novelist.

ENGL 3460 - ROMANTICISM & REVOLUTION (4 CREDITS)
This course will examine the literature of the Romantic period (1789–1832) in light of the explosive social and political upheavals of the time. The central figures of British Romanticism wrote amidst and about this exciting and turbulent climate. The authors William Blake, Mary Wollstonecraft, Samuel Taylor Coleridge, William Wordsworth witnessed and often participated in the raucous political movements of the day, from regicide to social reintegration. We will study their works, ranging from Blake's *Songs of Innocence and of Experience* to Mary Shelley’s *Frankenstein*, paying attention to a variety of lesser-known authors (such as Mary Hays, John Thelwall, Charlotte Smith, and Olaudah Equiano) who helped shape the literature of the revolutionary period. Students will also be introduced to some of the era's lively political pamphlets, visual culture, propaganda, and street ballads. Two intertwined questions will guide our work across the semester: What does it mean to imagine entirely new social orders? What does it mean to imagine entirely new modes of writing?

ENGL 3461 - TOWN, CITY AND NATION: 1789-1832 (4 CREDITS)
This course approaches British Romanticism from three perspectives. First, we'll become versed in country things by examining writing about life in England's small towns, from the country balls and provincial ballyhoo of Jane Austen's "three or four families in a country village" to the impoverished shepherds and superannuated farmhands of Wordsworth's Lake District. Second, we'll map the vibrant literary culture of London, paying special attention to the political writing that energized the city by Wollstonecraft, Paine, Blake, and others. Finally, looking further afield, we'll follow the expanding vectors of London into the urban centers of the industrial midlands (Manchester, Liverpool, Sheffield) and then further, crossing national boundaries, into Whales, Scotland, Ireland, and beyond, charting the course of literary expression in an age of imperial expansion.

ENGL 3467 - DISOBEDIENCE IN LITERATURE (4 CREDITS)
“Of man's first disobedience.” So begins John Milton's epic poem, *Paradise Lost*. Milton was not alone in his having interest sparked: the concept of disobedience, in its various permutations (literary, social, political, psychological, religious) has energized a wide variety of literary works. One might say that without some form of disobedience there could be no storytelling. Some of the questions that will shape our explorations in this course include: When is disobedience heroic, and when is it destructive or regrettable? What is the difference between disobeying your family and disobeying the law? Can an obedient character be interesting? How are the different modes of authority (religious, juridical, familial) played off against one another in order to license behavior? Using disobedience as our master rubric, we will follow important continuities and innovative changes in literary history across the past three centuries.

ENGL 3468 - TRANSATLANTIC MODERN WOMEN (4 CREDITS)
A literature course focused on gender and modernism from both sides of the Atlantic. As many women writers from 1900–1960 were immigrants and travelers, we have a cosmopolitan focus. Writers include Zora Neale Hurston, Virginia Woolf, Gertrude Stein, and Jean Rhys.

ENGL 3502 - MODERN BRITISH WRITING (4 CREDITS)
This course will deal with the major British novelists of the beginning of the 20th century to the early 50s—from Conrad, Forster, Lawrence, Joyce, Beervanh, and Woolf to Graham Greene, Evelyn Waugh, Alduous Huxley, George Orwell, Iris Murdoch, Malcom Lowry, Joyce Cary, and Kingsley Amis.

ENGL 3507 - MODERN ANGLO-IRISH LITERATURE (4 CREDITS)
A study of selected works of modern Irish literature, poetry, prose, and drama from the perspective of its relation to the Easter 1916 Rebellion. Three writers from before the 1916 Rebellion will be studied—Yeats, Joyce, and Synge—to examine their responses to Irish nationalism and their influence on the rebellion itself. Three writers from after the 1916 Rebellion will also be studied—O’Casey, MacLaverty, and Heaney—to examine how the 1916 Rebellion and its aftermath has affected their work.

ENGL 3531 - MODERN DRAMA, MORAL CRUCIBLE (4 CREDITS)
The creators of modern drama made theater an arena for moral struggle and personal commitment. Plays by Buchner, Ibsen, Chekov, and Shaw and relevant reading in history and philosophy will be covered. Senior values seminar. Literary Studies elective.

ENGL 3532 - JAMES JOYCE (4 CREDITS)
This course will cover the characterization of major women figures in British fiction—Moll Flanders, Clarissa Harlow, Miss Havisham, Dorothea Brooke, and Tess of the D’Arbervilles (list will vary)—from a psychological and feminist perspective. A survey of Joyce's fiction, beginning with *Dubliners* and *Portrait*, culminating in a careful reading of *Ulysses* and a handful of episodes from *Finnegan's Wake*. 
ENGL 3534 - BRITISH MODERNISM (4 CREDITS)
In 1922, Eliot's *The Wasteland* and Joyce's *Ulysses* established a radically new perspective for literature—one that has dominated the 20th century. How this new viewpoint evolved and who contributed to it will be the matter of this class. In prose, poetry, and drama, we will explore the changes that revolutionized English literature in every genre.

ENGL 3535 - MODERNIST POETRY (4 CREDITS)
Modernist Poetry offers an intensive survey of major thematic currents and formal experiments in British, Irish, and American verse from the late 19th century through World War II. Beginning with Gerard Manley Hopkins and Thomas Hardy, the course will devote central attention to the poetic development of W.B. Yeats, T.S. Eliot, and Wallace Stevens, while also exploring works by such major figures as Ezra Pound, H.D., Robert Frost, Wilfred Owen, William Carlos Williams, Marianne Moore, W.H. Auden, and Langston Hughes.

ENGL 3542 - MODERN IRISH LITERATURE (4 CREDITS)
This course examines major modern Irish authors such as Yeats, Joyce, Synge, O’Casey, and Beckett in terms of their contribution to contemporary development in Irish culture. The Irish revival and the move to modernism and postmodernism will be shown through the poets, playwrights, and prose writers of the era.

ENGL 3549 - MODERN IRISH DRAMA (4 CREDITS)
This course will explore the 20th century’s development in Ireland of a national drama, modernizing the rediscovered Celtic myths into a drama of Irish identity and nationhood. In these highly entertaining plays from Yeats to Brian Friel, we will find various responses to colonial and post-colonial issues as well as some of the philosophical changes during the century. The class will also explore the nature of myth in Ireland, from the Celts to the questioning of myth itself in Samuel Beckett. Representative dramas of Yeats, Lady Gregory, Synge, Joyce, O’Casey, Behan, Friel, and Beckett will be studied.

ENGL 3584 - EARLY CARIBBEAN LITERATURE (4 CREDITS)
Since 1942, Europeans have alternated between imagining the Caribbean as a tropical paradise and seeing it as a land of dangerous savagery. This course will examine British writing about the Caribbean from the 16th through early 19th century in order to understand the ways in which authors thought about and represented cultural and ethnic difference, colonialism, slavery, and other issues related to imperial expansion. It will also look at some of the earliest works produced by authors who lived in the Caribbean and participated in the emergence of new Caribbean literary forms.

ENGL 3590 - MULTICULTURAL BRITAIN (4 CREDITS)
An interdisciplinary approach to representations of race in post-WWII British culture. We will study novels and films from the 1950s and since, directing particular attention to the ways racial and national identities are constructed and debated.

ENGL 3609 - FEMINISM & AMERICAN POETRY (4 CREDITS)
This course addresses contemporary American women's poetry and its relationship to recent feminist thought, specifically during and since “second-wave” feminism (roughly 1968 to the present). What role has poetry played in the arena of feminist politics? How do women writers construct varying identities through poetic language, exploring differences of race, ethnicity, physical disability, and sexual orientation? How might we apply recent feminist theories of language and identity to recent women poets? In response to such questions, we will read feminist theory in relation to poetry, and poetry in dialogue with feminist theory.

ENGL 3611 - 20TH-CENTURY AMERICAN ESSAY & MEMOIR (4 CREDITS)
After an acknowledgment of earlier memoirists such as Twain, Fitzgerald, Orwell, and Baldwin, this course focuses on contemporary practitioners such as Joan Didion, Annie Dillard, Gerald Early, Kathryn Harrison, Mary Karr, Kate Simon, Alice Walker, Geoffrey Wolff, and Tobias Wolff. Considerations include shifting notions of public and private, the construction of persona, and the impact of TV and radio on print, especially in regard to “voice”, self-disclosure, and pathology.

ENGL 3615 - GENRE FICTION: THEORY & PRACTICE (4 CREDITS)
This course will take a close look at the phenomenon of “genre” fiction —novels labeled young adult, science fiction, romance, or mystery. The aim of the course is to develop a clear understanding of genre fiction's history, as well as its role in the publishing industry. Speakers will include publishers, agents, and editors. Final projects may range from a formal analysis of a novel or group of novels, an investigation of a segment of the publishing industry, or four to five chapters of a genre novel. Weekly readings of novels ranging throughout the genres is required.

ENGL 3617 - AMERICAN SHORT STORY (4 CREDITS)
Covers the development of the short story in America as it evolved through classicism, romanticism, realism, naturalism, and existentialism. This course emphasizes recurring cultural issues: images of women, the Puritan heritage, the American Dream, American materialism, and others.

ENGL 3618 - AMERICAN DRAMA I (4 CREDITS)
The development of American drama from Provincetown Playhouse to the 1950s. Study of major works of O’Neill, Williams, and Miller, as well as representative plays by Odets, Hellman, Barry, and others.

ENGL 3621 - HENRY JAMES’S LAST LADIES (4 CREDITS)

ENGL 3622 - HEMINGWAY, FAULKNER & STEINBECK (4 CREDITS)
Hemingway, Faulkner, and Steinbeck is designed to explore the contributions of the three most influential and daring American novelists of the 20th century. The course will focus on the distinct contributions of each to a more subtle and complex understanding of the “texture” and depth that transcends the “naturalism” and “realism” of mere storytelling.

ENGL 3629 - 20TH C AFRICAN-AMERICAN LITERATURE (4 CREDITS)
A study of central African American writers in their cultural and historical contexts.

ENGL 3631 - CONTEMPORARY AMERICAN FICTION (4 CREDITS)
Novelists of our own time: Roth, Pynchon, Vonnegut, Delillo, Morrison, and others.
ENGL 3649 - WOMENS LITERATURE, AMERICAN TRAD (4 CREDITS)
This course explores the diversity of female experience in American literature through readings of poetry and prose by women writers. Interdisciplinary and feminist approaches will be used to engage constructions of race, ethnicity, class, and sexuality as they intersect with the category of gender.

ENGL 3652 - NEW WAVE IMMIGRATION FICTION (4 CREDITS)
If the immigrant of the late 1800s and early 1900s valued assimilation, the post-1965 newcomer to America has forged a new cultural identity. This course will look at the attempts to situate oneself in America while maintaining a tie to one's family's country of origin by works by authors such as Amy Tan, Bharati Mukherjee, Gish Jen, Jamaica Kincaid, Edwidge Danticat, Cristina Garcia, and others.

ENGL 3653 - MAJOR AMERICAN AUTHORS (4 CREDITS)
This course provides an introduction to major American authors.

ENGL 3655 - THE ART OF CAPTIVITY (4 CREDITS)
This new interdisciplinary course focuses on the literature and art of captivity as the term is broadly conceived. We will read about literal forms of captivity such as slavery, and figurative, social versions of captivity that arise from relationships, economics, sexuality, disability, and other situations. (Authors will include Frederick Douglass, Art Spiegelman, Sylvia Plath, and others.) This course combines literature with visual art, spotlighting the fall, 2010 exhibit in the Lincoln Center art gallery-curated by Professor Cassuto-also called, “The Art of Captivity.” The exhibit will feature the work of Kara Walker, Alyssa Phoebus, Paul Karasik, and others. We will sometimes meet in the gallery in order to create interdisciplinary dialogue between paintings and readings. The course will also feature a number of guest appearances by those artists whose work will be represented in the exhibit.

ENGL 3662 - POST-WWII U.S.: LIT & CULTURE (4 CREDITS)
This interdisciplinary seminar analyzes cultural trends and countercultural movements of the post-WWII war era as represented in American literature and history. Topics include the Cold War and containment culture; the racial politics of suburbanization; the Beats and the counterculture; student radicalism; the civil rights struggle and Black Power; the antiwar movement; environmentalism; the sexual revolution; cultural conservatism; and questions of history, identity, and responsibility.

ENGL 3665 - COMING OF AGE: ASIAN AMERICANS (4 CREDITS)
In this course we will examine a variety of ways in which contemporary Asian-American authors have responded to the difficulty of growing up as outsiders.

ENGL 3670 - BODY IN WOMEN’S LIT & ART (4 CREDITS)
How do we understand relationships among identity, gender, race, and the human body? How do recent women writers and artists explore this question? This course will examine visual art and writing since the 1980s that depicts—and seeks to understand—human embodiment, challenging the idea of a physical norm in order to expand how bodies (especially women's) are represented and known.

ENGL 3672 - TONI MORRISON (4 CREDITS)
An intensive study of the novels of Toni Morrison.

ENGL 3673 - POSTMODERN AMERICAN NOVEL (4 CREDITS)
Postmodernism marks the time and space after World War II; the world has become the global market, producing wide ranging cultural and political effects. These effects are explored in various experimental novels by American writers, including Philip K Dick, Pynchon, De Lillo, William S. Burroughs, and David Foster Wallace. The course will concentrate on a selection of novels that attempt to make sense of a world dominated by commodities and images in a time of endless war.

ENGL 3678 - THE WRITER’S ROAD (4 CREDITS)
This course will have visits from FCLC alumni who are novelists and nonfiction writers and who will talk about their lives as writers. They will read from their work, and will encourage students to read from their work—but only if students wish to present. It is not obligatory. There will be concurrent discussion of those alumnus books as well as discussion of authors who have been important to the development of their works. The class will also feature an agent and an editor.

ENGL 3680 - ONE BIG BOOK (4 CREDITS)
When Samuel Richardson’s novel Clarissa was first published in 1747-1748 it revolutionized the world of English fiction. At the time, the novel genre was still in its infancy—so much so that few books we now call novels were identified as such. Clarissa gave the nascent genre unprecedented respectability and weight. Indeed, it is literally and figuratively a weighty book—a 1,500 paged document of the titled character’s sexual victimization and redemption. Written in epistolary form (there are 537 letters), the novel was sensational popular in its time and has left a lasting imprint on both novel genre and English literary criticism.

ENGL 3681 - AMERICAN LITERATURE, 1890-1929 (4 CREDITS)
The turn of the 20th century saw enormous change in the U.S. marked by industrialization, social reform, and national economic prosperity. At the same time, massive immigration, American imperialistic ventures, and questions about the place of African Americans and Native Americans put pressure on the nation’s identity (or who an “American” was or should be). We will explore a range of literary responses to a nation in flux: possible authors include Charles Chesnutt, Kate Chopin, Theodore Dreiser, Edith Wharton, Stephen Crane, Willa Cather, Jean Toomer, and Gertrude Stein.

ENGL 3684 - FOOD AND GLOBALIZATION (4 CREDITS)
This course will examine scholarship on food and globalization from a range of disciplinary perspectives, including anthropological, sociological, historical, and literary. It will also examine the interdisciplinary fields of food studies and globalization studies to discuss the development of global exchange networks and their impact on consumer cultures and notions of identity in the United States and beyond.

ENGL 3690 - LITERATURE OF THE WEST (4 CREDITS)
This course will examine the literature produced in the U.S. Southwest with attention to texts by Anglo Americans, Chicana/os, Native Americans, and African Americans. Authors may include...
Larry McMurtry, Cormac McCarthy, Leslie Marmon Silko. Besides a consideration of the rural and the metropolis, specific regional histories such as that of Texas and of Hollywood, will be placed in the cultural history of this vast geographical area. Important concepts guiding the course are historical memory, migration, communal history, and mobility of desire.

**ENGL 3701 - AMERICAN WRITERS IN PARIS (4 CREDITS)**
As a capital of modern Western culture, Paris has long been attractive to experimental artists from other countries, a home in exile to find supportive audiences, publishers, and collaborators. For American writers in the 20th century, this activity took place in roughly two movements: after WWI, the “Lost Generation” of Hemingway, Fitzgerald, Stein, and others, and after WWII, a circle of African-American authors including Wright, Baldwin, and Himes. Through a selection of their works, as well as the art and music of the period, this course will explore the creative aims and cultural contexts of these two innovative groups.

**ENGL 3815 - THE NOVEL AND THE NATION (4 CREDITS)**
A study of the relation between novelistic form and national identity. Focusing on novels from the 19th and 20th centuries, the course explores how ideas of the nation, nationhood, and nationalism inform the genre of the novel. Broad topics to consider include stereotypes of national identity in the novel, the significance of the novel as a vehicle for imagining national identity, and aspects of the novel as genre that contest national identity. Although the primary focus will be the novels themselves, emphasis still be placed on theories of the novel and theories of nationalism.

**ENGL 3834 - HISTORY OF ENGLISH LANGUAGE (4 CREDITS)**
The subject of this course will be the history of English from the Old English period to the present day, and the range of varieties that are found throughout the world. We will study the visual forms English has taken from early runic engravings through medieval manuscripts to recent texts, the radical changes that have taken place in the structure of English over the centuries, the position of English as an “international” language, variation in English grammar and pronunciation, how individual speakers vary their use of the language, and how far it is possible to speak of “good” and “bad” English.

**ENGL 3840 - THE CLASSIC MYSTERY (4 CREDITS)**
Literary and social evolution of the mystery genre from its 19th century origin in Poe, Collins, and Doyle, to the 20th-century development of “locked room” and “hard-boiled” forms, and more recently, the rise of the woman detective.

**ENGL 3841 - CONTEMPORARY FICTION (4 CREDITS)**
What makes contemporary fiction contemporary? How does it differ from pre–World War II fiction or so-called modernist writing? This course explores the fundamental transformation of the way contemporaries see the world, dealing with writers as diverse as Kundera, Nabokov, Philip Roth, Pynchon, Ishmael Reed, Joan Didion, Marquez, Mishma, Robbe-Grillet, Patrick Suskind, Calvino, and Vonnegut.

**ENGL 3843 - EXTRAORDINARY BODIES (4 CREDITS)**
From freak shows to the Americans with Disabilities Act, people with odd bodies have received special, and not always welcome attention. This course will study the experience of people with anomalous bones from a variety of personal and social perspectives.

**ENGL 3899 - FOUR COMIC NOVELS (4 CREDITS)**
Together we will read four comic novels that span four centuries of Western civilization, asking ourselves why their authors wanted to make their readers laugh and how they did so. Beginning with Rabelais’s enormously funny *Gargantua and Pantagruel* (1532–1564), we will consider how humor does and does not shift over time; the selection and connotations of comic objects; the relationship of comical narratives and reader participation; and the influence of politics, epistemology, and culture on narrative strategy, and try to conceive of the relationships that have existed between laughter and novelty, as well as how these relationships have shaped that body of literature that we now call novels.

**ENGL 3913 - 18TH-CENTURY TRAVELS (4 CREDITS)**
This course surveys travel writing across the “long 18th century.” We will pay special attention to how 18th-century travel literature shaped many of the larger intellectual, technological, social and political transformations of the period, and we will consider a diverse range of travel and travel-related texts—from William Dampier’s A New Voyage to Laurence Sterne’s *Sentimental Journey*—that challenge modern categories of “fact” and “fiction.”

**ENGL 3919 - WRITING WHITENESS (4 CREDITS)**
“As long as you think you are white, there’s no hope for you”, said James Baldwin. What could Baldwin have meant by such a provocative statement? This course will address the question by tracing the process by which some Americans have come to think of themselves as “white,” a category defined both against their own ethnic and national origins and against racial “others.”

**ENGL 3921 - MAJOR VICTORIAN POETS (4 CREDITS)**
This course examines the works of Alfred Tennyson, Robert Browning, and Christina Rossetti. The focus will be on their dramatic monologues, wild narratives, and bilingual love poems with some attention to the mutations of these genres in the 20th and 21st centuries.

**ENGL 3922 - CAREERS IN ENGLISH (4 CREDITS)**
Fordham’s English majors in New York City enjoy numerous opportunities for internships in fields like publishing, magazines, and TV and online media. Internships provide students with the chance to explore different avenues of potential professional development through hands on experience. Previous English majors have pursued internships ranging from daily newspapers and television networks to theater, and arts organizations, public service, and nonprofits. The internship seminar allows students to gain a full elective’s worth of credit for their internship work. The internship seminar meets once a week to discuss readings relating to on-site work in the field.

**ENGL 3930 - INTRO TO GAY & LESBIAN LITERATURE (4 CREDITS)**
This course will read texts by a diverse range of Anglophone authors, emphasizing the cultural history of same-sex identity and desire, heteronormativity and oppression, and queer civil protest. It will also consider the problems of defining a queer literary canon, introduce the principles of queer theory, and interrogate the discursive boundaries between the political and personal.
ENGL 3940 - SOCIOLINGUISTICS OF ENGLISH (4 CREDITS)
The course will introduce students to sociolinguistics, the study of languages as they are used by ordinary human beings to communicate with one another and to develop and maintain social relationships. Topics will include language variations and change, codes, speech communities, ethnography, and gender.

ENGL 3943 - SOCIOLINGUISTICS (4 CREDITS)
The course will introduce students to sociolinguistics, the study of languages as they are used by ordinary human beings to communicate with one another and to develop and maintain social relationships. Topics will include language variation and change, codes, speech communities, ethnography and gender.

ENGL 3964 - HOMELESSNESS (4 CREDITS)
This service learning course explores the literary representation and lived experience of homelessness. For the academic portion of the course, we will read literature about homelessness from The Odyssey to the recently published memoir Breaking Night. The service portion of the course will include meetings and discussions with homeless and formerly homeless people and at least 30 hours of volunteer work with a relevant service organization.

ENGL 4010 - AMERICAN CRIME STORIES (4 CREDITS)
Crime narrative has long been a staple of American literature and culture, traversing both high, (or so-called literary), fiction and lowbrow popular efforts which were sometimes named for how much they cost (dime novels) or for the cheap, course paper on which they were printed (pulp fiction). We'll be reading a selection of crime stories ranging from the antebellum era to contemporary times, but the main focus will fall on the 1930s, 1940s, and 1950s, the period when the distinctively American hard-boiled style evolved in print and the film noir became an identifiable American movie idiom. Authors include Dashiell Hammett, James Cain, Raymond Chandler, and Patricia Highsmith.

ENGL 4013 - TRAVEL WRITING (4 credits)
“I have found out that there ain’t no surer way to find out whether you like people or hate them than to travel with them.” said Mark Twain. In this course we will explore travel writing in its many forms, ranging from print magazines to websites, newspapers, books, blogs, and even Twitter feeds. We’ll read the masters (Mark Twain, Bill Bryson, Paul Theroux) as well as contemporary notables (Gully Wells, Pico Iyer). We’ll discuss the various elements that go into crafting a travel article, including research methods, interview techniques, sourcing, and editing. We’ll also discuss pitching techniques, the ethics of press trips and events, and importance of social media networking. By sharing pieces in a workshop format, we will hone the structure, coherence, style, and voice of each article. Guest speakers will talk about how they started and made their way in the field. We’ll also touch on the difficulties the web has posed for the travel writing genre and the constantly-evolving career opportunities for travel writers. In the end, we’ll figure out if mark Twain is right.

ENGL 4018 - THE POET’S CHOICE (4 CREDITS)
This class offers a broad and occasionally irreverent survey of English poetry from canonical greats such as Shakespeare and Whitman to well-known contemporaries such as Seamus Heaney, Robert Hayden, Adrienne Rich, and emerging young talents such as Monica Youn, Terrance Hayes, and Brenda Shaughnessy.

ENGL 4032 - JOYCE’S ULYSSES (4 CREDITS)
This seminar undertakes an intensive, chapter-by-chapter reading of Joyce's seriocomic epic, Ulysses, in the context of literary modernism and in relation to several theoretical frameworks: psychoanalytic, reader-response, gender studies, deconstructive, and postcolonial.

ENGL 4083 - THE ROMANTIC NOVEL (4 CREDITS)
A study of English and American romantic novels.

ENGL 4096 - HOBBITS, HEROES, HUBRIS (4 CREDITS)
In this course we will read Tolkien’s The Hobbit and several works each by Lewis, L’Engle, Cooper, and LeGuin. We will discuss fantasy as a genre; the maturation of the protagonist; and the issues of good vs evil; social responsibility, and spiritual foundations.

ENGL 4118 - DICKINSON, WHITMAN, AND CO. (4 CREDITS)
This course examines the poetry of Walt Whitman, Emily Dickinson, and their contemporaries. As we study the writings of Dickinson and Whitman across a variety of areas—love poems, poems about loss, poems about nature and art, historical and comic poems and religious poems—we will also link them to less familiar noncanonical poems from a variety of traditions.

ENGL 4121 - NEW YORK CITY IN FICTION (4 CREDITS)
This course will explore both short stories and novels written in and about New York City during the 20th century.

ENGL 4129 - FOUR MODERN CATHOLIC WRITERS (4 CREDITS)
This seminar will consider the writings of Dorothy Day (1897–1980), Thomas Merton (1915–1968), Flannery O’Connor (1925–1964), and Walker Percy (1916–1990). These four authors, who arguably can be termed reformers as well as artists in their own right, are the principal critics of the modern Catholic predicament before and after World War II. Each in her or his way saw a church in drastic need of rebuilding and sought to restore what had collapsed and had been left unheeded by what was essentially an immigrant institution.

ENGL 4131 - GOTHIC LEGACIES (4 CREDITS)
The course traces the craze for Gothic fiction from the Gothic Revival of the late 18th century to such late 19th-century transformations of the genre as sensation fiction and the vampire tale.

ENGL 4135 - BIBLE IN ENGLISH POETRY (4 CREDITS)
This course studies some of the books of the Bible which have been most influential on English literature, together with English poetry and critical texts, from the Middle Ages to the present, which have been influenced by these biblical books.

ENGL 4137 - HYSTERIA, SEXUALITY, & UNCONSCIOUS (4 CREDITS)
This interdisciplinary seminar is sponsored by the Department of English and the Department of History. The seminar explores issues raised by hysteria, sexuality and the unconscious in turn of the 20th-century Western culture—topics that cross disciplinary boundaries.

ENGL 4138 - THE GREAT CODE: BIBLE & LITERATURE (4 CREDITS)
This course will introduce students to knowledge of the bible and how
Ananta Toer, literature majors.

The glamour and glitz of the 1920s era known as The Jazz Age are the subject of this course, which examines changes in the literature and culture of the period between World War I and the end of Prohibition in 1933. The class examines popular culture, politics, and economic change in these years, through the lens of writers like Hemingway, Fitzgerald, and Faulkner, as well as the writers of the Harlem Renaissance and the first wave of women’s liberation. Sample topics include the Great Migration, World War I, the New Negro, the rise of the Ku Klux Klan, urban transformations, consumerism, homosexuality, and the influence of jazz and blues music.

**ENGL 4800 - INTERNSHIP (4 credits)**
Supervised placement for students interested in work experience.

### History

**Chair:** Swinth  
**Associate Chair:** Ben-Atar (LC); Siddiqi (RH)  
**RH:** DE 612, (718) 817-3925  
**LC:** LL 916D, (212) 636-6392  
**Web:** [www.fordham.edu/history](http://www.fordham.edu/history)

### Faculty

**Professors:** Ben-Atar, Bristow, Cimbala, Cornell, Crane, Curtin, Gyug, Himmelfarb, Kowaleski, Latham, Lindo-Fuentes, Mueller, Myers, Patriarca, Rosenthal, S., Soy, W., Swinth, Wabuda  
**Associate Professors:** Goldberg, Hamlin, Maginn, Rigogne, Siddiqi, Stoll, Swinth, Wabuda  
**Assistant Professors:** Acosta, Dietrich, Marme, Mitra, Paul, Penry, Ray, Shen, Slitt (visiting), Turan  
**Lecturer:** Panetta  
**Postdoctoral Teaching Fellow:** Conforti  
**Professors Emeriti:** Jones, McCarthy, O’Callaghan, Pascoe, Roche, Stoezter, Wines

### Overview

The study of history is an important component of a well-rounded liberal arts education. By understanding the origin and development of peoples and nations, their interrelations and interactions, as well as specific areas and movements that have shaped the modern world, the student is better able to comprehend and evaluate contemporary events. A thorough comprehension of history further enables the student to place the study of other disciplines in their historical context. It is, thereby, a valuable asset in the student’s course of study as well as an excellent preparation for many professional careers that require a broad social vision and global awareness.

### Contribution to Core

Through the introduction to the discipline of history, students will begin to achieve knowledge of the structure of societies, how they function, and how they change. Each section of the course will consider how to assess evidence, identify and evaluate differing and often contradictory explanations and arguments, and appraise the relative scale and importance of particular changes in the past. Students will be able to choose from different sections of the course each with the title Understanding Historical Change, and a descriptive subtitle, such as Ancient Greece, American History, etc. Sections currently offered include Modern Europe (HIST 1000), Early Modern Europe (HIST 1075),
American History (HIST 1100), Ancient Greece (HIST 1210), Ancient Rome (HIST 1220), Medieval History (HIST 1300), Latin American History (HIST 1400), East Asian History (HIST 1550), African History (AFEG 1600), and Middle East History (HIST 1700). In addition, the department regularly offers courses that fulfill the EP1, EP2, Advanced History Core, American Pluralism, and Global Studies core requirements.

Program Requirements

History Major
(HEGIS Code 2205) Program Code 06152

The major in history is available at Fordham College at Rose Hill; Fordham College at Lincoln Center; and Fordham School of Professional and Continuing Studies at Rose Hill; Lincoln Center and Westchester.

Students who major in history must complete ten courses in history: Understanding Historical Change; eight upper-level courses (2000 level or above), including one medieval history course, one European History course, one American History course, one global history course (African, Asian, Latin American, Middle East, or other approved course), and four history electives; and one history seminar at the 4000 or 5000 level. Among the upper-level courses one must be an Eloquenta Perfecta class in history. Students may substitute a second Understanding Historical Change for one of the required eight upper-level courses. The core interdisciplinary seminar can count as a history elective, not a history seminar, if it has a history attribute. An AP History score of 4 or 5 can replace one of the student's upper-level electives in history.

History Minor

The minor in history is available at Fordham College at Rose Hill; Fordham College at Lincoln Center; and Fordham School of Professional and Continuing Studies at Rose Hill; Lincoln Center and Westchester.

Students who minor in History are required to complete six courses in history: Understanding Historical Change; one upper-level course (2000 level or above) in the history of Europe or America (Medieval, Early Modern/Modern Europe, or U.S.); one upper-level course in global history (Asia, Africa, Middle East, Latin America or other approved course); and three upper-level electives in history. Students may substitute a second Understanding Historical Change for one of the required upper-level courses. The core interdisciplinary seminar can count as a history elective, not a history seminar, if it has a history attribute. An AP History score of 4 or 5 can replace one of the student's upper-level electives in history.

Early Admission to the Master’s Program

Please read the Early Admission to Graduate School of Arts and Sciences Masters Programs section, which is located under the heading of Special Academic Programs in the chapter on Academic Programs, Policies, and Procedures of this bulletin. Outstanding history students, with grade point averages of 3.2 or better, may apply for early admission to the M.A. program. Students submit their applications in the spring of their junior year, and enter the program in the senior year when they take two graduate courses. These courses count toward the B.A. and are accepted for the M.A. at Fordham.

With credit for the two courses, students are able to complete a history M.A. in two terms of full-time study after completing their bachelor's. M.A. students may either complete a thesis, normally as part of a research seminar, or take a comprehensive exam after completion of coursework. Students from the FCRH, FCLC, and PCS campuses are eligible to opt for early admission into the M.A. program, although all graduate courses are given at Rose Hill. The Department of History offers the M.A. in medieval, modern European, American, Latin-American and Latino, gender, and global history. There is also the option of an M.A. without a concentration. Contact Nancy Curtin, Ph.D., the graduate director, at (718) 817-0730 for more information. Applications are made online through the Graduate School of Arts and Sciences website.

Program Activities

Honors in History

To graduate with the distinction of Departmental Honors, majors need to maintain a 3.500 G.P.A. Among the 10 courses required for the major, students seeking to graduate with honors will successfully complete a four-credit honors tutorial and thesis with a grade of A or A- (in HIST 4999), and take at least one of the department's two historiography courses (HIST 3063-Historians of the Past; HIST 3856-History and Theory) or a 5000-level graduate course.

Phi Alpha Theta, the National History Honor Society

The mission of Phi Alpha Theta is to promote the study of history and to create a space for intellectual exchange among students and faculty members. It is one of the few honor and professional historical societies that encourages student participation at all its functions. The Chi Phi Chapter of Phi Alpha Theta at Fordham University sponsors many activities throughout the year, including field trips to museums in the New York area and lectures by notable speakers each semester. Phi Alpha Theta members at Fordham are active in regional and national competitions for scholarly prizes. For information about membership, contact Nicholas Paul, Ph.D., at (718) 817-3928.

Courses Planned for Fall 2012–Spring 2014

Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, ER for Fordham School of Professional and Continuing Studies at Rose Hill, EL for Fordham School of Professional and Continuing Studies at Lincoln Center, and EW for Fordham School of Professional and Continuing Studies at Westchester.

HIST 1000-Understanding Historical Change: Modern Europe
HIST 1075-Understanding Historical Change: Early Modern Europe
HIST 1100-Understanding Historical Change: American History
HIST 1210-Understanding Historical Change: Ancient Greece
HIST 1220-Understanding Historical Change: Ancient Rome
HIST 1300-Understanding Historical Change: Medieval History
HIST 1301-Understanding Historical Change: Self and Society in the Medieval World (R)
HIST 1400-Understanding Historical Change: Latin American History
HIST 1550-Understanding Historical Change: East Asian History
AFAM 1600-Understanding Historical Change: African History*
HIST 1700-Understanding Historical Change: Middle East History
HIST 3012-Medieval France (R)
HIST 3018-Medieval Nobility: Love, War, and Devotion (R)
HIST 3211-Medieval Sin, Sinners, and Outcasts (R)
HIST 3260-Medieval Ireland to 1691 (L)
HIST 3270-The Crusades (R, L)
HIST 3305-Medieval Warfare (R)
HIST 3310-Medieval England: Worlds We Have Lost (R)
HIST 3321-The Renaissance (L)
HIST 3353-Renaissance and Renewal (R)
HIST 3362-Crime and Punishment in Europe (R)
HIST 3412-The Tudors (L)
HIST 3413-Reformation England (R, L)
HIST 3414-Cabbages and Kings (EL)
HIST 3415-European Women, 1500-1800 (R)
HIST 3416-European Women, 1800-2000 (R)
HIST 3420-The English Renaissance (R)
HIST 3455-20th-Century Ireland (L)
HIST 3457-Britain, 1867–Present (R)
HIST 3458-Ireland, 1688–1923 (R)
HIST 3470-African-American History (R)
HIST 3513-Old Regime and French Revolution (L)
HIST 3541-Medieval Italy (R)
HIST 3545-Race and Nation in Modern Europe (R)
HIST 3554-Bismarck’s Germany (R)
HIST 3555-Hitler’s Germany (R)
HIST 3558-Europe, 1900–1945: Total War (L)
HIST 3559-Europe since 1945 (L)
HIST 3565-History of New York (L)
HIST 3566-War and Imperialism (R)
HIST 3605-The Counter Enlightenment (R)
HIST 3611-Imperial Russia (R)
HIST 3613-Spain and its Empire (L)
HIST 3614-Revolutionary and Soviet Russia (R)
HIST 3622-Great Trials (L)
HIST 3624-European Cities (L)
HIST 3626-Social History of Architecture (L)
HIST 3629-Maritime Cities (L)
HIST 3635-Science in Popular Culture (R)
HIST 3653-Gender in Early America (R)
HIST 3655-America: The First 200 Years (L)
HIST 3656-The American Revolution (R)
HIST 3657-American Constitution (R)
HIST 3675-History of Modern Israel (L)
HIST 3710-Development of Democracy in the U.S. (ER)
HIST 3752-Coming of the Civil War (R)
HIST 3753-Civil War Era, 1861-1877 (R)
HIST 3757-The American South (R)
HIST 3775-The Early Republic (R)
HIST 3780-The Era of the Civil War (L)
HIST 3791-African-American History I (R)
HIST 3792-African-American History II (R)
HIST 3806-U.S. Immigration and Ethnicity (R)
HIST 3807-Jazz Age to Hard Times (ER)
HIST 3825-History of American West (R)
HIST 3826-Modern U.S. Women’s History (R)
HIST 3838-History of U.S. Sexuality (L)
HIST 3852-20th-Century U.S. Radicalism (EL)
HIST 3857-America since 1945 (EL, R)
HIST 3861-American Legal History (R)
HIST 3862-History of New York City (ER, R)
HIST 3915-Contemporary China (EL, R, L)
HIST 3920-Modern Japan (EL, L)
HIST 3925-The Holocaust (L)
HIST 3940-The African City (R)
HIST 3950-Latino History (R)
HIST 3965-Colonial Latin America (R)
HIST 3972-Revolution in Central America (L)
HIST 3975-The Caribbean (L)
HIST 3981-The Modern Middle East (R)
HIST 3990-North American Environmental History (R, L)
HIST 3991-The American Indian (R)
HIST 3992-Capitalism (R)
HIST 4062-Seminar: Historians of the Past (R)
HIST 4130-Seminar: U.S. in the Middle East, 1945–Present (L)
HIST 4345-Seminar: History and Film (L)
HIST 4367-Seminar: Torture and the Western Experience (R)
HIST 4542-Seminar: Italy Through Foreign Eyes (R)
HIST 4557-Seminar: The Third Reich (R)
HIST 4606-Seminar: History of Food (R)
HIST 4752-Seminar: America at War (R)
HIST 4920-Seminar: African Icons (R)
HIST 4980-Seminar: The Renaissance and the Islamic World (R)

*For a description of AFAM 1600, please refer to the African and African American studies program in this bulletin.

**Graduate Courses Open to Undergraduates**

HIST 5406-History of Sports
HIST 5472-Inventing Total War
HIST 5945-Race, Ethnicity, and America
HIST 5408-Early Modern British State
HIST 5517-Race, Ethnicity, and America
HIST 5566-Technology and Empire
HIST 5903-Latin America and the U.S.
HIST 5913-Golden Age Spain and America

**Course Descriptions**

HIST 1000 - UHC: MODERN EUROPE (3 CREDITS)
Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the evolution of modern institutions, ideologies, and political situations.

HIST 1075 - UHC: EARLY MODERN EUROPE (3 CREDITS)
Understanding historical change in early modern Europe involves a modular and comparative approach to events and issues significant to the history of Europe from approximately 1500 to 1800. The course will examine a range of events stretching from Columbus's voyages to the rise
of Napoleon, and issues including but not limited to religious change, state formation, intellectual development, and revolution.

**HIST 1100 - UHC: AMERICAN HISTORY (3 CREDITS)**
Introduction to the nature and methods of historical study and examination of specific topics focusing on significant periods in the development of the U.S. and considering them in the light of certain elements shaping that history. Among these elements are the constitutional and political system; and the society’s ideals, structure, economic policy, and world outlook.

**HIST 1101 - AMERICA IN THE SHADOW OF WAR (3 CREDITS)**
From colonial Indian conflicts through the invasions of Iraq and Afghanistan, Americans have long lived in the shadow of war. This seminar will analyze the way that the experience of war has profoundly shaped American culture, identity, politics, and social life. It will also explore the way that Americans have confronted the political and moral dilemmas that war raises.

**HIST 1200 - UHC: ANCIENT HISTORY (3 CREDITS)**
A topical consideration of key issues in the political, social, and cultural history of the classical Greek and Roman world.

**HIST 1210 - UHC: ANCIENT GREECE (3 CREDITS)**
A political, social, and intellectual history of ancient Greece from its origin to the death of Alexander the Great.

**HIST 1220 - UHC: ANCIENT ROME (3 CREDITS)**
Introduction to Roman history focusing on problems and sources.

**HIST 1300 - UHC: MEDIEVAL (3 CREDITS)**
Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the emergence and development of Europe from the decline of the Roman Empire to the early Renaissance. A topical study of political, social, economic, religious, and cultural issues, ideas, and institutions.

**HIST 1301 - UHC: SELF & SOC IN THE MDVL WRLD (3 CREDITS)**
What historians living in the medieval past—from the late Roman empire to the Renaissance—wrote about their societies highlights ways in which our own expectations are based on unrecognized assumptions. The varying values of early historians, both western and non-western, will be considered through close reading of significant medieval works, especially biographies and autobiographies, and discussions of the content and structure of the works. As an EP seminar, the course will emphasize writing and presentations. As a Manresa seminar it will also involve a number of required cocurricular activities.

**HIST 1400 - UHC: LATIN AMERICA (3 CREDITS)**
Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the history of Latin America from the ancient civilizations until the present.

**HIST 1500 - INTRO TO ASIAN HISTORY (3 CREDITS)**
Emergence and development of East Asian civilization from Antiquity to modern times, focusing on key political, social, and cultural phenomena in China and Japan.

**HIST 1550 - UHC: EAST ASIAN HISTORY (3 CREDITS)**
Introduction to the basic skills of historic analysis and the examination of change through time in East Asian history, focusing on key political, social, and cultural phenomena in China and Japan.

**HIST 1700 - UHC: MIDEAST (3 CREDITS)**
Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the history of the Middle East and North Africa from the rise of Islam in the mid-seventeenth century until the end of the 20th century. The region is defined to include all of the Arab world from Morocco in the west to Iraq in the east as well as Iran, Turkey, and Israel. The course provides strong background preparation for more advanced courses in Middle East history.

**HIST 1750 - UHC: ISLAMIC HISTORY & CULTURE (3 CREDITS)**
This course spans the development of Islamic history and culture from the rise of Islam in the seventh century to the modern times. Through adopting an interdisciplinary approach, the course seeks to familiarize the students with the dynamic and complex historical process in which Islam emerged and developed as a religious and cultural tradition in the Near East, North Africa, Spain, Central Asia, and Southeast Asia. By reading various political, philosophical, theological, legal, mystical, and literary writings, the students will not only learn about the major events, facts, concepts, and periods for Islamic history but also gain knowledge of the multifaceted religious, geographic, social, and aesthetic contexts and processes of the pluralistic Islamic world. By developing an informed historical perspective, the course aims to furnish the students with advanced theoretical and analytical skills enabling them to historicize and question modern perceptions of Islam.

**HIST 1800 - UHC: GLOBAL HISTORY (3 CREDITS)**
This course examines historical events of global relevance from 1500 to the present. The objective of this course is to help students see the world as an integrated whole. By working with both primary and secondary sources, students will acquire the skills to analyze how cultures interact with each other, how events in one region affect other regions, and how different societies view the same events from divergent perspectives. This “big picture” approach to humanity’s recent past helps prepare students, as global citizens, to participate in a world marked by increasing political, economic, cultural, and environmental interconnections.

**HIST 1950 - UHC: URBAN PERSPECTIVE (3 CREDITS)**
Uses texts and the visual arts, history, and cultural theory to study cities and the process of urbanization from the 18th century to the present day. The focus is on both Western and non-Western cities and the processes of urban globalization.

**HIST 3010 - EUROPE IN CRISIS, 1880–1914 (4 CREDITS)**
This course investigates the cultural, political, social, and artistic changes and battles surrounding the “new modernity” of late 19th- and early 20th-century Europe—a period that experienced unprecedented dislocation, accompanied by crisis of tradition and authority together with experiments in cultural practices and political participation. We will look at both national and continental developments.

**HIST 3014 - MEDIEVAL FEUD, ORDEAL & LAW (4 CREDITS)**
This course is designed to explore the great transformation in European
legal habits that occurred in the medieval period, from private, family-directed systems of vengeance to royal or state-sponsored systems of vengeance. It will raise many ethical and substantive issues that are very relevant to an understanding of the function of law and justice in the modern world.

**HIST 3018 - MEDIEVAL NOBILITY: LOVE, WAR (4 credits)**
Europe’s warrior aristocracy was responsible for many of the most popular and enduring features of medieval civilization, including the literature of courtly love, great stone castles, and richly endowed monastic foundations. These artifacts point to just a few of the wide variety of roles that these men and women had to play within medieval society. In this course, we will trace the rise of the princely nobility as judicial arbiters, military commanders, advocates not only of religious institutions but of reform and dissent, and as patrons, consumers, and creators of art and literature. Among the issues that we will discuss are the origins and meaning of nobility, the place of women within noble society, the performance of courtliness, and the relationship between the nobility and the other social ‘orders.’

**HIST 3102 - WORKER IN AMERICAN LIFE (4 credits)**
This course will deal with the lives of American workers after the Industrial Revolution. Focusing on the unions and industrial relations, the course will also explore changes in the family and community life of workers, as well as immigration, religion, and the impact of radical movements.

**HIST 3140 - WORLD GEOGRAPHY (4 credits)**
Intended to develop geographic literacy and to use geographic materials for analyzing and solving problems, evaluating different courses of action and understanding diverse approaches to the geopolitical landscape.

**HIST 3207 - LATE MED RELIGION & SOC (4 credits)**
Topics in the history of later medieval religion and society. From the 11th century, the growth of trade and urbanization in the West deeply affected religious sensibilities. The institutional Church began to monitor Christian behavior ever more closely, and the faithful responded to the rapid diversification of lifestyles with varied forms of spiritual expression. Cistercians “sacralized” colonization, military orders for Western expansion, and mendicants for the needs of the urban poor. Some of the new movements did not find a place within the orthodox framework, having to endure heresy charges and, eventually, the Inquisition. The course, based on lectures and original source material, will survey the most important manifestations of piety and their struggle for social recognition.

**HIST 3208 - THE MEDIEVAL OTHER (4 credits)**
Western people in the Middle Ages shared many assumptions reinforcing their sense of social identity and unity. The definition of the common views and aspirations simultaneously implied that “others” who challenged accepted lifestyles and beliefs suffered exclusion. Collective rejection varied in degree, from ridicule and physical separation to judicial prosecution, expulsion, and indiscriminate slaughter. The course will examine various types of the medieval “other,” including Jews, lepers, heretics, prostitutes, and beggars. It will also focus on their respective treatment by the public, which became more rigid, if not outright hostile, as time went on.

**HIST 3211 - MEDIEVAL SIN SINNERS AND OUTCASTS (4 credits)**
During the medieval period, the notions and practice of sin and redemption underwent constant changes. In surveying their development, the course will place particular emphasis on the growing inclination to treat those banned from the community of the faithful simultaneously as outcasts, to be excluded from lay society as well.

**HIST 3260 - MEDIEVAL IRELAND TO 1691 (4 credits)**
A history of Ireland from early Middle Ages through the Tudor-Stuart era.

**HIST 3270 - THE CRUSADES (4 credits)**
This course covers the idea of a crusade, the European background; conditions in the Muslim world, the Latin Kingdoms of the East, crusades of the late Middle Ages, and effects of Crusades on the Mediterranean world.

**HIST 3301 - WOMEN IN THE MIDDLE AGES (4 credits)**
This course will discuss women in medieval society: the nobelwoman who influenced major political developments, the peasant woman who performed agricultural and manorial tasks, the townsman who served as merchant and producer, and the wife and mother who provided the basis of family life. The course will also cover attitudes toward women revealed in legal, religious, and secular literature of the period.

**HIST 3305 - MEDIEVAL WARFARE (4 credits)**
This course examines the social, economic, and political history of warfare from the fall of the Roman Empire to the 15th century. Several themes are emphasized: the impact of technological developments in weaponry, fortifications, and armor on the conduct of war and society; the influence of the Christian Church on warfare; the relationship between social stratification and the conduct of war; and the social consequences and economic costs of warfare.

**HIST 3310 - MEDIEVAL ENGLAND (4 credits)**
This course explores the experience of five specific social groups in medieval England by highlighting a particular aspect of each social group, such as the hero and warrior culture in Anglo-Saxon England, the impact of the Black Death on peasant society, Robin Hood as the archetype medieval outlaw, a comparison of male and female religious communities (such as cathedral canons and anchoresses), and noble women's household in the late Middle Ages. The course readings include medieval art, archaeology, poetry and prose literature, religious treatises, letters, household accounts, and other types of documentary sources.

**HIST 3321 - THE RENAISSANCE (4 credits)**
Religious, social, economic, political, and cultural developments in the era of transition from the end of the medieval period to the eve of the Reformation. (Alternate years)

**HIST 3322 - THE REFORMATION ERA (4 credits)**
A detailed analysis of the religious upheavals of the 16th century with attention to the social, political and economic aspects of the theological movements. (Alternate years)

**HIST 3353 - RENAISSANCE AND RENEWAL (4 credits)**
The Renaissance and Reformation forced important changes in European religion and culture. Using a range of materials from art, literature, and religious writing, we will explore the renewal of Catholicism in the 16th and 17th centuries, especially in Italy, Germany, France, and Spain. Our
goal will be to examine the interplay of religion, culture, and life, and the significance of the Catholic Reformation in European and world culture.

HIST 3355 - HISTORY OF THE JESUITS (4 CREDITS)
This course explores the evolution of the Society of Jesus, a religious order that has been decisive in history from the 16th century to the present day. Topics include Jesuit spirituality; the order's role in the encounter between Europe and the indigenous cultures of America and Asia; the development of the Jesuit educational system in Europe and America, including Fordham University; the mythology and controversies that have surrounded the Jesuits from the beginning; and new orientations of the Society of Jesus that have emerged in response to the needs of the contemporary Church and world.

HIST 3362 - CRIME AND PUNISHMENT IN EUROPE (4 CREDITS)
The history of defining, prosecuting, and punishing transgressions, both religious and secular, in Europe, especially from 1500-1800. The course will focus on the development of so-called modern beliefs about crime and law.

HIST 3363 - EUROPE & EARLY MOD WORLD (4 CREDITS)
From 1450-1700, the European cosmos expanded intellectually to reach an infinite universe and materially to grasp the entire earth. This course will examine the transformation of understanding and power that made Europe the center of global empire and intellectual and cultural change. The reciprocal influence of the world upon European life, culture, and art is another important theme of this survey.

HIST 3410 - ENGLISH HISTORY TO 1485 (4 CREDITS)
This course covers political, economic, social, and cultural history beginning with the Roman conquest and such themes as the Anglo-Saxon settlement, Danish invasions, Norman conquest, feudalism, the Angevin Empire, and the War of Roses.

HIST 3411 - TUDOR & STUART ENGLAND (4 CREDITS)
This course covers religious and political changes under Henry VIII and Elizabeth; the Stuart regime, civil war, and Cromwell; the Restoration; and Revolution of 1688.

HIST 3412 - THE TUDORS (4 CREDITS)
This course tells the fascinating story of the Tudor dynasty (1485–1603), but it will also explore the history of the Tudor state, which in addition to England, included Wales, Ireland, and parts of France.

HIST 3413 - REFORMATION ENGLAND (4 CREDITS)
This course studies political and religious change in England in the 16th century, from Henry VIII to Elizabeth I. It will examine Roman Catholicism before the schism, the Divine issue, Thomas Cromwell and Thomas Cranmer’s influence in the English Church, and the development of Puritanism in England.

HIST 3414 - CABBAGES AND KINGS (4 CREDITS)
This class will explore various styles of kingship and monarchy in Europe from the end of the Middle Ages to the First World War. We will compare and contrast monarchical forms of government with the ideal of the republic, and especially with new standards created by the Enlightenment.

HIST 3415 - EUROPEAN WOMEN, 1500-1800 (4 CREDITS)
This course will explore the role of women in northern European society from the 16th century to the end of the 18th century. It will examine issues of gender and contemporary attitudes concerning women. Among the subjects that this course will address are women's work, education, marriage, and childbirth.

HIST 3416 - EUROPEAN WOMEN, 1800-PRESENT (4 CREDITS)
This course will be an exciting exploration of the changing status, roles, and achievements of women in western Europe from the French Revolution at the dawn of Industrialization to the present day.

HIST 3420 - THE ENGLISH RENAISSANCE (4 CREDITS)
Studies in intellectual life in England from the late 15th through 16th centuries. This course will pay special attention to humanism and its development by examining the works of Bishop John Fisher, Sir Thomas More, Juan Luis Vives, and others. Emphasis will be placed upon the education of women and Renaissance art, including Holbein.

HIST 3455 - 20TH-CENTURY IRELAND (4 CREDITS)
This course examines Northern Ireland and the Southern Republic with special attention to their internal development, their relations with each other, and their relationship to Great Britain.

HIST 3456 - BRITAIN, 1688-1867 (4 CREDITS)
Aristocratic hegemony, popular culture and protest, the Industrial Revolution and its associated class conflict, radical and reform movements, and the transforming effect of new social forces and ideologies.

HIST 3457 - BRITAIN, 1867-PRESENT (4 CREDITS)
Topics covered include gradual democratization, imperial expansion, the rise of the Labour Party, economic decline, the impact of the two world wars, and the Thatcher Revolution.

HIST 3458 - IRELAND, 1688–1923 (4 CREDITS)
This course will explore revolution, nationalism, and constitutionalism in Ireland, focusing on the United Irishmen, Daniel O’Connell’s reform movements, young Ireland, the Fenians, the land war, Home Rule, cultural revival, and the quest for independence in the early 20th century.

HIST 3513 - OLD REGIME & FRENCH REVOL. (4 CREDITS)
This course covers the history of France from the beginning of Louis XIV’s reign in 1642 to the French Revolution and the reign of Napoleon, which ended in 1815. We will analyze themes whose importance extends well beyond French history, such as the rise of the state and absolutism; the Enlightenment and the diffusion of ideas; the origins, progress, and ending of the first popular revolution; the rise to power of a dictator (Napoleon) and his ambiguous connections to the ideals of the revolution; and most important the birth of modernity. To do so, we will read a wide spectrum of texts from the period: the political treatises of Rousseau; Voltaire’s satirical tales, from the memoirs of famous figures; diaries by obscure French men and women, and newspapers, pamphlets, and petitions to constitutions. We will also use audio and visual materials, such as paintings and engravings, as well as films, music, and songs to get a picture of this tumultuous and fascinating era. Finally, we will analyze the work of major historians who have provided influential
interpretations of a period that marked the beginning of the modern era and defined it.

HIST 3515 - MEDIA HISTORY: 1400 TO PRESENT (4 CREDITS)
This EP seminar will examine the evolution of media and the revolutions brought by new modes of communication, from the printing press in the 15th century to radio, television, and the Internet, most recently. The book and audiovisual media have been major forces in history; we will examine the profound impact they have on culture, ideas, politics, society, and the economy.

HIST 3516 - SOCIAL LIFE OF COFFEE 1500-PRESENT (4 CREDITS)
This EP seminar will explore the rich and complex history of coffee, and coffeehouses across time and place. We will follow coffee as it moved from the hills in Ethiopia to the 16th century coffeehouses of Cairo, from the trading post of Mocha and the colonial plantations of Java or on Caribbean islands to the cafes of Paris and Vienna, and finally from the estates of Columbia, Brazil, or Africa to our own Starbucks stores. As coffee became a commodity for mass consumption while coffeehouses assumed a central place in urban cultures, their history took place at the crossroads for local and global cultures—where international trade and geopolitics interact with lifestyles and socioeconomic trends.

HIST 3517 - THE BELLE EPOCHE (4 CREDITS)
The course will explore Europe in the three decades before the First World War. It will explore the development of a global industrial economy, imperialism, modernism, militarism, and racial reform movements in an especially dynamic period.

HIST 3534 - THE SECOND WORLD WAR (4 CREDITS)
The Second World War will introduce and guide the student to an understanding of the WWII period through an examination of major interrelated topics in military, political, and social history within a chronological framework. The course will investigate the causes, events, and outcomes of World War II. The phases of the war will emphasize the roles of the major combatants and worldwide implications. An understanding of this cataclysmic event will also necessitate knowing the leading personalities of the conflict and their goals and motivations.

HIST 3541 - MODERN ITALY (4 CREDITS)
An introduction to the history of Italy from the late 18th century to the present. Drawing on a variety of sources besides historical analyses (novels, films, and music), the course will pay special attention to issues of nation building and national identity and to the specificity of Italian modernity. Topics include the culture and politics of the Risorgimento, the role of the Church, gender relations, the crisis of the liberal state and the emergence of Fascism, anti-Fascism, and the making of the Republic, the “economic miracle” of the difficult post-1989 political transition.

HIST 3545 - RACE & NATION IN MOD EUROPE (4 CREDITS)
An exploration of the constructions of race and nation since the Enlightenment. Topics will include the relationship between nationalism and racism; “scientific” discourses and ideas of race and nation; the institutionalization of racist practices in colonial states; the rise of modern anti-Semitism; fascist racisms; immigration, national identities, and racism in contemporary Europe.

HIST 3554 - BISMARCK’S GERMANY (4 CREDITS)
This course will explore the transformation of Germany in the 19th century—from division to unity—from agrarian to industrial society. In the process we shall explore the elaboration of competing ideas of “Germany,” the persecution of minority groups, ranging from Catholics to Social Democrats; and changing political norms. Major questions will include the courses and consequences of unity, the tensions within the German polity, and the origins of the First World War.

HIST 3555 - HITLER’S GERMANY (4 CREDITS)
Study of the problem of how Nazism arose in German society, the ways in which it triumphed, and its significance for Germany and modern world history.

HIST 3558 - EUROPE 1900-1945: TOTAL WAR (4 CREDITS)
The course will focus on the two world wars, the rise of fascism and communism, the Spanish Civil War, and the impact of these events on Europe and the world.

HIST 3559 - EUROPE SINCE 1945 (4 CREDITS)
In this second half of a two-semester sequence, whose parts may be taken separately, we will explore how Europe constructed a new civilization from the ruins of the second World War. Topics include the treatment of war criminals, the “glorious 30 years” of unprecedented economic growth which produced the consumer society, the loss of empires, the cultural revolution of the 1960s and the Thatcher years. Special attention will be paid to the construction of the Soviet empire in Europe and to the collapse of Communism.

HIST 3565 - HISTORY OF NEW YORK (4 CREDITS)
This course covers the development of the City and the region from the Dutch to the deficit.

HIST 3566 - WAR AND IMPERIALISM (4 CREDITS)
This course will explore the strains placed on the old Concert of Europe and its eventual collapse into two world wars. Themes of nationalism, and imperialism will be stressed as well as domestic and international sources of conflict.

HIST 3604 - ENLIGHTENMENT VISIONS (4 CREDITS)
Enlightenment visions of freedom, reason, and nature in historical context. Thinkers to be discussed include Locke, Voltaire, Rousseau, Goethe, Hegel, Mill, Marx, and the utopian socialists.

HIST 3605 - THE COUNTER ENLIGHTENMENT (4 CREDITS)
Rejections and reconsiderations of liberalism and rationalism in Europe, 1870-1990. Topics to be treated in historical context include the ‘return of the repressed,’ the new elitism, and the politics of charisma and will, in the thought of Nietzsche, Dostoevsky, Freud, Lenin, Max Weber, Foucault, and existentialists.

HIST 3611 - IMPERIAL RUSSIA (4 CREDITS)
The evolution of the state and society in Russia since the reforms of Peter the Great. Emphasis is placed on social, economic, political, and intellectual developments of the 19th century.

HIST 3613 - SPAIN & ITS EMPIRE (4 CREDITS)
This course will examine aspects of Spanish imperialism from the 14th century to the 20th century. Though more attention will be given to
Spanish conquest and rule in the Americas, there will also be room for study of Spanish colonialism in Africa and Asia.

**HIST 3614 - REVOLUTIONARY & SOVIET RUSSIA (4 CREDITS)**
Topics covered include the decline of the monarchs; World War I and the 1917 Revolution; transformation of the state under the Soviet regime; World War II and the Cold War; Marxist theory and such interpreters as Lenin, Stalin, and Kruschchev.

**HIST 3617 - AGE OF EMPIRE (4 CREDITS)**
This course will focus on global politics in the late 19th and early 20th centuries, what historians typically call the Age of Empire, when the great powers raced to conquer in Africa, Asia, and Latin America. We will look closely at the major explanations of these political, economic, military, and cultural processes developed at the time, including works by Lenin, Hobson, Marti, Mahan, and Mackinder. We will also engage with recent scholarship that has reexamined the period, calling particular attention to the impact of colonialism on subject peoples and the struggle for legitimacy within colonial societies.

**HIST 3619 - WORLD’S FAIR (4 CREDITS)**
Upper-division course examining the world’s fairs as a representation of modern culture. Topics include architecture and urbanism, leisure and amusement, tourism, and the conception of mass culture. Fairs in both Europe and America will be covered from the 19th century to the present.

**HIST 3620 - 20TH-CENTURY EUROPE (4 CREDITS)**
This course covers World War I and peace settlement; postwar problems; communism, fascism, nazism; totalitarian aggression and World War II; international cooperation and reconstruction; the cold war and the collapse of communism. (Alternate years)

**HIST 3622 - GREAT TRIALS (4 CREDITS)**
The course investigates a series of famous trials in order to pinpoint the conflicts and issues that characterized the times and places of these trials. Among the cases studied will be Oscar Wilde, Alfred Dreyfus, the Moscow Show trials, the Nuremberg War Crimes Tribunal, and the Scopes Trial.

**HIST 3623 - SCREENING EUROPE’S PAST (4 CREDITS)**
This course investigates a series of historical periods and issues through historical readings and documents and their depiction in films. Focus on Europe from medieval era to the modern period.

**HIST 3624 - EUROPEAN CITIES (4 CREDITS)**
Topical study of the evolution of Europe's cities with emphasis on urban culture, society, and the built environment. Considers the nature of urban transformation in key urban places such as Paris, London, Berlin, Rome, and Moscow.

**HIST 3626 - SOCIAL HISTORY OF ARCHITECTURE (4 CREDITS)**
Studies the historical relationship between architecture, space, and urban culture and the ways in which architectural innovations act as both a reflection of and a catalyst for social and cultural transformation. Considers architecture and cultural theory as well as the evolution of building technologies.

**HIST 3629 - MARITIME CITIES (4 CREDITS)**
History of maritime cities from premodern to contemporary age. Focus is on global economic systems and trade networks, evolution of maritime society and culture, and the built environment. Looks at relationship between cities and the sea from cultural and environmental standpoint.

**HIST 3633 - THE COLD WAR SPACE RACE (4 CREDITS)**
In this course, we will consider the entire history of space exploration with a particular focus on the Cold War era. The course will begin with the first dreaming about space travel during the 16th century and end with the rise of new space powers, such as China and India. Using a combination of primary and secondary sources, we will consider the political, military, technological, social, and cultural dimensions of space exploration. We will engage in speculations on why humans were drawn to the cosmos in the first place, discuss the weaponization of space, examine the geopolitical rationales for space travel, explore the popular culture of *Star Trek* and *Star Wars*, deconstruct the myth of the hero astronaut, uncover the secret Soviet space program, revisit the extraordinary Apollo missions to the Moon, and evaluate the International Space Station of the 21st century.

**HIST 3635 - SCIENCE IN POPULAR CULTURE (4 CREDITS)**
This course will be a historical survey of the intersection between science and popular culture. How do ideas about science and technology appear in our everyday lives? What kinds of perception do lay people have about science and scientists? What shapes these perceptions? Where do we get our ideas about technology from? How are our expectations of the future shaped by perceptions (and often misperceptions) of scientific knowledge? These are some of the questions we will address during the semester. The course will be firmly grounded in history, tracing the evolution of popular science through important transformations in the modern era, including the Scientific Revolution, the Enlightenment, the Industrial Revolution, Colonialism, and the traumas of the 20th century. Through the semester, we will study a variety of popular scientific forms, such as science fiction, magazines, comics, graphic novels, sci-fi movies, and TV shows.

**HIST 3636 - SOCIAL HISTORY OF TECHNOLOGY (4 CREDITS)**
This course will survey the history of technology from antiquity to the present with a particular focus on the ways in which common people experienced technologies in their daily lives. During the course, we will explore how technology enabled important social changes in Europe, Asia, and North America, while at the same time turning our attention to how social needs shaped the nature and direction of technological evolution. The first portion of the course will focus on ancient and medieval technologies. As we approach the modern era, we will pay particular attention to the history, impact, and nature of such technologies as the telegraph, the atomic bomb, the jet plane, the birth control pill, the record player, and the Internet.

**HIST 3637 - STALINISM: MAKING THE SOVIET STATE (4 CREDITS)**
This EP course will explore the enormous transformation in life in the Soviet Union under the rule of Stalin, one of the most brutal dictators of the 20th century and the architect of massive social transformation that turned Russia from a predominantly agrarian nation to a powerful industrial state. During this period, Soviet society was engulfed in massive traumas including a civil war, industrialization, famine, the rise of a police state, the establishment of the Gulag, and World War II.
HIST 3653 - GENDER IN EARLY AMERICA (4 CREDITS)
Consideration of the roles of women and men from the 17th century into the 1840s, and the attitudes that shaped those roles in American society. The course will explore transatlantic influences and the interchange of European, Native American, and African American values.

HIST 3655 - AMERICA: FIRST 200 YEARS (4 CREDITS)
Students will study the outbreak of witchcraft in Salem, Massachusetts, in 1691–1692 using trial manuscripts, diaries, religious tracts, contemporary accounts, maps, and town and village records. We will connect the witchcraft episode to the “Puritan errand into the wilderness;” the Indian wars, the relationship between magic and religion, and the history of witchcraft practices in Europe. The course will evaluate the conflicting interpretations of modern historians, fiction writers, playwrights, and filmmakers.

HIST 3656 - THE AMERICAN REVOLUTION (4 CREDITS)
This course covers the history of the American Revolution and formation of the Constitution.

HIST 3657 - AMERICAN CONSTITUTION (4 CREDITS)
Role of constitutionalism in the development of American society. The concept of a higher law, federal-state controversies, economic growth, and the expansion of personal rights will be considered in the context of the American constitution.

HIST 3670 - THE MODERN MIDDLE EAST (4 CREDITS)
The chief concern of this course will be to develop a sensitivity to and awareness of the issues and problems of the modern Middle East since the late 18th century and the introduction of Western ideas and technology into the Ottoman Empire. The course will be both a survey of Middle Eastern and Islamic history and an attempt to understand and reevaluate our own perceptions of a non-Western civilization in the 20th century. (Alternate years)

HIST 3675 - THE EARLY REPUBLIC (4 CREDITS)
The course studies the birth of American democracy and capitalism from the Revolution to the age of Jackson.

HIST 3702 - COMING OF THE CIVIL WAR (4 CREDITS)
A history of the sectional crisis in America, focusing on the questions: Why did the South secede? Why did the North decide to fight rather than allow it?

HIST 3703 - CIVIL WAR ERA, 1861–1877 (4 CREDITS)
A history of the war years and America’s racial and sectional readjustment after the war.

HIST 3707 - THE AMERICAN SOUTH (4 CREDITS)
An examination of sectionalism and regionalism in American history through the study of social, cultural, economic, and political aspects of life in the southern United States. The topcsc covered include myth and reality, honor and violence, race and poverty, Evangelists and politicians, from the origins of the Cotton Kingdom to the election of Jimmy Carter.

HIST 3755 - THE EARLY REPUBLIC (4 CREDITS)
The course studies the birth of American democracy and capitalism from the Revolution to the age of Jackson.

HIST 3792 - AFRICAN-AMERICAN HISTORY I (4 CREDITS)
An examination of the black experience in the U.S. from colonial times through Reconstruction.

HIST 3794 - THE GREAT DEPRESSION (4 CREDITS)
An examination of the causes of the Great Depression and its impact on American society from 1929–1941. Subjects covered will be the Hoover Administration, the New Deal, the labor movement, left wing and right wing movements at home and abroad, and the impact of the Depression on American values and American culture.

HIST 3795 - U.S. BETWEEN WARS, 1919–1941 (4 CREDITS)
An overview of American history from the end of World War I to America’s entry into the World War II.

HIST 3805 - U.S. IMMIGRATION AND ETHNICITY (4 CREDITS)
A survey of immigration and ethnicity in American life. Themes include the motives for migration; America’s reception of immigrants; the formation of immigrant communities; the intersection of ethnicity with race, gender, religion, politics, and class; the personal meanings of ethnic identity; and the relationship of ethnicity to American national identity.
immigration restriction; African-American migration and culture; causes and social effects of the Depression; FDR and the New Deal; popular culture; radical challenges; and the coming of World War II.

HIST 3808 - NEW YORK CITY POLITICS (4 credits)
An exploration of New York City since consolidation in 1898. Topics include consolidation, the role of Tammany Hall and municipal corruption, reform and radical politics, important mayoral campaigns and administrations (including Walker, LaGuardia, Lindsay, Koch, Dinkins, and Giuliani), the civil rights movement in the city, the role of ethnic groups, the 1970s fiscal crisis, and September 11.

HIST 3822 - U.S. CULTURAL HISTORY (4 credits)
The focus of this course is on ideas, assumptions, and values in American life from colonial times to the present, from ministers' sermons to blues performances, from philosophical essays to Hollywood films. It examines the symbolic forms and social context of conflicting as well as shared beliefs and considers the character of American cultural expression on various levels, the ways in which different groups have influenced American cultural life, and the meaning of recent mass culture.

HIST 3826 - MODERN U.S. WOMEN'S HISTORY (4 credits)
The history of American women from the first women's rights convention in 1848 to the present. We will study women's everyday lives (including at home and work), major events like the campaign for suffrage, World War II, and the women's liberation movement, and representations of women in popular culture (magazines, movies, and TV).

HIST 3833 - SCREENING AMERICA'S PAST (4 credits)
An examination of American history as depicted in 20th century American films. We will assess their relative accuracy, cultural context, and contributions to the (mis)shaping of the nation's collective memory.

HIST 3838 - HISTORY OF U.S. SEXUALITY (4 credits)
History of social, political, scientific, and cultural battles over sexuality and reproduction in the United States from the Colonial Era to the present.

HIST 3840 - THE U.S. CONSTITUTION (4 credits)
This course covers the development of the Constitution in relation to legal, political, and social changes in the United States, with emphasis on court decisions since 1900.

HIST 3852 - 20TH-CENTURY U.S. RADICALISM (4 credits)
Explores the radical Left and Right of American politics and culture. Lectures, discussions, and assignments critically assess topics, including the history of populism, socialism, the Klan, communism, Black Power, radical feminism, and the religious Right.

HIST 3855 - AM FOREIGN POL SINCE 1898 (4 credits)
This course seeks to provide an understanding of the most significant events and issues of the past century of American foreign relations. Readings, discussions, and assignments will cover such topics as the legacy of continental expansion, American imperialism, The Open Door Policy and World War I, the informal influence of the 1920s, the impact of global Depression, the Second World War, the start of the nuclear era,Containment and the Cold War, America and Vietnam, continuing crises, and calls for a new world order.

HIST 3857 - AMERICA SINCE 1945 (4 credits)
Integrating economic, political, and social history, this course will explore the development of the American economy, paying particular attention to transformations in the nature of work and labor relations. (Alternate years)

HIST 3858 - THE GLOBAL COLD WAR (4 credits)
An analysis of the global Cold War. Particular attention to the international forces of decolonization, revolution, and development in Asia, Africa, Latin America, and the Middle East.

HIST 3862 - HISTORY OF NEW YORK CITY (4 credits)
The political, social, and cultural development of the city from trading post to metropolis. The emphasis is on leading personalities and the relationship between New York's growth and major American trends over the last century. (Alternate years)

HIST 3905 - AMER PHOTOGRAPHY: HIST & ART (4 credits)
An interdisciplinary study of the history, art, and practice of photography. This course explores the place of photography in American history and culture. Students will study the renowned photographers and important types of photography, such as documentary and landscape. We will also practice photography—making pinhole cameras and learning the technical elements of picture taking. The class will include field trips and meeting with photographers and curators.

HIST 3910 - FROM TRUMAN TO CLINTON (4 credits)

HIST 3911 - U.S. AND EAST ASIA (4 credits)
From its earliest days, the United States has been involved with East Asia. In this course we will examine key moments in the interaction of these radically different cultures: the opening of Japan; Asian immigration (and exclusion); the United States as a colonial power in the Philippines; the Open Door Policy; the road to Pearl Harbor; the Pacific War: Hiroshima and Nagasaki; the American occupation of Japan; the "loss" of China; Korea and containment; Vietnam; the opening to the PRC; the growth of Asian America; and the emergence of the Pacific Rim. We conclude by placing current issues (economic tension, strategic concerns, human rights) in their historical context.

HIST 3915 - CONTEMPORARY CHINA (4 credits)
Chinese history since 1895, focusing on the scramble for concessions, the Hundred Days, the Boxer Movement, the 1911 Revolution, the emergence and rise to power of the Communist Party, the Great Leap Forward, the Cultural Revolution, Deng's four modernizations, and the rising demand for a fifth democracy. (Alternate years)

HIST 3917 - THE TWO KOREAS (4 credits)
Despite a shared cultural and historical heritage, the two Koreas have moved in radically different directions since national division in 1945. Who divided Korea? How do we explain North Korea's extreme totalitarianism and cult of personality? How do we account for South Korea's economic miracle and its transformation from a military dictatorship to one of Asia's most stable democracies? How can we understand the strong nationalist sentiment in both Koreas? Moreover,
HIST 3920 - MODERN JAPAN (4 CREDITS)
Japanese history since 1868. Equal attention will be given to the political, economic and cultural achievements of the Meiji era (1868–1912); to the unresolved strains that led to World War II; and to Japan's spectacular postwar recovery. The course will end with an examination of today's internal strains and external tensions. (Alternate years)

HIST 3921 - JEWS, CHRISTIANS, AND MUSLIMS IN CHINA (4 CREDITS)
This course introduces the history of the three monotheistic religions in China from the seventh century to the present. It will examine the experience of Jews, Christians, and Muslims within China's legal, political, religious, and cultural contexts. It will also consider the role played by these three religions in important historical processes in China.

HIST 3922 - EAST ASIAN CITIES (4 CREDITS)
To 1800, half of mankind's urban history was East Asian history. Cities played central—if rather different—roles in the social, cultural, and political histories of China and Japan. After their incorporation at gunpoint into a system of industrializing nation-states, preexisting urban hierarchies were restructured, their functions transformed. In this course, we explore both the indigenous experience and its modern transformation.

HIST 3925 - THE HOLOCAUST (4 CREDITS)
The Holocaust in its historical and comparative context. What is the connection between anti-Semitism and the Holocaust? How do we explain the behavior of the Nazi perpetrators and their allies? The responses of the victims? The activities of rescuers and the passivity of bystanders? How does the Holocaust compare with other instances of genocide? (Alternate years)

HIST 3940 - THE AFRICAN CITY (4 CREDITS)
This Service-Learning Initiative course examines the histories of urban centers in Africa and her Black Atlantic diaspora. Representative cities are St. Louis (Senegal), Timbuktu (Mali), Accra (Ghana), Alexandria (Egypt), Khartoum (Sudan), Cape Town (South Africa), Dar es Salaam (Tanzania), Zanzibar City (Zanzibar), Harare (Zimbabwe), Salvador-Bahia (Brazil), New York City (USA), and Liverpool (England). The cities represent the spatial, aesthetic, demographic, economic, political, and social histories that have produced “The African City” both in Africa and the wider Black Atlantic world. Through Service-Learning Initiative's "living and learning," students will experience, first-hand, the historical processes through which New York City became and continues to be an “African city.” Interaction with New York's historic African-American community, as well as its growing African immigrant community, will help students understand the links between forced migration of enslaved Africans to the city and more recent waves of African immigration which have renewed the city's linkages with the continent.

HIST 3950 - LATINO HISTORY (4 CREDITS)
This course explores the development of the Latina/o population in the U.S. by focusing on the questions of migration, race, ethnicity, labor, family, sexuality, and citizenship. Specific topics include United States colonial expansion and its effects on the population of Latin America; Mexican-Americans, and the making of the West; colonialism and the Puerto Rican diaspora; Caribbean revolutions and the Cuban-American community; and globalization and recent Latina/o migrations (Dominicans, Colombians).

HIST 3965 - COLONIAL LATIN AMERICA (4 CREDITS)
Latin America under Spanish rule.

HIST 3968 - MEXICO (4 CREDITS)
The course covers the history of Mexico from pre-Columbian times to the present. It underscores major events (such as the Spanish conquest, independence, and the revolution) and long historical periods like the colonial era, the turbulent 1800s, nation-building in the 1900s, and U.S.-Mexico relations. It further seeks to explain how the colonial legacy, race, the state, and migrations have shaped Mexican culture and identity.

HIST 3969 - LATIN AMERICA & THE U.S. (4 CREDITS)
This course will be a survey of the history of the Latin America policy of the United States and the impact of such policy on the Latin American countries.

HIST 3972 - REVOLUTION IN CENTRAL AMERICA (4 CREDITS)
This course covers the history of Central America from the 1930s to the present. It provides the background necessary for students to understand the revolutionary movements in Central America in the 1980s. Among the topics covered will be the situation of political and social exclusion of large sectors of the population; the impact of the rapid expansion of export agriculture, insurgency, and counterinsurgency strategies, U.S. strategic interests in the region, and the role of liberation theology.

HIST 3973 - EDU & STATE IN LATIN AMER (4 CREDITS)
This course explores the relation between state formation and the evolution of public education systems in Latin America. Although the course will cover the educational systems under succeeding regimes, from Spanish colonial authorities to oligarchic and revolutionary governments up to the neoliberal of the 1990s, more than half of the semester will be devoted to the 20th century. The study of the evolution of public education systems will provide a window to understand social and political change.

HIST 3975 - THE CARIBBEAN (4 CREDITS)
This course will study the history of colonialism, slavery, emancipation and nationalism in the Caribbean, using both primary sources and scholarly studies. The African and European backgrounds to Caribbean history will receive particular attention.

HIST 3977 - LAT AMER HIST THROUGH FILM (4 CREDITS)
We will screen Latin American and U.S. films to examine what we learn about events or ideas from Latin American history through film. We also
will seek to understand how countries interpret their own particular histories in films. Readings will put the films into historical context.

HIST 3979 - SLAVERY & FREEDOM: LATIN AMERICA (4 CREDITS)
This course will examine the history of the transatlantic slave trade, slavery, and African cultures in Latin America, including Brazil, the Caribbean, Mexico, and Spanish South America.

HIST 3980 - BRAZIL: HISTORY & ANTHROPOLOGY (4 CREDITS)
This course will introduce students to major questions in Brazilian history and culture by showing them how historians and anthropologists have collaborated in exploring central themes, including the impact of Portuguese conquest and colonization, slavery, and Afro-Brazilian religions. This dialogue has constantly raised new questions and provided fresh insights as historians have collected contemporary anthropological data as a way of reconsidering the past and anthropologists have visited the archive to learn more about the precedents of present-day phenomena. By focusing on this disciplinary interaction, this course will present students with examples not only of historical and anthropological studies but also with works that benefit from crossing boundaries.

HIST 3990 - N. AMERICAN ENVIRONMENTAL HIST (4 CREDITS)
The course will explore various aspects of North American environmental history.

HIST 3991 - THE AMERICAN INDIAN (4 CREDITS)
Not long ago, 15 million people lived in what is now the continental U.S., organized into roughly 500 broad groups, speaking thousands of languages, and living in hundreds of thousands of villages. They cultivated plants that became among the most important in the world by the 20th century, especially maize, now the most widely cultivated grain on earth. They confounded the medieval conception of the Creation and the course of history, forcing Europeans to reexamine everything they thought they knew. And they helped to shape the U.S., by maintaining powerful military and political confederacies in the interior. They did not merely serve as guides; they did not walk in moccasins through time, leaving not a mark on the landscape; they did not go quietly to their reservations. This course examines American Indians from their own points of view, from those of Whites, and from the ways that Indians changed American culture and environment. It is broadly chronological but mostly topical, covering the period from 13,000 years ago to after World War II through a series of issues and events. The course assumes no previous knowledge of American Indians and is offered as part of Fordham’s Eloquentia Perfecta initiative. Accordingly, students will learn to write and speak.

HIST 3992 - CAPITALISM (4 CREDITS)
Political economy is the social science that treats the sources and methods of production for subsistence and wealth. It is the study of how political systems conceive of and organize economic life and of the ideas people hold as they set out to derive wealth from nature. Its founding authors are still read today, so convincingly did they establish the questions and the borders of the discipline. Yet these authors had a troubled relationship with the environments where commodities originate. They tended to deny that ecology and economy could possibly come into conflict. Instead, they proposed mechanistic models in which the market resolved all contradictions. This seminar considers the various ways that capitalist societies have appointed resources and conceived of nature, progress, and wealth. It is a topical historical survey intended to teach the origins, qualities, and historical, manifestations of this powerful social system. The course assumes no knowledge of economics and only a basic knowledge of American and European history.

HIST 3993 - ENVIRONMENTAL HISTORY: NYC (4 CREDITS)
Explores the ecological implications of New York City’s commercial expansion and global influence. Subjects will include physical infrastructure, parks, urban redevelopment, and trade. Students will choose part of the city to examine its environmental history.

HIST 3994 - WORLD OF TROUBADORS (4 CREDITS)
In this class we enter a lost world, a society and culture that burned brightly, if briefly, in the region between modern day Piedmont in northern Italy and Catalonia in Northern Spain. “Occitania,” as this region is known to medievalists, is perhaps most famous as the center of culture that produced the songs of the troubadours, but it was also the stage for one of the most brutal conflicts in medieval history, the Albigensian crusade, which began about a century after the appearance of the first known troubadour songs. The violent attempts, begun by the northern French crusaders, to extirpate the perceived danger of heresy from the southern lands were continued by the Inquisition into the 14th century, at which time the use of lyric form declined in the south. Using both historical and literary sources, the Occitan world on the one hand, and the social and political forces brought to bear on it on the other. Some of questions we will ask will reflect the concerns of cultural and social historians, while others will be inspired by the literary discourse surrounding the troubadour corpus. Students will be introduced to a variety of source material, including charter documents, chronicles, inquisition records, and, of course, the songs themselves, and will be asked to make presentations in class in addition to writing final seminar papers.

HIST 3995 - CONFUCIANISM IN THREE KEYS (4 CREDITS)
Confucianism has taken many forms over the millennia, but its core ideas of self-cultivation, the proper ordering of society, the role of the individual in the social order, and the relationship between humanity and the cosmos have not only shaped the underlying fabric of Chinese civilization, they have deeply influenced several neighboring East Asian societies as well. Now, after decades in disfavor, Confucianism is once again entering dialogues in modern global culture, but this time with lingering anxiety about what Confucianism actually is. With this in mind, this course will examine Confucianism from three main perspectives: the historical, the philosophical, and the political. It will also make broad use of interdisciplinary (and comparative) approaches from literature, religious studies, anthropology, and art history, so that Confucianism will not speak with a single voice, and our understanding will reflect the complexity of this evolving tradition.

HIST 3996 - VISIONS OF A NEW ORDER (4 CREDITS)
Key texts of political theory viewed from the perspective of history and political science.
HIST 3999 - TUTORIAL (3 credits)
Independent research and readings with supervision from a faculty member.

HIST 4010 - GENOCIDE (4 credits)
We will investigate the major instances of modern genocide, including, the Armenian, Rwandan and Cambodian cases, the Ukrainian famine, and the holocaust. There is a comparative dimension to the course. What triggers genocide? How do modern cases compare to earlier ones? Why is rescue usually unforthcoming? How did the concept arise? How effective is punishment of perpetrators?

HIST 4105 - SEM: DISEASE IN MIDDLE AGES (4 credits)
This senior seminar course provides a platform for readings, discussion, essay writing, and oral presentations for juniors and seniors interested in the cultural, medical, normative, and spiritual responses to disease and health issues in the west from 500-1500 AD.

HIST 4301 - SEM: 12TH-CENT RENAISSANCE (4 credits)
This seminar course will consider the validity of the concept of a 12th-century Renaissance. Particular emphasis will be placed on developments in political theory and institutions, art and architecture, learning and the rise of the universities, vernacular literature, and the writing of history.

HIST 4331 - U.S. IN THE MID EAST, 1945–PRES (4 credits)
The seminar will examine how the United States replaced Great Britain as the preeminent power in the Middle East in the post-World War II era. We will study the conduct of the Cold War in the Middle East, analyze American involvement in the Israeli-Arab conflict, examine the tensions arising from American dependence on foreign oil, and consider the conflict between American culture and the rise of Muslim fundamentalism.

HIST 4345 - SEM: HISTORY AND FILM (4 credits)
This senior seminar will examine the practical and theoretical issues of using film as historical evidence and presenting the past on screen.

HIST 4367 - SEM: TORTURE & THE WESTERN EXPERIENCE (4 credits)
Torture and physical coercion have been elements of European judicial and disciplinary systems since the time of ancient Greece. This research and writing seminar will trace the history of torture in Western societies until the present, the controversies surrounding its use, its significance for Western understanding of the self and the body, and its implications for modern European and American culture and life.

HIST 4370 - SEM: FROM HENRY VII TO QUEEN ANNE (4 credits)
This seminar will examine how society and culture in England and Scotland were transformed in the sixteenth and seventeenth centuries by printed pamphlets and books; by religious change in the Reformation; by the monarchy and Parliament; and by the British Civil Wars.

HIST 4450 - SEM: MODERN BRITAIN & IRELAND (4 credits)
From the 11th century, the growth of trade and urbanization in the West deeply affected religious sensibilities. The institutional Church began to monitor Christian behavior ever more closely, and the faithful responded to the rapid diversification of lifestyles with varied forms of spiritual expression. Cistercians’ “sanctified” colonization, military orders Western expansion, mendicants, and the needs of the urban poor. Some of the new movements did not find a place within the orthodox framework, having to endure heresy charges and, eventually the Inquisition. The course, based on lectures and original source material, will survey the most important manifestations of piety and the struggle for social recognition.

HIST 4503 - SEM: HIST COMMUNICATION (4 credits)
This hands-on seminar will put students in contact with the past, quite literally, by using the extraordinary resources Fordham and New York City area have to offer. For instance, we will visit rare book collections to see and feel early books; we will use handpresses to set type and print as early-modern typographers did; and we will invite specialists such as book dealers, publishers, or rare book librarians to discuss their area of expertise. Throughout the seminar, we will read a broad variety of early modern texts: 17th-century English newspapers, such as the Spectator or the Tatler; excerpts from Diderot’s great Encyclopedie or Benjamin Franklin’s autobiography; collections of political pamphlets, diaries of booksellers and readers; or the correspondence of great writers, such as Hume or Voltaire. We will also study the works of leading scholars and historians who have interpreted or theorized the history of communication, from Marshall McLuhan to Elizabeth Eisenstein, from Pierre Bourdieu to Stephen Greenblatt, from Don Mckenzie to Robert Darnton. This seminar will help students understand our New Information Age by shedding light on the first great revolution in communication.

HIST 4504 - FOOD & DRINK MODERN HISTORY (4 credits)
If we are what we eat, as the saying goes, then who are we? Why do we eat the things we do? And why do we consume food and beverages the way we do? Eating and drinking are not only basic human needs, they can also be immensely pleasurable activities, and over the centuries they have been central to how we define ourselves and interact with each other. This seminar will explore the very rich history of food and drink in the modern Western world, from the Renaissance to the present day. We will focus particularly on the great silent revolution that transformed the diet and eating habits of Europeans from the 16th century to the 18th century, a crucial time during which, for example, forks and spoons were introduced; table manners got codified; and Europeans adopted all sorts of new exotic food items, such as tomatoes, corn, potatoes, or sugar and new beverages, such as coffee, tea, and chocolate. During the seminar we will unravel the varied social, cultural, and political meanings of food and drink through time. Our approach will be interdisciplinary, as we will borrow from anthropology, sociology, literary criticism, and art history, as well as cultural history, the history of ideas, social, economic, and business history. During our weekly meetings, we will study the evolution of specific foods and beverages of particular historical significance, such as bread, sugar, and coffee, and we will examine how food and drinks have been consumed over time, not only in the home but also in public places, from the traditional banquet and the tavern to the modern commercial space of the cafe and the restaurant.

HIST 4505 - EARLY MOD WORLD: ART & SCIENCE (4 credits)
European exploration and interaction in the 16th and 17th centuries expanded the horizons not only of the Europeans but of the entire world. It was also the beginning of a truly global system of exchange involving peoples, products, money, and microbes that in turned transformed
European art, philosophy, religion, and science. This interdisciplinary Capstone will analyze the dizzying world of early modernity through consideration of the way its scientists, artists, and religious thinkers understood their society and treated the materials of their disciplines. We will trace first the economic and human consequences of this newly global system, for Europeans and non-Europeans alike, and we will then explore questions proper to each discipline at the time, the changes they underwent, as the ways that new interactions and discoveries shocked and exploded ancient traditions and authority, and how the approaches of the period compare to contemporary methods in each area.

HIST 4542 - SEM: ITALY THROUGH FOREIGN EYES (4 CREDITS)
Research in Italian culture and politics as perceived through foreign observers.

HIST 4557 - THE THIRD REICH (4 CREDITS)
Examines the origins of the Nazi dictatorship, considering the tensions within Germany that led to the collapse of liberal democracy. In addition, the course examines the culture and politics of the Third Reich. Emphasis will be on the interaction of race and imperialism. Other topics explored will include the police state, state-party relations, and welfare policies. Students will be expected to participate in weekly discussions as well as write both a short paper for class discussion and a longer research paper.

HIST 4572 - SEM: MAKING OF MOD SOUTH ASIA (4 CREDITS)
This course will survey the recent history of the nations that are part of the Indian subcontinent, including India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Myanmar (Burma). The nations of South Asia are rapidly assuming a central role in global geopolitics and the economics of globalization. In this course, we will survey a period spanning nearly four centuries beginning in 1600, from the fragmented kingdoms within the Indian subcontinent to the rise of discrete nation states by the mid-20th century to the geopolitical and cultural prominence of South Asia on the global stage in the early 21st century.

HIST 4606 - SEM: HISTORY OF FOOD (4 CREDITS)
Topics to be discussed include food as a driving force of history, history of specific foods, rituals of eating, food fashions, and food as an aspect of national identity.

HIST 4625 - HYSTERIA, SEXUALITY, & UNCONSCIOUS (4 CREDITS)
This interdisciplinary seminar is sponsored by the Department of English and the Department of History. The seminar explores issues raised by hysteria, sexuality, and the unconscious in turn of the 20th-century Western culture—topics that cross disciplinary boundaries.

HIST 4652 - SEM: LAWS AND OUTLAWS (4 CREDITS)
This course examines the legal culture of early America. It explores the impact of law on everyday life and the boundaries between formal and informal law.

HIST 4752 - SEM: AMERICA AT WAR (4 CREDITS)
An exploration of the interaction of war and society from the colonial era through Vietnam, presented in a seminar format.

HIST 4780 - SEM: HISTORY OF CAPITALISM (4 CREDITS)
Political economy is the social science that treats the sources and methods of production for subsistence and wealth. It is the study of how political systems conceive of and organizes economic life and of the ideas people hold as they set out to derive wealth from nature. Its founding authors are still read today, although they tended to deny that ecology and economy could possibly come into conflict. Instead, they proposed mechanistic models in which the market resolved all contradictions. This seminar considers the various ways that capitalist societies have apportioned resources and conceived of nature, progress, and wealth. It is a topical historical survey intended to teach the origins, qualities and historical manifestations of this powerful social system. The course assumes no knowledge of economics and only a basic knowledge of American and European history.

HIST 4860 - SEM: 1970S: REVOLUTIONARY DECADE (4 CREDITS)
While the 1960s have been viewed as a decade of change in the U.S., the 1970s may well have been more revolutionary. Often dismissed as the inward-turning “Me Decade,” the 1970s witnessed dramatic social, economic, and political changes. This seminar examines closely the decade’s swirling currents: Watergate’s effects, Vietnam’s end, the extended Civil Rights Movements (feminism, Chicano, Asian-American, and Native American rights), the white ethnic revival, environmentalism’s surge, the oil crisis, the end of America’s era of affluence, and the rise of conservatism. We will study a wide range of materials from the decade—such as the Pentagon Papers, the environmental novel Ecotopia, films like The Godfather and StarWars, Jimmy Carter’s epic “Crisis of Confidence” speech, and the Eagles’ 1976 hit “Hotel California.” Students will be required to complete a research paper, employing primary sources, on some aspect of the decade.

HIST 4920 - SEM: AFRICAN ICONS (4 CREDITS)
This seminar introduces students to a broad range of iconic figures in Africa’s recent history, while at the same time providing students with the kinds of investigative and analytical skills associated with the practice of sound historical research and writing. We will encounter well-known historical figures, like Nelson and Winnie Mandela, while others, such as Yaa Asantewaa and Thomas Sankara, may be unfamiliar, or notorious like Idi Amin and Mobutu Sese Seko. Seminar participants will read and critically engage a vast array of sources, including speeches, government documents, autobiographical pieces and press reports, in addition to scholarly studies. As a result of the often times overtly politicized, conflicting and contested nature of these sources students will be called upon to develop their capacities for independent and critical thought, which will in turn prepare them to write effectively and persuasively.

HIST 4952 - SEM: ETHNO HISTORY (4 CREDITS)
An interdisciplinary seminar with a focus on Native Peoples of Latin America. Ethno historical methodology draws primarily from history and anthropology (linguistics, ethnography, and archeology) but also history and social geography. Topics for the seminar can vary but typically would include resettlement of indigenous peoples and conversion efforts.

HIST 4980 - RENAISSANCE & THE ISLAMIC WORLD (4 CREDITS)
The traditional historiography has defined the Renaissance as a period of cultural, social, and political transformation in Europe between the 14th and 17th centuries that marked the transition from the Medieval to the Modern times. This course will challenge this linear view of history endorsing Western exceptionalism by developing a comparative
framework with the Islamic world. Developments such as the demise of feudalism, rise of urban centers, formation of monarchies, and rise of reformist religious movements will be examined in relation to similar processes in the Islamic context. In addition, the course will explore the political, cultural, and intellectual interaction and exchange between Christendom and Islamdom in this period, and emphasize the "global" aspect of the Renaissance which has been largely ignored by the traditional historiography with its fixation on the existence of dichotomous categories, such as East/West, Muslim/Christian, or Turkish/European.

HIST 4990 - SEM: HIST OF CLIMATE (4 credits)
The course will explore various aspects of climate change and its perception over the course of history.

HIST 4999 - TUTORIAL (1 credits)
Supervised individual projects in historical research. (Every semester)

Mathematics
Chair: Brakalova
Adviser: Nissim (LC)
RH: JMH 407, (718) 817-3220
LC: LL 815F, (212) 636-6331
Web: www.fordham.edu/mathematics

Faculty
Professors: Faticoni, Lewis, Morrison, Mueller, Poor, Singer
Visiting Professor: M. Hastings
Associate Professors: Golec, W. Hastings, Marotto, Brakalova
Assistant Professors: Nissim, Ryham, Swinarski
Peter M. Curran Visiting Assistant Professors: Breeding, Burr, Smith
Visiting Assistant Professor: Shemmer
Professors Emeriti: Brumer, Chen, Curran

Overview
The mathematics department offers both a major and a minor in mathematics. The major prepares students for graduate studies or employment in a quantitative field. In addition, a student may prepare for teaching high school mathematics by selecting the math-ed option. (Students interested in this option should consult with the department adviser as soon as possible, preferably before the start of classes.) The departments of mathematics and economics offer a joint major.

Contribution to Core
The Core Curriculum requirement in mathematical reasoning may be satisfied by MATH 1100, 1203, 1206, 1207, or 1700. MATH 1100 and 1203 have no college-level prerequisites. Majors in biology, chemistry, computer science, economics, general science, natural science, physics, and psychology should consult with their department advisers, as these majors have specific mathematics requirements. Students in the Gabelli School of Business (GSB) take MATH 1108 and MATH 1109. GSB students interested in a math minor should take MATH 1206 or MATH 1207 in place of MATH 1109.

Incoming freshmen are placed in mathematics courses based on their standardized test scores and their high school transcript record.

Program Requirements
Mathematics Major
(HEGIS Code 1701) Program Codes: (B.A.) 00686, (B.S.) 83267

The major in mathematics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in mathematics only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses. Eleven courses beyond Calculus 1 and Calculus 2 are required to major in mathematics. All majors take MATH 1700, 2001, 2004, 2006, and 3005. In addition each student must choose one of two concentrations and take the four courses required for that concentration:

Pure Mathematics Concentration
MATH 3001-Linear Algebra II
MATH 3003-Real Analysis
MATH 3004-Complex Analysis
MATH 4009-Geometry

Applied Mathematics Concentration
MATH 3002-Differential Equations
MATH 3006-Probability
MATH 3007-Statistics
MATH 4006-Numerical Analysis

Finally, two electives numbered 2000 or higher are required.

In addition to the 11 courses described above for the B.A., a student may receive a B.S. by completing two courses from this list: PHYS 1701 and 1702 (or 1601 and 1602); CISC 1600, 2000, 2200.

To graduate with a mathematics major, a student must have a cumulative grade point average of at least 2.0 in all courses in the major.

We strongly recommend that mathematics majors or minors take CISC 1600 as early as their schedules allow.

Prospective mathematics majors should consult with the chair before constructing a plan of study.

Mathematics Minor
The minor in mathematics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may minor in mathematics only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.

For Fordham College students, six courses are required, three of which must be numbered above 2000. 1108, 1109, 1203, and 1204 cannot be used.

GSB students should take MTRU 1108, MATH 1206, MATH 1207 and three courses numbered above 2000. GSB students with advanced placement or who have already completed MATH 1109 should consult with the department chair.
Calculus. A placement test is required before students can register. Topics

A preparatory course to assist students at FC who intend to take
MATH 1000 - PRE-CALCULUS
(3 credits)

Course Descriptions
MATH 1000 - PRE-CALCULUS (3 credits)
A preparatory course to assist students at FC who intend to take
calculus. A placement test is required before students can register. Topics
include inequalities; linear, polynomial, rational, exponential, logarithm,
and inverse functions and their graphs; distance, lengths, and area
of simple regions; and trigonometric functions. This course does not
satisfy the mathematical reasoning Core Area requirement.

MATH 1001 - MATH FOR BUSINESS: PRECALCULUS (3 credits)
A preparatory course to assist students at the GSB to take MATH
1109-Math for Business: Calculus. Topics include inequalities; linear,
polynomial, rational, exponential, logarithm, and inverse functions and
their graphs; distance, lengths, and area of simple regions. This course
does not satisfy the mathematical reasoning Core Area requirement.

MATH 1100 - FINITE MATHEMATICS (3 credits)
Open only to GSB students. Solutions to systems of linear equations,
elementary matrix theory, linear programming, elementary counting
techniques, probability, mathematics of finance.

MATH 1109 - MATH FOR BUSINESS: CALCULUS (3 credits)
Open only to GSB students. Calculus for business majors. Topics
include derivatives of polynomial, rational, exponential, and logarithm
functions. Curve sketching and optimization problems. The definite
integral. Applications are drawn from business and economics.

MATH 1198 - HONORS BUSINESS MATH (4 credits)
Review of calculus. Solutions of systems of linear equations using
matrix algebra. Discrete and continuous probability. Applications to
business.

MATH 1203 - APPLIED CALCULUS I (3 credits)
Calculus for nonscience majors. Topics include derivatives of
polynomial, rational, exponential, and logarithm functions. Curve
sketching and optimization problems. The definite integral.

MATH 1204 - APPLIED CALCULUS II (3 credits)
A continuation of MATH 1203. Topics include derivatives of
trigonometric functions, methods of integration and applications,
calculus of functions of several variables, Lagrange multipliers.
Prerequisite: MATH 1203 or equivalent.

MATH 1205 - APPLIED STATISTICS (3 credits)
Course designed for students in fields that emphasize quantitative
methods. It includes calculus-based preliminary probability material
followed by introduction to the basic statistical methods, such as
estimation, hypothesis testing, correlation, and regression analysis.
Illustrations are taken from a variety of fields. The course provides practical experience with statistical software. Prerequisite: MATH 1203 or equivalent.

**MATH 1206 - CALCULUS I (4 CREDITS)**
Calculus for science and math majors. Functions, limits, continuity, Intermediate Value Theorem, the derivative and applications, antiderivatives, Riemann sums, definite integrals, and the Fundamental Theorem of Calculus.

**MATH 1207 - CALCULUS II (4 CREDITS)**
A continuation of MATH 1207. The definite integral, area, volumes, work, logarithm, inverse functions, techniques of integration, Taylor polynomials. Prerequisite: MATH 1206 or equivalent.

**MATH 1700 - MATHEMATICAL MODELLING (4 CREDITS)**
This course shows how discrete and continuous mathematical models can be built and used to solve problems in many fields.

**MATH 2001 - DISCRETE MATHEMATICS (4 CREDITS)**
Topics include elementary logic, set theory, basic counting techniques, including generating functions, induction, and recurrence.

**MATH 2004 - MULTIVARIABLE CALCULUS I (4 CREDITS)**
The calculus of sequences and series, power series, uniform convergence, vector methods of solid geometry, vector valued functions, functions of several variables, partial derivatives, gradients, and Lagrange multipliers.

**MATH 2005 - MULTIVARIATE CALCULUS II (4 CREDITS)**
Math continuation of MATH 2004. Topics include Implicit Function Theorem, Vector fields and their derivatives, multiple integration, line and surface integrals; and theorems of Gauss, Green and Stokes.

**MATH 2006 - LINEAR ALGEBRA I (4 credits)**
Topics include systems of linear equations, real and complex vector spaces, linear independence, dimension, linear transformations, matrix representations, kernel and range, and determinants and eigenvalues.

**MATH 2007 - LINEAR ALGEBRA II (4 CREDITS)**
Topics include vector spaces over arbitrary fields, triangular form, Jordan canonical form, inner product spaces, and coding theory.

**MATH 2008 - NUMBER THEORY (4 CREDITS)**
Topics include divisibility and related concepts, congruencies, quadratic residues, number theoretic functions, additive number theory, and some Diophantine equations.

**MATH 2009 - MATHEMATICS OF FINANCE (4 CREDITS)**
The market for options, a type of contract in finance, has grown quickly in the past 50 years. In this course we will explore the Nobel Prize-winning Black-Scholes-Merton model for valuing these contracts. We will introduce basic notions of probability (such as Brownian motion) as well as basic notions from finance (such as the No Arbitrage Principle) and use these to derive and solve the Black-Scholes equation. Prerequisite: MATH 2004

**MATH 3001 - SCIENTIFIC COMMUNICATION (4 CREDITS)**
Students develop skills in written and oral communication needed to produce scientific articles, monographs, and presentations that are accomplished in both form and content. The course covers both the use of LaTeX to produce work that meets the highest standards of design and typography, and the techniques of writing, organization, and scholarly citation needed to ensure that this work accurately embodies, effectively communicates, and professionally documents the author’s scientific thought.

**MATH 3002 - DIFFERENTIAL EQUATIONS (4 CREDITS)**
Topics include existence and uniqueness theorems for ordinary differential equations, linear differential equations, power series solutions, and numerical methods.

**MATH 3003 - REAL ANALYSIS (4 CREDITS)**
Analysis on the real line. Topics include cardinality of sets, limits, continuity, uniform continuity, sequences of numbers and functions, modes of convergence, compact sets, and associated theorems.

**MATH 3004 - COMPLEX ANALYSIS (4 CREDITS)**
Topics include complex numbers and mappings, analytic functions, Cauchy-Riemann equations, Cauchy integral theorem, Taylor and Laurent series expansions, and residue theory.

**MATH 3005 - ABSTRACT ALGEBRA I (4 CREDITS)**
Topics include well ordering and induction, unique factorization, modular arithmetic, groups, subgroups, Lagrange’s theorem, normality, homomorphisms of groups, permutation groups, and simple groups.

**MATH 3006 - PROBABILITY (4 CREDITS)**
Topics include discrete and continuous probability models in one and several variables, expectation and variance, limit theorems, and applications.

**MATH 3007 - STATISTICS (4 CREDITS)**
Topics include sampling distributions, estimation, testing hypotheses, analysis of variance, regression and correlation, nonparametric methods, and time series.

**MATH 3008 - NUMBER THEORY (4 CREDITS)**
Topics include divisibility and related concepts, congruencies, quadratic residues, number theoretic functions, additive number theory, and some Diophantine equations.

**MATH 3009 - MATHEMATICS OF FINANCE (4 CREDITS)**
The market for options, a type of contract in finance, has grown quickly in the past 50 years. In this course we will explore the Nobel Prize-winning Black-Scholes-Merton model for valuing these contracts. We will introduce basic notions of probability (such as Brownian motion) as well as basic notions from finance (such as the No Arbitrage Principle) and use these to derive and solve the Black-Scholes equation. Prerequisite: MATH 2004

**MATH 3010 - SCIENTIFIC COMMUNICATION (4 CREDITS)**
Students develop skills in written and oral communication needed to produce scientific articles, monographs, and presentations that are accomplished in both form and content. The course covers both the use of LaTeX to produce work that meets the highest standards of design and typography, and the techniques of writing, organization, and scholarly citation needed to ensure that this work accurately embodies, effectively communicates, and professionally documents the author’s scientific thought.

**MATH 3012 - MATH OF INFINITY (4 CREDITS)**
Elementary set and function theory. Notion of counting infinite sets, including Hilbert’s infinite hotel. Cardinality and infinite cardinals. Cantor’s work on infinite sets. Additional topics may include well-ordered sets and math induction, prime number generators, the Riemann zeta function, and logic and meta-mathematics.

**MATH 3021 - Graph Theory (4 CREDITS)**
Elements of graph theory and digraphs, matrix representations of graphs, shortest paths, applications of graph theory to transport networks, graph colorings, matching theory, and graphical algorithms. Prerequisites: MATH 2001 or CISC 1400, and any programming experience.

**MATH 4001 - MATHEMATICAL ETHICS PRACTICUM (4 CREDITS)**
In this class, which fulfills the Senior Values seminar requirement of the Core Curriculum and serves as a Capstone to both the pure and applied tracks of the mathematics major, students will learn the ethical responsibilities of mathematicians, both as interpreters and as creators of mathematics. The course will combine historical and contemporary
case studies with practical training in the skills and disciplines students must master to assume full ownership of their mathematics.

MATH 4004 - TOPOLOGY (4 CREDITS)
Topics include open sets and continuity in metric spaces and topological spaces, subspaces and quotient topologies, compact sets, and connected sets.

MATH 4006 - NUMERICAL ANALYSIS (4 CREDITS)
Prerequisites: MATH 1700 and MATH 2006. Topics include approximation of functions, interpolation, solution of systems of equations, numerical integration, solutions to differential equations, and error analysis.

MATH 4020 - DIFFERENTIAL GEOMETRY (4 CREDITS)
This course introduces the geometry of curved spaces in many dimensions, which are the basis of subjects such as Einstein's theory of gravitation. Topics include manifolds, tangent spaces, the Gauss map, the shape operator, curvature, and geodesics. Prerequisites: MATH 2004 and MATH 2006.

MATH 4022 - PARTIAL DIFFERENTIAL EQUATION (4 CREDITS)
This course is an introduction to the theory of partial differential equations. The course covers first hyperbolic, heat and wave equations, Poisson's equation, and harmonic functions. Topics include Poisson's integral formulas, the method of characteristics, the method of images, maximum principles, and barriers and series solutions.

Modern Languages and Literatures

Chair: Jimenez-Belmonte (Interim)
Associate Chair: Schreier (RH), Kasten (LC)
RH: FA 553, (718) 817-2650
LC: LL 924A, (212) 636-6381
Web: www.fordham.edu/academics/programs_at_fordham_/modern_languages_and/

Faculty
Professors: Cruz-Malavé, Harris, Maruhn, Perricone, Randall, Ray
Associate Professors: Clark, Hoar, Jiménez-Belmonte, Lamas, Lehman, Méndez-Clark, Parmeggiani, Schreier, Vich
Assistant Professors: Barsella, Dudash, Hafner, Kasten, Mahieux, Polcri
Lecturers: Borrero, Gerhardt, Gomaa, Latour, Lomas-Sampedro, Luna, Messina-Kociuba, Mora, Pomerantsev, Romero, Urizar, Valfredini, Vanparys-Rotondi, Wasserman

Overview
The Department of Modern Languages and Literatures offers a diversity of programs in foreign languages and literatures and in related area studies. Its broad aim is to explore the linguistic and literary forms by which human beings have constructed and interpreted reality in order to develop in students a competence in a modern foreign language and culture. Works of imaginative literature, among other forms of cultural expression, are the focus of our programs, as is the study of languages, upon which all humanistic study depends.

The department offers courses in Arabic, French, German, Italian, Japanese, Mandarin Chinese, Russian, and Spanish, and majors and minors in the following languages and literatures: French, German, Italian, and Spanish. In addition, minors are available in Arabic and Mandarin Chinese.

Area studies concentrations are also offered in French, German, Italian, and Spanish.

Courses at the 2000 level normally concentrate on advanced language, communication, and cultural studies. Courses at the 3000 level normally concentrate on literary movements, periods, and themes. Cultural studies courses with a substantial literary component are also numbered at the 3000 level. Courses at the 4000 level normally concentrate on in-depth study of individual authors and texts and are conducted as seminars.

Contribution to Core
The 2001-level course in a modern language other than English fulfills the language requirement. In order to achieve this level of mastery of a foreign language, a mastery that will allow students to comprehend a text of average sophistication in its oral and written form and to comment on it orally and in writing in a coherent and grammatically correct manner, the 2001-level course provides a critical analysis of selected cultural and literary texts, with composition, conversation, and review of pertinent grammatical structures.

Language skills preparation: one to three courses. Students who need preparation before taking the required 2001-level course have four entry points, depending upon their prior knowledge of the language (1001-Introduction I; 1002-Introduction II; 1501-Intermediate I; 1502-Intermediate II). All those beginning a language at the most basic level take an intensive one-semester course (three class hours, two lab hours, two tutorial hours; five credits) in order to accelerate their progress. Other students begin with the course in which they are placed by the department and progress to the 2001. No student is required to take more than four courses in order to complete the foreign language core. Incoming freshmen of the Class of 2013 seeking a substitution waiver for the foreign language core through the Office of Disability Services must complete this process by the end of the fall semester of their sophomore year.

Exemptions. B.S. and B.A. students, and those majoring in natural science will not have a language requirement unless required for their major.

In addition, the department offers courses that fulfill the American Pluralism, Global Studies, Eloquencia Perfecta 3, advanced disciplinary, and upper-level interdisciplinary seminar core requirements. It also offers service-learning courses that integrate language learning with service in New York City's foreign-language-speaking communities.

Study abroad is an integral part of the study of foreign language and literature and students are highly encouraged to study abroad in a foreign-language-speaking country for a semester or a year. For information on study abroad requirements and on applying study abroad course credits toward a major or minor please read below.

Program Requirements

French Language and Literature Major
The major in French language and literature is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in French language and literature only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.

Majors in French language and literature will take a minimum of 10 courses numbered 1501 (Intermediate French I) and higher and at least five upper-level courses numbered 3000 and above. (Courses numbered lower than 1501 will not count toward the major or minor.) These 10 courses will normally include 2001 and 2600. Students who place out of FREN 1501, 1502, and/or 2001 will replace them with upper-level elective courses.

The department encourages students to study abroad for one semester or a maximum of two semesters. Students who opt to apply study abroad credits toward their major or minor must have these courses approved by the departmental French study abroad program adviser prior to their going abroad. Students studying abroad for one year may apply no more than five study abroad courses toward their major. Students studying abroad for one semester may apply up to three study abroad courses toward their major. Students minoring in French may apply a total of four study abroad courses toward their minor. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward graduation but not toward their French major.

Students majoring in French must prepare their schedules in consultation with the appointed French language program major adviser. At least one of the 10 courses required for the French major must be taken in each of the following groups. However in consultation with the French program adviser the requirement in Group I may be waived.

Group I: Advanced Language, Communication, and Cultural Studies

FREN 2601-Advanced Conversation
FREN 2610-Advanced Grammar
FREN 2620-French Composition
FREN 2621-French Stylistics
FREN 2630-Translation Techniques
FREN 2650-Business French
FREN 3005-Culture and Civilization
FREN 3006-France Today
FREN 3010-Rules of the Game

Group II: Literature of the Middle Ages through the 16th century
FREN 2651-Textual Explication
FREN 3100-Medieval Literature
FREN 3120-Inventing Identity: 16th Century
FREN 3150-Medieval French Saints and Sinners
FREN 3170-French Love Letters
FREN 3291-Fable and Fairy Tale
FREN 3350-Thinkers & Moralists

Group III: Classicism or the Enlightenment, 17th or 18th Centuries
FREN 3170-French Love Letters
FREN 3200-Classicism

Group IV: Modern Literature, 19th Century to Present

The French area studies major is an individualized interdisciplinary major consisting of 10 courses numbered 1501 (Intermediate French I) and higher and will normally include FREN 2001 and FREN 2600. All French area studies major courses are decided in consultation with the departmental adviser and will normally include at least seven courses offered by the Department of Modern Languages and Literatures, equally distributed on the 2000, 3000, and 4000 levels. A maximum of two courses taken abroad for one semester and a maximum of three courses taken abroad for one year may apply toward the French area studies major. These courses must be approved by the departmental French study abroad adviser prior to studying abroad. Up to three related (literature or cultural studies) courses may be taken outside the department. All such courses must be approved in advance by the departmental adviser. Courses outside the department might typically include selected relevant groupings from African and African American studies, art history and music, business, communications, comparative literature, education, history, Latin American and Latino studies, medieval studies, philosophy, political science, psychology, sociology, and theology.

French Minor

The minor in French is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of
Professional Studies may minor in French only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.

Minors in French will take a minimum of six courses numbered 1501 and higher to be chosen in consultation with the program adviser. These courses will normally include FREN 2001 and FREN 2600. Up to two courses for the French minor may be taken abroad upon consultation with and approval of the departmental French study abroad adviser.

Note: There is no French area studies minor.

**German Language and Literature Major**  
(HEGIS Code 1103) Program Code 03892

The major in German language and literature is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may major in German language and literature only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.

Majors in German language and literature will take a minimum of 10 courses numbered 1501 (Intermediate German I) and higher, to be selected in consultation with the program adviser. (Courses numbered lower than 1501 will not count toward the major or minor.) These 10 courses will normally include German Language and Literature (GERM 2001), Approaches to Literature (GERM 2500), and six (or more, depending upon initial placement) courses chosen in consultation with the program adviser. Students who place out of GERM 1501, 1502, and/or 2001 will replace them with upper-level elective courses.

The department encourages students to study abroad for one semester or a maximum of two semesters. Students who opt to apply study abroad credits toward their major or minor must have these courses approved by the departmental German study abroad program adviser prior to their going abroad. Students studying abroad for one year may apply no more than four study abroad courses toward their major. Students studying abroad for one semester may apply up to three study abroad courses toward their major. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward their major or minor. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward their major or minor. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward their major or minor. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward their major or minor.

The department encourages students to study abroad for one semester or a maximum of two semesters. Students who opt to apply study abroad credits toward their major or minor must have these courses approved by the departmental German study abroad program adviser prior to their going abroad. Students studying abroad for one year may apply no more than four study abroad courses toward their major. Students studying abroad for one semester may apply up to three study abroad courses toward their major. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward their major or minor. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward their major or minor.

Note: There is no German area studies minor.

**French Language and Literature Major**  
(HEGIS Code 1104) Program Code 03959

The major in French language and literature is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may minor in German only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.

Majors in French will take a minimum of six courses numbered 1501 (Intermediate German I) and higher, to be selected in consultation with the program adviser. These six courses will normally include German Language and Literature (GERM 2001), Approaches to Literature (GERM 2500), and two (or more, depending upon initial placement) courses chosen in consultation with the program adviser. Students who place out of GERM 1501, 1502, and/or 2001 will replace them with upper-level elective courses. A maximum of two courses for the minor may be taken while abroad. These courses must be approved in advance by the program adviser.

Note: There is no German area studies minor.

**Italian Language and Literature Major**  
(HEGIS Code 0312) Program Code 82112

The major in German area studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may major in German area studies only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.

The German area studies major is an individualized interdisciplinary major consisting of 10 courses numbered 1501 (Intermediate German I) and higher, to be selected in consultation with the program adviser. These 10 courses will normally include German Language and Literature (GERM 2001), Approaches to Literature (GERM 2500), and six (or more, depending upon initial placement) courses chosen in consultation with the program adviser. Students who place out of GERM 1501, 1502, and/or 2001 will replace them with upper-level elective courses. Up to a maximum of three courses may be taken from a department other than modern languages and literatures with departmental permission in consultation with program adviser. Courses taken outside the department might typically include selected relevant groupings from art history and music, business, communications, comparative literature, history, medieval studies, philosophy, political science, psychology, sociology, and theology. A maximum of two courses taken abroad for one semester and a maximum of three courses taken abroad for one year may apply toward the German area studies major. These courses must be approved by the departmental German study abroad adviser prior to studying abroad.
Fordham University may be applied as elective credits toward graduation, but not toward their Italian major.

Students majoring in Italian must prepare their schedules in consultation with the appointed Italian language program major adviser. The 10 courses required for the major will normally include Italian Language and Literature (ITAL 2001), Approaches to Literature (ITAL 2500) or Reading Culture Through Literature (ITAL 2561), three electives, and at least one course from each of the following:

Group I: The Middle Ages
ITAL 2701-Culture and Civilization
ITAL 2800-Italy and the Arts
ITAL 2801-A Cultural History of Italy
ITAL 3011-Dante and His Age
ITAL 3012-Medieval Storytelling
ITAL 3021-Vice and Virtue
ITAL 3061-Dante, Petrarch, and Boccaccio
ITAL 4102-Divina Commedia

Group II: The Renaissance and Baroque
ITAL 2800-Italy and the Arts
ITAL 2801-A Cultural History of Italy
ITAL 3020-Renaissance and Baroque Novella
ITAL 3050-Arts and Politics in Italian Humanism
ITAL 3120-Renaissance Literature
ITAL 3125-Love and Honor in Renaissance Courts
ITAL 3201-Baroque and Enlightenment
ITAL 3220-Early Italian Theater
ITAL 3601-Imagined and Real Travels

Group III: Modern and/or Contemporary Literature and Culture
ITAL 3055-Trends in Contemporary Literature
ITAL 3100-Modern Culture and Society
ITAL 3111-New Italian Cinema
ITAL 3280-Italian Short Story
ITAL 3402-Modern History, Literature, and Film
ITAL 3540-Liberty and Tyranny, 18th and 19th Century
ITAL 3542-Nature in Art and Literature since 1700
ITAL 3630-Contemporary Italian Novels
ITAL 3651-Resistance Literature
ITAL 3652-Italian Theater and Cinema
ITAL 3680-Modern Literature and History
ITAL 3701-Italian Women Writers
ITAL 3901-Narrative and Film
ITAL 3905-Modern Italian Poetry
ITAL 3910-Italy Today
ITAL 4999-Independent Study

Italian Area Studies Major
(Hegis Code 0312) Program Code 82113

The major in Italian area studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may major in Italian area studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

The Italian area studies major is an individualized interdisciplinary major consisting of 10 courses numbered 1501 (Intermediate Italian I) and higher and will normally include Italian Language and Literature (ITAL 2001) and Approaches to Literature (ITAL 2500) or Reading Culture Through Literature (ITAL 2561), three electives, and one course from each of the above groups. Students who place out of ITAL 1501, 1502, and 2001 will replace them with upper-level elective courses. A maximum of two courses may be taken outside the Department of Modern Languages and Literatures upon consultation with the program adviser. Elective courses should be evenly distributed among the 2000, 3000, and 4000 levels in consultation with the program adviser. A maximum of two courses taken abroad for one semester and a maximum of three courses taken abroad for one year may apply to the Italian area studies major. These courses must be approved by the departmental Italian study abroad adviser prior to studying abroad. Up to two courses may be taken outside the department in consultation with the program adviser and might typically include selected relevant groupings from art history and music, communications, comparative literature, history, medieval studies, philosophy, political science, and theology.

Italian Minor

The minor in Italian is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may minor in Italian only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Minors in Italian will take a minimum of six courses numbered 1501 (Intermediate Italian I) and higher, to be chosen in consultation with a program adviser. Students who place out of ITAL 1501, 1502, and 2001 will replace them with upper-level elective courses. In addition to the Italian core courses 2001 (Italian Language and Literature) and 2500 (Approaches to Literature) or 2561 Reading Culture Through Literature, a minimum of two 3000-level courses must be taken. Up to two courses for the Italian minor may be taken abroad. These courses must be approved in advance by the program adviser.

Note: There is no Italian area studies minor.

Spanish Language and Literature Major
(HEGIS Code 1105) Program Code 06093

The major in Spanish language and literature is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may major in Spanish language and literature only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Students majoring in Spanish language and literature will take a minimum of 10 courses numbered 1501 (Intermediate Spanish I) and higher, to be selected in consultation with the program adviser. (Courses numbered lower than 1501 will not count toward the major or minor.) These courses must include SPAN 2500 (Approaches to Literature), which is a prerequisite for all courses numbered 3000 and above. Students who place out of SPAN 1501, 1502, and/or 2001 will replace them with upper-level elective courses. All Spanish language and literature majors must take 10 courses in Spanish within the Department of Modern Languages and Literatures, except when studying abroad. In addition to 2001
(Language and Literature), only two courses can be taken at the 2000 level. A minimum of four courses must be numbered 3000 and above.

The department encourages students to study abroad for one semester or a maximum of two semesters. Students who opt to apply for study abroad credits toward their major or minor must have these courses approved by the departmental Spanish study abroad program adviser prior to their going abroad. Students studying abroad for one year may apply no more than four study abroad courses toward their major. Students studying abroad for one semester may apply up to three study abroad courses toward their major. Students minoring in Spanish may apply up to two study abroad courses toward their minor. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward graduation, but not toward their Spanish major.

Spanish Area Studies Major
(Hegis Code 0312) Program Code 82114

The major in Spanish area studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may major in Spanish area studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

The Spanish area studies major is an individualized interdisciplinary major consisting of 10 courses numbered 1501 (Intermediate Spanish I) and higher, to be selected in consultation with the program adviser. Of these courses, at least seven must be in Spanish within the Department of Modern Languages and Literatures except when studying abroad. Students who place out of SPAN 1501, 1502, and 2001 will replace them with upper-level elective courses. These courses must include SPAN 2500 ( Approaches to Literature), which is a prerequisite for all courses numbered 3000 and above. At least two of these courses must be numbered 3000 and above. Spanish area studies majors can take up to three upper-level courses taught in English in other departments and programs related to Hispanic studies. These may be selected from offerings in Latin American and Latino studies, literary studies, medieval studies, art history, history, sociology and anthropology, urban studies, communications, English, theology, social work, education, etc. A maximum of two courses taken abroad for one semester and a maximum of three courses taken abroad for one year may apply toward the Spanish area studies major. These courses must be approved by the departmental Spanish study abroad adviser prior to studying abroad.

Spanish Minor
The minor in Spanish is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may minor in Spanish only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.

Students minoring in Spanish will take a minimum of six courses numbered 1501 (Intermediate Spanish I) or above. These must include SPAN 2500 ( Approaches to Literature) which is a prerequisite for all courses numbered 3000 and above or, in its place, another appropriate course approved by the major adviser. Students who placed out of SPAN 1501, 1502, and 2001 will replace them with upper-level elective courses. All six courses must be taken in Spanish in the Department of Modern Languages and Literatures, except when studying abroad, and at least two courses must be numbered 3000 or above. Students are encouraged to study abroad. A total of two courses only taken abroad may be applied toward the Spanish minor. These courses must be approved by the Spanish study abroad adviser prior to studying abroad.

Note: There is no Spanish area studies minor.

Arabic Minor

The Arabic minor consists of six courses, three of which must be taken at Fordham. A minimum grade of C is required in all courses in order to fulfill minor requirements. Students must take six courses numbered 1501 and above. These must include two 2000-level courses and at least one course numbered 3000. Students who placed out of ARAB 1501, 1502, and 2001, will replace them with either 2000 or 3000 upper-level elective courses. Up to one course in translation may be applied toward the minor if the readings and assignments are done in Arabic. Students may also apply up to two courses from study abroad toward the minor.

Required core courses:

ARAB 1501-Intermediate Arabic I
ARAB 1502-Intermediate Arabic II
ARAB 2001-Language and Literature

Required two 2000-level courses from electives such as:

ARAB 2400-Approaches to Arabic Culture
ARAB 2601-Conversation and Composition

Required one 3000-level course from electives such as:

ARAB 3002-Topics in Arabic Culture
ARAB 3040-Topics in Arabic Literature
ARAB 3999-Independent Study

Up to one course in translation may be applied toward the minor if the student does the readings and assignments in Arabic from electives such as:

MLAL 3440-Arabic Literature in English Translation
MLAL 3442-Arabic Culture and the News Media

Studying abroad is not required. However, students interested in the Arabic minor are strongly encouraged to study in an Arabic speaking country, such as Egypt, Jordan, Morocco, or Syria, for at least one semester. The study abroad programs provide the student with classes of modern standard Arabic and an immersion experience in a spoken Arabic dialect. Up to two courses for the Arabic minor may be taken abroad. Note: Students who opt to apply study abroad credits toward their minor must have these courses approved by their Arabic faculty adviser prior to their going abroad.

The minor in Arabic offers students the opportunity to study the Arabic language and culture structurally and functionally. Our curriculum reflects the Standards for Foreign Language Learning in the 21st Century (1999) which describes the five Cs of language acquisition: communication, culture, comparisons, connections, and community. Students in the Arabic minor have the opportunity to practice the three modes of communication (interpersonal, interpretive, and presentational), to learn about Arabic culture (products, practices, and
advantage of the opportunities at Fordham for internships in related fields. Majors, minors, and other interested students are encouraged to take advantage of the opportunities at Fordham for internships in related fields, such as at the United Nations, cultural centers, and foreign firms, both in the U.S. and abroad. For more information regarding internships, contact the program adviser for the language in which you are interested.

**Study Abroad**
The department encourages students to study abroad for one semester or a maximum of two semesters. Students who opt to apply study abroad credits toward their major or minor must have these courses approved by the departmental study abroad program adviser in their language area prior to their going abroad. Students studying abroad for one year may apply no more than four study abroad courses toward their major. Students studying abroad for one semester may apply up to three study abroad courses toward their major. Students may apply up to two study abroad courses toward their minor. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward graduation, but not toward their major.

Further information concerning study abroad is available from the director of international and study abroad programs or online at www.fordham.edu/isap.

**Courses Planned for Fall 2012–Spring 2014**
Note: Following each course are codes indicating where the course is taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, ER for Fordham School of Professional Studies at Rose Hill, and EL for Fordham School of Professional Studies at Lincoln Center.

**Arabic**
ARAB 1001-1002-Introduction to Arabic I and II (R, L)
ARAB 1501-1502-Intermediate Arabic I and II (R, L)
ARAB 2001-Arabic Language and Literature (R, L)

**French**
FREN 1001-1002-Introduction to French I and II (R, L)
FREN 1501-1502-Intermediate French I and II (R, L)
FREN 2001-French Language and Literature (R, L)
FREN 2600-France: Lit, Hist, Civ. (R, L)
FREN 2604-Cineconversation (R, L)
FREN 2630-Translation Techniques (R, L)
FREN 2650-Business French (R, L)
FREN 2651-Textual Explication (R, L)
FREN 3015-Tour de France en Texte (R, L)
FREN 3100-Medieval Literature (R, L)
FREN 3110-Inventing Identity, 16th C. (R, L)
FREN 3251-Stage and State (R, L)
FREN 3291-Fable and Fairy Tale (R, L)
FREN 3304-Telling Tales: Conteurs Français (R, L)
FREN 3300-Enlightenment (R, L)
FREN 3333-Tableaux: Art and Theater in the 1700s (L)
FREN 3337- Pamphlets and Music, 18th C. (L)
FREN 3351-Revolution and Literature (L)
FREN 3360-French Autobiography (R)
FREN 3400-Romanticism (R)
FREN 3455-Postcolonial Representations (R)
FREN 3501-Modern Poetry (R, L)
FREN 3561-Modern French Theater (R, L)
FREN 3565-French Contemporary Novel (R)
FREN 3571-French Women Writers (R)
FREN 4999-Independent Study (R, L)

**German**
GERM 1001-1002-Introduction to German I and II (R, L)
GERM 1501-1502-Intermediate German I and II (R, L)
GERM 2001-German Language and Literature (R, L)
GERM 2500-Approaches to Literature (R, L)
GERM 2601-Conversation (R)
GERM 2650 Business German (R, L)
GERM 3051-Survey of German Literature I (R)
GERM 3052-Survey of German Literature II (R)
GERM 3101-Courtly Epic and Lyric (L)
GERM 3302-German Through the Senses (R)
GERM 3601-German Literature since 1945 (R)
GERM 4999-Independent Study

**Italian**
ITAL 1001-1002-Introduction to Italian I and II (R, L)
ITAL 1501-1502-Intermediate Italian I and II (R, L)
ITAL 2001-Italian Language and Literature (R, L)
ITAL 2500-Approaches to Literature (R, L)
ITAL 2561-Reading Culture Through Literature (R, L)
ITAL 2605-Conversation and Composition (R, L)
ITAL 2800-Italy and the Arts (L)
ITAL 3012-Medieval Storytelling (R, L)
ITAL 3020-Vice and Virtue in Medieval Italian Lit. (R)
ITAL 3051-Survey of Italian Literature (R)
ITAL 3061-Dante, Petrarch, and Boccaccio (R, L)
ITAL 3100-Modern Culture and Society (L)
ITAL 3120-Renaissance Literature (R, L)
ITAL 3201-Baroque and Enlightenment (R, L)
ITAL 3220-Early Italian Theater (R, L)
ITAL 3280-Italian Short Story (R, L)
ITAL 3540-Liberty and Tyranny 18th and 19th Century, ITAL
ITAL 3542-Nature Art and Lit. Since 1700 (R)
ITAL 3701-Italian Women Writers (R, L)
ITAL 3905-Modern Italian Poetry (R, L)
ITAL 3910-Italy Today (R, L)
ITAL 4999-Independent Study

**Japanese**
JPAN 1001-1002-Introduction to Japanese I and II (L)
JPAN 1501-1502-Intermediate Japanese I and II (L)
JPAN 2001-Japanese Language and Literature (L)

**Mandarin Chinese**
MAND 1001-1002-Introduction to Mandarin I and II (L)
MAND 1501-1502-Intermediate Mandarin I and II (L)
MAND 2001-Mandarin Language and Literature (L)

**Portuguese**
PORT 1501-1502-Intermediate Portuguese I and II (R)
PORT 2001-Portuguese Language and Literature (R)

**Russian**
RUSS 1001-1002-Introduction to Russian I and II (R, L)
RUSS 1501-1502-Intermediate Russian I and II (R, L)
RUSS 2001-Russian Language and Literature (L)
RUSS 2500-Approaches to Literature (L)
RUSS 4999-Independent Study (R, L)

**Spanish**
SPAN 1001-1002-Introduction to Spanish I and II (R, L)
SPAN 1003-1004-Spoken Spanish I and II (ER, EL)
SPAN 1501-1502-Intermediate Spanish I and II (R, L)
SPAN 2001-Spanish Language and Literature (R, L)
SPAN 2500-Approaches to Literature (R, L)
SPAN 2601-Spanish Conversation and Composition (R, L)
SPAN 2640-The Spanish and New York City (R, L)
SPAN 3001-Topics in Spanish Culture (R, L)
SPAN 3002-Topics in Spanish-American Culture (L)
SPAN 3051-Survey of Spanish Literature (R, L)
SPAN 3075-Crime Fiction in Hispanic Literature (R, L)
SPAN 3200-Multicultural Spain (R, L)
SPAN 3210-Transatlantic Picaresque (R, L)
SPAN 3250-God, Gold, and Glory
SPAN 3426-Modern Hispanic Theater (R, L)
SPAN 3501-Spain at War
SPAN 3530-Excess in Modern Spanish Lit. (R, L)
SPAN 3540-Spain and Islam (R)
SPAN 3550-Expressing the Colonies (R, L)
SPAN 3560-Reimagining the Colonies: 20th-Century Historical Fiction (R, L)
SPAN 3570-Stories of a New World (R, L)
SPAN 3582-New York in Latino Literature (R, L)
SPAN 3610-Children’s Gaze in Latin American Lit. (R, L)
SPAN 3625-Spanish American Short Fiction (R, L)
SPAN 3642-Spanish American Literature and Popular Music (R, L)
SPAN 3685-Media in Spanish American Literature (R, L)
SPAN 3701-Spanish-American Women Writers (L)
SPAN 3707-The Latin American Urban Chronicle (R, L)
SPAN 3750-Contemporary Peruvian Literature (R, L)
SPAN 3751-Adapting Spanish Drama (R, L)
SPAN 3755-Spanish American Literature and Globalization (R, L)
SPAN 3801-Southern Cone Literature (R, L)
SPAN 3820-Caribbean Literature (L, ER)
SPAN 3901-U.S. Latino Literature and Film (R, L)
SPAN 4001-Cervantes and Don Quijote (R)
SPAN 4401-Federico Garcia Lorca (R, L)
SPAN 4999-Independent Study (R, L)

**Literature in Translation**
MLAL 1210-Literature and Society
MLAL 1220-Poetry and Poetics
MLAL 1230-History and the Novel
MLAL 1240-Tragedy and Comedy
MLAL 1250-Traditions of Storytelling
MLAL 4002-Animal Rights Literature and Film
Course Descriptions

Arabic

ARAB 1001 - INTRODUCTION TO ARABIC I (5 CREDITS)
An introductory course that focuses on the four skills—reading, speaking, writing, and listening—that provide students with a basic knowledge of vocabulary and culture, which, studied interdependently—comprise the Arabic language.

ARAB 1002 - INTRODUCTION TO ARABIC II (3 CREDITS)
This continuation course will enhance the reading, writing, speaking, and listening skills acquired by students in Introduction to Arabic I or from prior study. It will further promote a deeper understanding of the Arabic language and culture.

Prerequisite: ARAB 1001 or placement.
Corequisite(s): two hours of lab work per week or instructor's recommendation.

ARAB 1501 - INTERMEDIATE ARABIC I (3 CREDITS)
Continued study of the fundamentals of the Arabic linguistic system with systematically organized reading, writing, and conversation exercises. Introduction to literary texts.

ARAB 1502 - INTERMEDIATE ARABIC II (3 CREDITS)
This continuation course finishes the grammar review and provides further intensive practice in conversation and composition. Reading and discussion of graded literary texts.

Prerequisite: ARAB 1501 or placement.
Corequisite(s): one hour of lab work per week or instructor's recommendation.

ARAB 2001 - ARABIC LANGUAGE & LITERATURE I (3 CREDITS)
These courses are designed for students who have a solid knowledge of Arabic language basics, essential vocabulary, and verb forms and tenses. Text material and coursework will focus on developing and expanding the student's vocabulary, learning new grammatical structures and usages, developing good listening and writing skills, applying literal and inferential comprehension skills (reading from magazines, newspapers, and short stories and viewing videos and films are also included), practicing oral skills during class time through structural exercises, and completing written assignments to reinforce the student's understanding of the concepts studied in class.

ARAB 2002 - ARABIC LANGUAGE AND LITERATURE II (4 CREDITS)
These courses are designed for students who have a solid knowledge of Arabic language basics, essential vocabulary, and verb forms and tenses. Text materials and coursework will focus on developing and expanding the student's vocabulary, learning new grammatical structures and usages, developing good listening and writing skills, applying literal and inferential comprehension skills (reading from magazines, newspapers, and short stories, and viewing videos and films), practicing oral skills during class time through structural exercises, and completing written assignments to reinforce the student's understanding of the concepts studied in class. Prerequisite: ARAB 2001

ARAB 2400 - APPROACHES TO ARABIC CULTURE (4 CREDITS)
This course is based on the knowledge and skills gained in Arabic

Language & Literature II. The main focus is on developing fluency and sophistication in reading, writing, and in oral communication. This course is designed to train students how to evaluate and revise their writing in Arabic, while continuing to review and refine pertinent grammatical structures. It aims to increase the students' familiarity with Arabic culture by working with selected Arabic literary texts and Arabic periodicals. The course will be conducted mainly in Arabic.

ARAB 2601 - ARABIC CONVERSATION AND COMPOSITION (3 CREDITS)
Intensive practice of the spoken and written language with emphasis on proper use of idioms and building of vocabulary based on topics of interest and relevance. A basic course for prospective majors and minors. Prerequisite: ARAB 2001 or equivalent.

French

FREN 1001 - INTRODUCTION TO FRENCH I (5 CREDITS)
An introductory course that focuses on the four skills: speaking, reading, writing—and listening—that students with a basic knowledge of French linguistic structures, vocabulary and culture, which studied interdependently, comprise the French language.

FREN 1002 - INTRODUCTION TO FRENCH II (3 CREDITS)
This course will enhance the reading, writing, speaking, and listening skills acquired by students in Introduction to French I or from prior study. It will further promote a deeper understanding of French and Francophone cultures.

FREN 1501 - INTERMEDIATE FRENCH I (3 CREDITS)

FREN 1502 - INTERMEDIATE FRENCH II (3 CREDITS)

FREN 2001 - FRENCH LANGUAGE AND LITERATURE (3 CREDITS)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.

FREN 2600 - FRANCE: LITERATURE, HISTORY, AND CULTURE (4 CREDITS)
The history and civilization of France and its literature in prose, poetry, and drama.

FREN 2601 - FRENCH CONVERSATION & COMP (4 CREDITS)
Intensive practice of the spoken and written language with emphasis on proper use of idioms and building of vocabulary based on topics in interest and relevance. A basic course for prospective majors and minors. Prerequisite: FREN 2001 or equivalent.

FREN 2650 - BUSINESS FRENCH (4 CREDITS)
Development of oral proficiency in daily communication within the business world, preparing students in technical vocabulary and situational usage. Introduction to specialized vocabulary. Readings in management, operations, marketing, advertising, and banking as well as practice in writing business correspondence.
The class reads work by great French thinkers, among them the essayist De la Poesie Dramatique Diderot’s and painting. Students will read theoretical texts on the theater, such as Montesquieu, Marivaux, Voltaire, Diderot, Rousseau, and Laclos. The main currents of the French 18th-century Enlightenment: works by FREN 3333 - TABLEAUX: ART & THEATRE 1700S

This course examines the changing articulation of the “tableau” and how it informed important aesthetic developments in 18th century theater and painting. Students will read theoretical texts on the theater, such as Diderot’s De la Poesie Dramatique and Mercier’s De Theatre, theoretical works by Marivaux, Voltaire, Diderot, and Beaumarchais, in addition to critical texts on the French salons.

FREN 3350 - THINKERS & MORALISTS (4 CREDITS)
The class reads work by great French thinkers, among them the essayist Montaigne, the theologian Pascal, the humorist Moliere, the satirist LaBruyere, and the salon star La Rochefoucauld, the social commentator Alexis de Toqueville, and the food writer Brillat-Savarin. We will elucidate the nature and influence of French thinking about many aspects of culture throughout the early modern period and its effects to the present day. Taught in French.

FREN 3360 - FRENCH AUTOBIOGRAPHY (4 CREDITS)
How the French recount their lives, form their selves, and interact with others. Three male and three female authors: Montaigne, Rousseau, Gide, de Beauvoir, Yourcenar, and Kaplan.

FREN 3400 - ROMANTICISM (4 CREDITS)
The romantic revolution as seen in the works of Rousseau, Chateaubriand, Balzac, Stendhal, Hugo, Nerval, and others.

FREN 3450 - WRITERS & LAWBREAKERS (4 CREDITS)
This course examines the cultural production of the Colonial Age and its influence on postcolonial aesthetics and rhetoric. In addition to 19th-20th- and 21st-century novels, plays, movies, paintings, and photographs, we consider products of consumer culture, such as plates, toys, commercials, and postcards. We devote particular attention to complex systems of cultural representations from the 1870s -1930s to show how the heirs of Colonialism must continually renegotiate them. The second half of the course focuses on North African postcolonial literature.

FREN 3460 - POSTCOLONIAL REPRESENTATIONS (4 CREDITS)
This course examines the cultural production of the Colonial Age and its influence on postcolonial aesthetics and rhetoric. In addition to 19th-20th- and 21st-century novels, plays, movies, paintings, and photographs, we consider products of consumer culture, such as plates, toys, commercials, and postcards. We devote particular attention to complex systems of cultural representations from the 1870s -1930s to show how the heirs of Colonialism must continually renegotiate them. The second half of the course focuses on North African postcolonial literature.

FREN 3463 - SURVEY OF FRENCH CINEMA (4 CREDITS)
The art of moviemaking, which began in France, has remained a beacon of French culture: its seventh art. In this course we will retrace the evolution of French cinema, delve into aspects of the French film industry’s economical model, and study early, classic, Nouvelle Vague (or New Wave), and contemporary French films.

FREN 3465 - WOMEN ON THE MARGINS (4 CREDITS)
The course explores the roles and identities available to women in 19th-century France and the ways in which women expanded the boundaries of those constraints. Through readings of literary and nonliterary texts as well as films, paintings, drawings, and fashion plates, we consider such institutions and conditions as female education and conduct, marriage, motherhood, prostitution, sainthood, rebellion, and creativity.
FREN 3472 - REALISM AND DECADENCE (4 CREDITS)
The novel and the poem in the second half of the 19th century. May include texts by Flaubert, Zola, Baudelaire, the Symbolists, Huysmans, and Proust.

FREN 3480 - FRANCOPHONE CARIBBEAN LIT (4 CREDITS)
This course examines a variety of literary, historical, cultural, and linguistic aspects of the Francophone Caribbean between 1791 (the beginning of the Haitian Revolution) and today. Topics include articulations of political sovereignty in colonial and postcolonial contexts, Francophone Caribbean literary movements, alternative narratives provided by Afro-diasporic voices, and Caribbean feminisms.

FREN 3565 - FRENCH CONTEMPORARY NOVEL (4 CREDITS)
The 20th-century novel. Changes in the form of the novel and in critical approaches used. Readings will include texts by Proust, Gide, Mauriac, Celine, Sarret, Robber Grillet, and Duras.

FREN 3610 - FRENCH-CANADIAN LIT (4 CREDITS)

FREN 3637 - FRANCOPHONE MIDDLE EAST (4 CREDITS)
This course explores the historical and cultural ties between France and the Middle East between 1798 and today. Topics include Napoleon's campaign in Egypt; Egyptian intellectual diasporas in Paris (1880-1930); francophone poetry in 1920s Syria; Francophone writings of the Lebanese civil war; identity politics in contemporary Francophone Lebanese theater and cinema. Taught in French.

FREN 4999 - TUTORIAL (3 CREDITS)
Study of a particular aspect of French literature or thought. Independent research and readings. Weekly or biweekly meetings with a faculty adviser. Designed for majors with permission of instructor.

German

GERM 1001 - INTRODUCTION TO GERMAN I (5 CREDITS)
An introductory course that focuses on the four skills—speaking, reading, writing and listening—that provide students with a basic knowledge of German linguistic structures, vocabulary, and culture, which studied interdependently, comprise the German Language.

GERM 1002 - INTRODUCTION TO GERMAN II (3 CREDITS)
This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to German I or from prior study. It will further promote a deeper understanding of German and its literary and cultural traditions. Prerequisite: GERM 1001 or placement.

Corequisite: Two hours of lab work per week or instructor's recommendation

GERM 1501 - INTERMEDIATE GERMAN I (3 CREDITS)

GERM 1502 - INTERMEDIATE GERMAN II (3 CREDITS)

GERM 2001 - GERMAN LANGUAGE AND LITERATURE (3 CREDITS)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.

GERM 2500 - APPROACHES TO LITERATURE (4 CREDITS)
A basic course in German literature. Close readings in the major forms, prose fiction, poetry, and drama, and introduction to the varieties of critical strategies for reading them.

GERM 2601 - GERMAN CONVERSATION (3 CREDITS)
Intermediate-level conversation with some composition. Optional course for students wishing additional practice in self-expression in German. May be taken simultaneously with GERM 1502 or higher.

GERM 2650 - BUSINESS GERMAN (4 CREDITS)
Development of oral proficiency used in daily communication within the business world, preparing the students both in technical vocabulary and situational usage. Introduction to specialized vocabulary in business and economics. Readings in management, operations, marketing, advertising, banking, etc. Practice in writing business correspondence. Prerequisite: GERM 2001 or permission of instructor.

GERM 3051 - SURVEY OF LITERATURE I (4 CREDITS)
A general survey of the history of German literature from the beginning of the 18th century.

GERM 3052 - SURVEY OF LITERATURE II (4 CREDITS)
A general survey of the history of German literature from the beginning of classicism (ca.500-1832).

GERM 3303 - BORDERS & CROSSINGS (4 CREDITS)
Doors, gates, walls, and other borders—between; inside;and outside; home and society; me and you—define our daily lives. And to define means to mark off, to draw boundaries. While animals usually stay within their confined territory, man is the animal that continually resets, violates, and strives to cross these borders. In this course, you will encounter many exciting contributions to German and Austrian literature and film in the 20th and 21st centuries. Our focus will be borders and barriers—physical, ideological, intellectual, and metaphysical. Furthermore, we will discuss border crossings between cultures, countries, identities, reality, and fiction. Throughout this course, you will be exposed to texts and films that will expand and challenge your consciousness regarding the “other” and the (im)possibilities of interpersonal and intercultural communications. Taught in German.

GERM 3310 - DEEP IN THE FOREST (4 CREDITS)
The purpose of this course is to study how the intertwining of Germanic and Christian mythic worlds serves to create the long-lasting enchantment of Grimm’s Fairy Tales. The world of myth and fairy tale will be explored from the point of view Realization Theory, which emphasizes the effect which myths and stories attempts to elicit from the reader, as described by William Grimm. In contrast to the Grimm’s approach to fairy tale enchantment as awakening the human heart, we will also read three tales by Tieck, where there is fear that there is danger lurking deep in the forest of enchantment.

GERM 4999 - TUTORIAL (3 CREDITS)
Study of a particular aspect of German literature or thought. Independent
research and readings. Weekly or biweekly meetings with faculty adviser. Designed for majors with permission of instructor.

**Italian**

**ITAL 1001 - INTRODUCTION TO ITALIAN I (5 CREDITS)**
An introductory course that focuses on the four skills—speaking, reading, writing and listening, that provide students with a basic knowledge of Italian linguistic structures, vocabulary and culture, which studied interdependently, comprise the Italian language.

**ITAL 1002 - INTRODUCTION TO ITALIAN II (3 CREDITS)**
This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to Italian I or from prior study. It will further promote a deeper understanding of Italian and its literary and cultural traditions.

**ITAL 1101 - NUOVO MONDO: INTRO TO ITALIAN I (3 CREDITS)**
A study of basic Italian language open to students with no previous knowledge of Italian which focuses on developing all skills (listening, speaking, reading, and writing). Students will explore aspects of Italian contemporary life and culture concentrating on the ongoing changes in Italian society with regard to family structures, the education system, youth culture, and regional diversity. Regular conversation hours, invited speaker lectures, and a year-long film series, among other activities, will give students the opportunity to improve their Italian in a less formal setting, develop a critical understanding of Italian culture, and resist stereotyping Italy and the Italians. Class is conducted in Italian. Attendance is required for all extracurricular activities and conversation hours. Selected sections will be offered as Eloquentia Perfecta seminars.

**ITAL 1400 - L’ITALIA IERI E OGGI: INTRO TO ITALIAN I (3 CREDITS)**
In this course, students will develop their language skills while exploring topics in Italian culture such as regional diversity, immigration, and legacy of the artistic and political past. Extracurricular activities—including visits to museums in New York City, and opera and film nights—will give students the opportunity to improve their Italian in a less formal setting and will engage them in a critical understanding of Italy’s culture and artistic tradition. Class conducted in Italian. This course is equivalent to ITAL 1501-Intermediate Italian I and counts towards the fulfillment of the University’s language requirement.

**ITAL 1501 - INTERMEDIATE ITALIAN I (3 CREDITS)**

**ITAL 1502 - INTERMEDIATE ITALIAN II (3 CREDITS)**
Review of grammar. Intensive practice in conversation and composition. Reading and discussion of graded literary texts. Conducted in Italian. The second semester of Intermediate Italian consists of an intensive oral and written practice aiming at expanding vocabulary and idiomatic expressions. The course will begin with a review of pronouns direct, indirect object pronouns, combined pronouns, ci, ne and verbs in particular passato prossimo and imperfetto, and will move into the study of more complex linguistic structure, including the conditional and subjunctive. Aspects of Italian culture will be presented in readings and activities. Conducted in Italian.

**ITAL 2001 - ITALIAN LANGUAGE & LITERATURE (3 CREDITS)**
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.

**ITAL 2400 - ACTING IN ITALIAN (4 CREDITS)**
Course focuses on improving dictation, pronunciation, vocabulary, and conversational skills through the study and performance of dramatic works.

**ITAL 2500 - APPROACHES TO LITERATURE (4 CREDITS)**
A basic course in Italian literature. Close readings in the major forms, prose fiction, poetry, and drama, as well as an introduction to the varieties of critical strategies for reading them.

**ITAL 2561 - READING CULTURE THROUGH LIT (4 CREDITS)**
This course is designed to introduce students to different aspects of Italian cultural tradition and history by closely reading representative literary texts from the early and modern periods in a variety of genres, including poetry, narrative, and drama. Students will acquire a technical vocabulary and practice different interpretive strategies to speak and write critically about literature in Italian. More importantly, they will develop the analytical skills to continue the study of Italian literature and culture at the advanced level. The course’s thematic focus and the primary texts and secondary sources may vary.

**ITAL 2605 - ITALIAN CONVERSATION & COMPOSITION (4 CREDITS)**
Composition with emphasis on improvement of grammatical skills and facility in Italian phraseology. Recommended for those students continuing in Italian as majors or minors, whose curriculum will include historical surveys of Italian literature or civilization. Emphasized skills include letter writing, descriptions, and exposition.

**ITAL 2651 - READING ITALIAN CULTURE THROUGH LIT (4 CREDITS)**
This course is designed to introduce students to different aspects of Italian cultural tradition and history by closely reading representative literary texts from the early and modern periods in a variety of genres, including poetry, narrative, and drama. Students will acquire a technical vocabulary and practice different interpretive strategies to speak and write critically about literature in Italian. More important, they will develop the analytical skills to continue the study of Italian literature and culture at the advanced level. The course’s thematic focus, and the primary texts and secondary sources will vary.

**ITAL 2705 - THE SOUTHS OF ITALY (4 CREDITS)**
In this course, we will explore the rich and diverse cultural production in Southern Italy in the 20th and 21st centuries with the purpose of challenging general assumptions and stereotypes about the “South,” and breaking through the North-South divide that has plagued Italian culture since Italy’s Unification in the 1860s. We will discuss literary texts, visual texts, and music, focusing on the legacy of the past, gender and family relations, urban culture and rural life, the push for modernization, and regional identities versus globalization, among other topics.

**ITAL 2800 - ITALY & THE ARTS (4 CREDITS)**
A comparative approach to the intimate relationship of literature and painting and sculpture of the years between 1400 and 1800 in
the contract of treaties in the arts and the cultural society in political circumstance.

ITAL 2805 - GODS, DEMIGODS & MEN (4 CREDITS)
The course is designed to introduce students to the exploration of the theatrical production in Italy during the Renaissance and the Baroque, from Italian theater’s birth in 15th-century Florence to the masterpiece of the 16th century. We will analyze the development of characters and their vision of truth, society, and human relations, while investigating notions of subjectivity and gender. We will see how men, heroes, gods or half-human and half-supernatural creatures struggle against their own desire and lust (or against impediments and adverse fortune) in order to manipulate reality and resolve dilemmas. Readings will include plays by major authors, such as Angelo Poliziano, Niccolo Machiavelli, Lodovico Ariosto, Torquato Tasso, Giordano Bruno, Gian Lorenzo Bernini, and opera librettos, such as the Orfeo by Alessandro Striggio, with music by Angelo Monteverdi. Some plays will be read entirely, others as selection.

ITAL 3011 - DANTE & HIS AGE (4 CREDITS)
Readings from Dante’s Comedy in the light of the cultural production of his day, including Provenzal and Sicilian lyric, influential philosophical texts, and economic and political changes in 13th-century northern Italy.

ITAL 3012 - MEDIEVAL STORY TELLING (4 CREDITS)
Narrative tradition in medieval Italy from the Novellino to Boccaccio and Sercambi. Taught in Italian.

ITAL 3020 - RENAISSANCE & BAROQUE NOVELLA (4 CREDITS)
This course will investigate the evolution of Italian narrative prose from the Renaissance to the Baroque. Particular attention will be devoted to the tradition of the unframed short story (novella spicciolata), but we will also explore collections of Novelle composed by major authors such as Bandello, Straparola, and Basile.

ITAL 3051 - SURVEY OF LITERATURE (4 CREDITS)
The social and cultural background of Italian literature with selected readings and analysis of some of the most representative authors of the time.

ITAL 3062 - ETHICS & ECON VALUE IN MED LIT (4 CREDITS)
This course introduces students to the literary representation of economic values such as profit, work, and utility as they emerge in medieval texts. Students will analyze these values within the critical perspective of the 13th- to 15th-century authors as seen in their political, historical, and literary contexts. This course includes works from early European lyric poetry, and authors such as Dante, Boccaccio, Petrarch, Erasmus, and Leon Battista Alberti. Students will learn to set their discussions in the broad perspective of European intellectual history.

ITAL 3063 - SATURNIAN: SPIRITS: ART & LIT ITAL (4 CREDITS)
As an examination of different literary genres of the Italian Renaissance and Baroque (novella, theater, poetry, autobiography, and epic poems), this course will focus on some of the most important courts of the peninsula (Firenze, Urbino, Mantova, Ferrara, Venezia, and Roma), and will explore the relation of the visual arts to the literary production of eminent writers and artists (Brunelleschi, Alberti, Pico della Mirandola, Poliziano, Boiardo, Ariosto, Machiavelli, Michelangelo, Leonardo, Cellini, Vasari, Tasso, Striggio, Marino). In addition to engaging in close readings of key works, students will be encouraged to investigate other art forms, such as paintings, sculpture, architecture, and music, in an attempt to address the questions: What role did patronage of the arts play during the Renaissance and Baroque? What did it mean to be a writer and an artist in Italy between the 15th and 17th centuries?

ITAL 3111 - NEW ITALIAN CINEMA (4 CREDITS)
The representation of social and cultural issues elaborated in the dramatic multimedia discourse of playwrights and film directors such as Pirandello and Fellini, Moretti. Works that include Six Characters, La Dolce Vita, La Vita e Bella.

ITAL 3120 - RENAISSANCE LITERATURE (4 CREDITS)
A study of the principal poets and writers of the 15th and 16th centuries.

ITAL 3550 - ITALIAN UNIFICATION: FILM/LITERATURE (4 CREDITS)
Realism and idealism in the achievement of Italian unification analysed in the works of filmmakers such as Blasetti and Scola, and in writers like Foscolo, Mazzini, Garibaldi, Lampedusa, and others.

ITAL 3701 - ITALIAN WOMEN WRITERS (4 CREDITS)
Outstanding Italian women writers, such as Colonna, Morra, Deledda, Ginzburg, Morante, Maraini, and Loy.

ITAL 4999 - TUTORIAL (3 CREDITS)
Study of a particular aspect of Italian literature or thought. Independent research and readings. Weekly or biweekly meetings with faculty adviser. Designed for majors with permission of instructor.

Japanese

JPAN 1501 - INTERMEDIATE JAPANESE I (3 CREDITS)
Review of grammar, intensive practice in conversation, and composition. Reading and discussion of graded literary texts.

JPAN 1502 - INTERMEDIATE JAPANESE II (3 CREDITS)
This continuation course finishes the grammar review and provides further intensive practice in conversation and composition. Reading and discussion of graded literary texts. Prerequisite: JPAN 1501 or placement. Corequisite: one hour of lab work per week or instructor’s recommendation.

JPAN 2001 - JAPANESE LANGUAGE & LITERATURE (3 CREDITS)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.

Mandarin Chinese

MAND 1103 - MANDARIN I FOR HERITAGE SPKRS (3 CREDITS)
Designed for majors with permission of instructor.

MAND 1103 - MANDARIN I FOR HERITAGE SPKRS (3 CREDITS)
An introductory course for Mandarin Chinese heritage speakers that focuses on improving reading and writing proficiency. Students will expand their vocabulary and develop aural-oral skills. Completion of this course prepares students for Intermediate Chinese I, or 1501.
Mandarin is an integral part of the class, and attendance is required.

**Vinci Code**

These screenings will be scheduled in the evening. They are an integral part of the class, and attendance is required.

**MLAL 2000 - Texts and Contexts (3 credits)**

This course will be dedicated to the medieval stories centering around King Arthur and three of his prominent knights: Yvain, Tristan, and Parzival. We will read sections of the Old French romances by Chrétien de Troyes as well as some of their Middle High German and Middle English renditions. All texts will be read in translation; no previous knowledge of medieval literature is required. The seminar will include screenings and discussions of modern movie adaptations of Arthurian literature, such as *Excalibur, King Arthur, Camelot, Tristan and Isolde, Revenge, Monty Python and the Holy Grail, Indiana Jones and the Last Crusade* and *The Da Vinci Code*. These screenings will be scheduled in the evening. They are an integral part of the class, and attendance is required.

**MLAL 3060 - Magic & Reality in Russian Lit (4 credits)**

Explores the traditions of Mysticism and the Fantastic in Russian literature. By analyzing magical motifs both as an exploration of the inexplicable and as an artistic means to counter social and ideological oppression, students will develop their understanding of different periods and aspects of Russian, Soviet, and post-Soviet culture. Selected readings include works by Pushkin, Gogol, Dostoevsky, Bulgakov, Petrushevskaya, and Pelevin, among others. Conducted in English.

**MLAL 3402 - Intro to Russian Drama (4 credits)**

This course examines the modern Russian theatrical tradition from the 19th century to the present and explores a range of plays that include works by Pushkin, Gogol, Ostrovsky, Chekhov, Bulgakov, Shvarts, Petrushevskaya, Pelevin, Grishkovets, and others. Conducted in English.

**MLAL 3405 - Masterpieces of Russian Film (4 credits)**

Examining some of the most critically acclaimed works of Russian, Soviet, and post-Soviet cinema, students will gain an insight into a variety of historical, cultural, and social contexts through the creative lens of Dziga Vertov, Sergei Eisenstein, Andrei Tarkovsky, Alexander Sokurov, Kira Muratova, Larissa Shepitko, and other Russian-language directors. The course focuses on analyzing cinematic “texts” through critical watching, reading, thinking, and writing. Conducted in English.

**MLAL 3504 - St:Berlin Tales: Germany’s Kiez (4 credits)**

This course will take us on a journey—a journey that will start in the urban sphere of New York City in a classroom reading historical texts.
and cultural narratives on the metropolis Berlin. But during spring break 2012, we will also have a truly unique opportunity of traveling together to discover the actual streets of Berlin, the center of modernity in Germany itself. We will read authors who present conflicting views and engaging perspectives on four distinct Berlins: the Jewish Berlin of the Weimar Republic, Berlin during the Third Reich, the City as the Capital of East Germany, and Berlin as a booming metropolis of the 21st century. And together, we will visit Berlin to discover different lifestyles, the pulse of minorities, and the nostalgic feeling of Ostaglie, or present-day Berlin. Taught in English.

MLAL 3624 - MUSIC & NATION IN THE ARAB WORLD (4 CREDITS)
Though music is a domain of individual expression, it may also reflect or respond to social, cultural, and historic influences of a time and place. This course explores the ways in which music acts as an expression of national identity in the Arab world. It considers this relationship in a region where the idea of nation has multiple meanings, and where conflicting factors such as regional diversity and the notion of pan-Arabism exists. Specifically, the course focuses on how particular types of music, including the Aleppian, Waslah, Al-Qasida al-ghinaiy, and Al-Muwashah, have affected the development and embodiment of national identity in the 20th century. Course materials are presented in English, however students of Arabic language are encouraged to

MLAL 3701 - VILLAINS, VAMPS, AND VAMPIRES (4 CREDITS)
Film is a powerful art form and means of communications. The message embedded in the mesmerizing images often escape us, and we miss the opportunity to understand something about the culture that produced it. With this class we will attempt to explore 20th- and 21st-century ideas of German identity, culture, history, and politics through German film analysis and readings around the topics and genres of villains, vamps, and vampires. Each of these genres deals with our most primal nature and its fears: our nightmares, our vulnerability, our alienation, our revulsions, our terror of the unknown, our fear of death, our loss identity, and our often ambiguous relationship to power and sexuality. With this course we intend to read German cinema through these genres from its inception in the 1890s until the present. It includes an examination of early expressionist and avant-garde films from the classic German cinema of the Weimar era, fascist cinema, postwar rubble films, new German cinema from the classic German cinema of the 1970s, post-1989 heritage films, as well as 21st-century German films. Taught in English.

MLAL 3820 - MEMORY & IDENTITY IN MOD ITALY (4 CREDITS)
This course focuses on the historical and cultural process of nation building in the 19th- and 20th-century Italy. Particular attention will be paid to the formation and conceptualization of an Italian national identity as presented or questioned in literary works by Bufalino, Consolo, Levi, Morante, Sciascia, and Tomasi di Lampedusa, and films by Blasetti, Rossellini, Scola, the Taviani brothers and Viscont. Conducted in English.

MLAL 3822 - THE ARABIAN NIGHTS (4 CREDITS)
This course will examine the cycle of stories, known as The Arabian Nights or 1001 Nights. In the first half of the course we will read some of the major tale cycles and study the relevant historical and cultural contexts. In the second half of the course we will consider a number of adaptations—novels, plays, and films—that have been inspired by the Nights. Class discussion will be in English. All readings will be in English and in English translation.

MLAL 4002 - ANIMAL RIGHTS LIT & FILM (4 CREDITS)
This Senior Values course takes up the issues of animal rights, animal rights advocacy, and to a related extent, environmental ethics. We examine and discuss these issues through literature, film, speakers, and field trips.

MLAL 4999 - TUTORIAL (3 CREDITS)
Independent research and reading with supervision from a faculty member.

Portuguese
PORT 1001 - INTRODUCTION TO PORTUGUESE I (5 CREDITS)
An intensive introductory course that focuses on the four skills—speaking, reading, writing and listening—that provide students with a basic knowledge of Portuguese linguistic structures, vocabulary, and culture, which studied interdependently, compose the Portuguese language.Corequisite: two hours of lab work and two tutorial hours per week

PORT 1003 - PORTUGUESE FOR SPAN SPEAKERS (3 CREDITS)
Designed for students with knowledge of Spanish, this intensive course focuses on speaking, reading, and writing Portuguese. It provides students with knowledge of the difference between Spanish and Portuguese phonetic and linguistic structures and brings students to an intermediate level of proficiency in Portuguese. Brazilian and Portuguese world culture is also a key component of this course. Corequisites: two hours of lab work and two tutorial hours per week.

PORT 1501 - INTERMEDIATE PORTUGUESE I (3 credits)

PORT 1502 - INTERMEDIATE PORTUGUESE II (3 credits)
Review of grammar. Intensive practice in conversation and composition. Reading and discussion of graded literary texts. Conducted in Portuguese. Prerequisite: PORT 1501 or placement. Corequisite: one hour of lab work per week or instructor's recommendation.

PORT 2001 - PORTUGUESE LANGUAGE AND LIT (4 credits)
A critical analysis of selected cultural and literary texts; composition, conversation and review of pertinent grammatical structures. Prerequisite: PORT 1502 or placement. Corequisite: lab work upon instructor's recommendation.

Russian
RUSS 1001 - INTRODUCTION TO RUSSIAN I (4 CREDITS)
An introductory course that focuses on the four skills—speaking, reading, writing and listening—that provide students with a basic knowledge of Russian linguistic structures, vocabulary, and culture, which studied interdependently, comprise the Russian language.

RUSS 1501 - INTERMEDIATE RUSSIAN I (3 CREDITS)
RUSS 1502 - INTERMEDIATE RUSSIAN II (3 CREDITS)
The second semester continues and amplifies the work of the first. Conducted in Russian.

RUSS 1901 - GRAMM. REVIEW RUSSIAN SPEAKER (4 CREDITS)
For heritage speakers of Russian. Will improve the literacy of native Russian speakers.

RUSS 2001 - ADVANCED RUSSIAN I (3 CREDITS)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.

RUSS 3020 - THE RUSSIAN SHORT STORY (4 CREDITS)
This course will examine the literary works of the age of Romanticism. Though it will focus primarily on the prose of Alexander Pushkin and Mikhail Lermontov, it will also consider the writings of their predecessors, like Vasilii Zhukovskii and Konstantin Batyushkov. Students will have the opportunity to discover and evaluate the peculiarities of Russian Romanticism, particularly in the context of the synthesis of the autochthonic cultural traditions and Western Romantic ideas. Special attention will be paid to the evolution of the idea of the “hero.”

RUSS 3021 - THE MODERN RUSSIAN NOVEL (4 CREDITS)
This course will examine the literary works of the age of Romanticism. Though it will focus primarily on the prose of Alexander Pushkin and Mikhail Lermontov, it will also consider the writings of their predecessors Vasilii Zhukovskii and Konstantin Batyushkov. Students will have the opportunity to discover and evaluate the peculiarities of Russian Romanticism, particularly in the context of the symbols of the autochthonic cultural traditions and Western Romantic ideas. Special attention will be paid to the evolution of the idea of the “hero.”

RUSS 3027 - RUSSIAN CINEMA (4 CREDITS)
This course serves as a survey of Russian cinema in a variety of historical, cultural, and social contexts, as well as an introduction to the work of its major directors. In addition to exploring main styles and genres in Russian, Soviet, and post-Soviet filmmaking, students will learn to analyze film as a medium through critical watching, reading, thinking, and writing. Conducted in Russian.

Spanish

SPAN 1001 - INTRODUCTION TO SPANISH I (5 CREDITS)
An introductory course that focuses on the four skills—speaking, reading, writing and listening—that provide students with a basic knowledge of Spanish linguistic structures, vocabulary and culture, which studied interdependently, comprise the Spanish language.

SPAN 1002 - INTRODUCTION TO SPANISH II (3 CREDITS)
This course will enhance the reading, writing, speaking, and listening skills acquired by students in Introduction to Spanish I or from prior study. It will further promote a deeper understanding of Spanish and Hispanic cultures.

SPAN 1501 - INTERMEDIATE SPANISH I (3 CREDITS)

SPAN 1502 - INTERMEDIATE SPANISH II (3 CREDITS)

SPAN 1551 - INTERMEDIATE SPANISH I FOR BUSINESS (3 CREDITS)
Development of communication skills in everyday and business contexts with attention to vocabulary building, grammar review, conversation, and composition. Reading and discussion of literary, cultural, and business-related texts. Designed primarily for students in the Gabelli School of Business.

SPAN 1552 - INTERMEDIATE SPANISH II FOR BUSINESS (3 CREDITS)
This course continues and amplifies the work of SPAN 1551. Development of communication skills in business and everyday contexts with attention to vocabulary building, grammar review, conversation, and composition. Reading and discussion of literary, cultural, and business-related texts. Designed primarily for business students.

SPAN 2001 - SPANISH LANGUAGE & LITERATURE (3 CREDITS)
Study of selected literary texts and review of pertinent grammatical structures, textual analysis, composition, and conversation. Conducted in Spanish.

SPAN 2301 - ADVANCED SPANISH FOR SPANISH SPEAKERS (4 CREDITS)
An advanced review of grammar for students with bilingual experiences in English and Spanish. Study of selected literary texts. Textual analysis, and continued development of written and oral skills. Prerequisite: SPAN 1801 or placement.

SPAN 2500 - APPROACHES TO LITERATURE (4 CREDITS)
A basic course in Spanish literature. Close readings in the major forms, prose fiction, poetry, and drama, and an introduction to the varieties of critical strategies for reading them.

SPAN 2601 - SPANISH CONVERSATION & COMPOSITION (4 CREDITS)
Intensive practice of the spoken and written language with emphasis on proper use of idioms and building of vocabulary based on topics of interest and relevance. A basic course for prospective majors and minors, not open to native-Spanish speakers.

SPAN 2625 - HISTORY OF THE SPANISH LANGUAGE (4 CREDITS)
Examination of the beginnings and evolution of Spanish from Pre-Roman era to the present.

SPAN 2640 - THE SPANISH & NEW YORK CITY (4 CREDITS)
This course works to achieve greater linguistic fluency and cultural understanding of the Spanish-speaking world. We will examine the Latin Americans and Latino experience in NYC through a variety of written and visual texts. Students will work in community to improve their language skills and cultural understanding in a highly contextualized environment. Community service required.

SPAN 3001 - TOPICS IN SPANISH CULTURE (4 CREDITS)
A broad survey of Spanish culture through the study of some of its major literary figures and texts. The course will examine representative texts from important artistic movements in Spain, such as the Renaissance, the Baroque, Neoclassicism, Romanticism, Realism, and Postmodernism.
By the end of the course, students will be able to define the main characteristics of these movements and will be familiar with important literary figures, such as Garcilaso de la Vega, Calderón de la Barca, Lope de Vega, Moratán, Bacoquer, Larra, Leopoldo Alas, Pardo Bazan, Antonio Machado, Unamuno, Raman Sander, Alexandré and Martan Gaité. Students will also be familiar with Spanish history and its relationship to the cultural field.

SPAN 3002 - TOPICS IN SPANISH-AMERICAN CULTURE (4 CREDITS)
(May be applied to other groups depending on topic offered) The study of Spanish-American society through its cultural expressions: literature, art, music, film, and print journalism. To focus, in a given semester, on topics such as: “Literature and Art in Colonial Spanish America,” “Literature and Film in Contemporary Spanish America,” “Revolution in Spanish American Literature and Art,” “Civilization and Barbarism,” “National Identity, Race, and Gender in Spanish America,” “Dictatorship and Resistance in Spanish America,” and others. Taught in Spanish.

SPAN 3070 - THE LATIN-AMERICAN URBAN CHRONICLE (4 CREDITS)
This course will cover the urban chronicle from the late 19th century to the present, exploring how this hybrid genre negotiates its link to literature, media, public space, and the cultural economy of the city.

SPAN 3075 - CRIME FICTION IN HISPANIC LITERATURE (4 CREDITS)
The sociocultural particularities of the crime narrative. Short stories and novels by major Spanish and Latin American writers in the context of globalization. Authors may include Sabato, Garcia Marquez, Ampuero, Vazquez Montalban, and Valenzuela. Taught in Spanish.

SPAN 3126 - SPANISH GOLDEN AGE (4 CREDITS)
This course examines the Spanish Golden Age through texts from the 16th through the 21st centuries to assess how different artists, theorists, and governments define the Golden Age and to what end. Possible artists include Eduardo Marquina, Federico Garcia Lorca, Camilo Jose Cela, Juan Goytisolo, Ernesto Caballero, Arturo Perez-Reverte, Michele Foucault, Joel-Peter Witkin, and Pilar Miro.

SPAN 3230 - SINFUL BUSINESS (4 CREDITS)
Analysis of greed in Colonial and Golden Age writings on New World treasure. Exploration of Classical and Jungian roots of negativity toward commercial navigation. Prose and poetry by authors such as Horace, Ovid, Cabeza de Vaca, Siguena y Gongora, Quevedo, and Gongora. Taught in Spanish.

SPAN 3250 - GOD, GOLD, AND GLORY (4 CREDITS)
In-depth examination of colonial narratives of exploration and conquest. Comparative study of text and film representations of this powerful moment of Spanish imperialism.

SPAN 3401 - MODERN SPANISH FICTION (4 CREDITS)
Spanish novel and/or short story. Major figures in 20th-century Spanish fiction. Authors may include Baroja, Perez de Ayala, Sender, Cela, Matute, Delibes, Goytisolo, and Tusquets.

SPAN 3425 - MODERN SPANISH THEATER (4 CREDITS)
Examination of the various trends in Spanish Peninsular theater from the generation of 98 to the 1960s (tragedy, comedy, theater of the absurd, fantasy, realist theater, and theater of protest), including those of two dramatist Nobel Prize laureates.

SPAN 3426 - MODERN HISPANIC THEATER (4 CREDITS)
Through the study of a series of contemporary plays, this course addresses theater as testimony to social and political changes in the Hispanic world during the 20th century. From pre to post-Franco Spain, and from the naturalist drama in the early 20th century to postmodern experiments in the theater of the absurd in Argentina, we will focus on issues of rebellion, abuse of power, and tyrannies.

SPAN 3500 - LITERATURE OF DISCOVERY (4 CREDITS)
In-depth examination of four essential chroniclers of Spanish-American discovery: Colon, Cabeza de Vaca, Cortes, and Las Casas. Exploration of the concept of discovery, supported by study of several foremost critics of colonial literature.

SPAN 3540 - SPAIN AND ISLAM (4 CREDITS)
Islam has been a major constant in the construction of Spanish national and cultural identity from the Middle Ages to our present day. This course will explore the nature of this Islamic constant through the different political and cultural contexts of Spanish history. Course material will include literary sources from Medieval lyric to modern fiction as well as other cultural forms, including Medieval music and contemporary cinema.

SPAN 3570 - STORIES OF A NEW WORLD (4 CREDITS)
Panorama of the first three centuries of Spanish American Literature. Narratives, poems and letters by conquistadors, priests, sailors, nuns, nobles, commoners, the indigenous, Creoles, and Spaniards.

SPAN 3610 - CHILDREN'S GAZE IN LATIN AMERICAN LIT (4 CREDITS)
This course examines Latin American short stories, novels, and poetry that focus on the way children and adolescents view the world and how they process their immediate socioeconomic and geographic contexts to construct their world view and find their place in society.

SPAN 3701 - SPANISH-AMERICAN WOMEN WRITERS (4 CREDITS)
Texts by Spanish-American women writers from the Colonial period to the present. Issues of female writing and representation. Evaluation of the status of writing as a woman in recent critical theory. Authors may include Sor Juana, Mistral, Bondal, Castellanos, Poniatowska, Ferre, and Allende.

SPAN 3820 - CARIBBEAN LITERATURE (4 CREDITS)
Important topics in Caribbean literature, such as national identity and gender, national identity and race, discourses of modernity and modernization, dictatorship and resistance, revolution in literature, migration and exile as literary tropes, and the appropriation of popular cultural forms. Authors may include Marti, Pales Matos, Guillen, Carpentier, Lezama Lima, MIR, Sanchez, Arenas, Verges, and Vega.

SPAN 3826 - LATIN AMERICAN & WORLD LIT (4 CREDITS)
The course will examine contemporary Latin American writers who are exploring the incursion in the world literature through relevant topics such as economic globalization, the influence of international films, and concepts of probability and truth clarified by Godel in mathematics. This
contemporary Latin American narrative wraps itself in an international space and produces a global narrative with a plurality of discourses and voices. Among the authors to be explored are Ampuro, Fuguet, Martinez, Paszkowski, and Volpi. Taught in Spanish.

SPAN 4001 - CERVANTES & DON QUIXOTE (4 credits)
Lectures, readings, and discussion of Don Quixote. Cervantes’ importance for the development of modern fiction.

SPAN 4999 - TUTORIAL (1 CREDIT)
Study of a particular aspect of Hispanic literature or thought. Independent research and readings. Weekly or biweekly meetings with faculty adviser. Designed for majors with permission of instructor.

Natural Science
Chair: Vernon
LC: LL 813, (212) 636-6310
Web: http://www.fordham.edu/naturalsciences

Faculty
Professors: Botton (biology), Roberts (chemistry), Vernon (biology)
Associate Professors: Efthimiades (physics)
Assistant Professors: Morris (biology), Rached (chemistry)
Professors Emeritus: Hamilton (chemistry)
Lecturers: Luckett (biology), Madden (biology), Robinson (biology)

Overview
The department offers a major in natural science which is designed for both the students who wish to complete their academic training at the bachelor level and for those who plan to continue in graduate schools. The major is designed to provide the students with a flexible program enabling the graduate to pursue a variety of careers, including medicine, dentistry, and graduate training in life sciences, life science research, or the teaching of science. Students may also major in other fields and go through the premedical or dental program.

Contribution to Core
The following courses are the Core Curriculum science courses for Nonmajors. Students are required to take their physical science requirement (NSCI 1010 Alchemy to Astrophysics or NSCI 1020 Physical Science: Today’s World) before taking their life science requirement (NSCI 1030 Human Function & Dysfunction or NSCI 1040 People & the Living Environment). In addition, the physical/life science requirement can be met by fulfilling the two-semester sequence with NSCI 1050 Health and Disease I and NSCI 1051 Health and Disease II.

Postbaccalaureate Premedical/Pre-Health Program
(see Fordham School of Professional and Continuing Studies, PCS Exclusive Programs)

The Fordham Postbaccalaureate Premedical/Pre-Health Program is for college graduates interested in a career in the health professions but still in need of the prerequisite science courses. Graduates seeking admission to medical, dental, or veterinary schools, or nursing, physician assistant or physical therapy programs may apply to PCS as nonmatriculated students to complete the prerequisites. The Program offers the premedical curriculum in the evening and on weekends (with a limited number of day classes) during the academic year and summer sessions with classes at Rose Hill, Lincoln Center, and Westchester.

Program Requirements
Natural Science Major
(HEGIS Code 4902) Program Code 77141

The major in natural science is available at Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may major in natural science only if their schedules are sufficiently flexible to permit them to take some day courses on the Lincoln Center campus.

Required for the major are:
NSCI 1403 and 1404-General Biology I and II
NSCI 1413 and 1414-General Biology Lab I and II
NSCI 1321 and 1323-General Chemistry I and II
NSCI 1331 and 1332-General Chemistry Lab I and II
NSCI 1501 and 1502-General Physics I and II
NSCI 1511 and 1512-General Physics Lab I and II
NSCI 3021 and 3031-Organic Chemistry I and II
NSCI 3022 and 3032-Organic Chemistry Lab I and II
NSCI 4222-Science, Technology, and Society’s Values
MATH 1203-Applied Calculus I or MATH 1206-Calculus I
NSCI 2040-Research Design and Analysis

Students are advised that the lecture and laboratory components of general biology, general chemistry, general physics, and organic chemistry should always be taken concurrently.

Advanced placement course credit may be substituted in partial fulfillment of these requisites. Students without two semesters of advanced placement in chemistry should note that General Chemistry I and II (NSCI 1321-1322) are the prerequisites for Organic Chemistry I and II (NSCI 3021-3031).

Beyond these basic requirements, the student must complete satisfactorily six one-semester courses from the natural science offerings. At least four of these elective courses must be laboratory oriented. One independent study course with lab, NSCI 4999, may substitute for one of the four lab elective courses.

It is possible to select electives in order to follow special interests and career goals. This must be done in consultation with the student’s departmental adviser. A grade of C- or better is required in all courses taken to fulfill the major. A student may not take the second half of a one-year course if the grade for the first half is below a C-.
Program Activities
Most natural science majors conduct scientific research projects at the Lincoln Center campus or at medical research centers in Manhattan and elsewhere.

Premedical or Pre-Dental Program
Postbaccalaureate Premedical Or Pre-Dental
Students need not be natural science majors to fulfill the minimum requirements for application to medical school.

Minimum required for premedical or pre-dental application:

NSCI 1403 and 1404-General Biology I and II
NSCI 1413 and 1414-General Biology Lab I and II
NSCI 1321 and 1322-General Chemistry I and II
NSCI 1331 and 1332-General Chemistry Lab I and II
NSCI 1501 and 1502-General Physics I and II
NSCI 1511 and 1512-General Physics Lab I and II
NSCI 3021 and 3031-Organic Chemistry I and II
NSCI 3022 and 3032-Organic Chemistry Lab I and II
MATH 1203-Applied Calculus I or MATH 1206-Calculus I

Contribution to the Environmental Science and Environmental Policy Major
For the environmental science and environmental policy majors requirements, see the environmental science and environmental policy majors description in this bulletin.

Contribution to the Integrative Neuroscience Major
(Pending State approval of the major.)

Contribution to the Bioinformatics Minor
For the bioinformatics minor requirements, see the bioinformatics minor description in this bulletin.

Teaching Certification
For teaching certification, students are expected to take education courses (in addition to their major requirements) and to serve as student teachers in their senior year. They have to report by their sophomore year to the Graduate School of Education.

Courses Planned for Fall 2012–Spring 2014
Note: Following each course are codes for where the course has been taught. L stands for Fordham College at Lincoln Center and EL for Fordham School of Professional Studies at Lincoln Center.

NSCI 1010-Alchemy to Astrophysics (L, EL)
NSCI 1020-Physical Science: Today’s World (L, EL)
NSCI 1030-Human Function & Dysfunction (L, EL)
NSCI 1040-People & the Living Environment (L, EL)
NSCI 1050-Health and Disease I (L, EL)
NSCI 1051-Health and Disease II (L, EL)
NSCI 1321-General Chemistry I (L)
NSCI 1322-General Chemistry II (L)
NSCI 1331-General Chemistry Lab I (L)
NSCI 1332-General Chemistry Lab II (L)
NSCI 1403-General Biology I (L, EL)
NSCI 1404-General Biology II (L, EL)
NSCI 1413-General Biology Lab I (L, EL)
NSCI 1414-General Biology Lab II (L, EL)
NSCI 1423-Concepts in Biology I (L, EL)
NSCI 1424-Concepts in Biology II (L, EL)
NSCI 1433-Concepts in Biology I Lab (L, EL)
NSCI 1434-Concepts in Biology II Lab (L, EL)
NSCI 1501-General Physics I (L)
NSCI 1502-General Physics II (L)
NSCI 1511-General Physics Lab I (L)
NSCI 1512-General Physics Lab II (L)
NSCI 2010-Global Ecology (L)
NSCI 2011-Global Ecology Lab (L)
NSCI 2012-Immunology without Lab (L)
NSCI 2018-Biology of Aging (L)
NSCI 2022-Immunology (L)
NSCI 2030-Neuroscience (L)
NSCI 2040-Research Design and Analysis (L)
NSCI 2041-Vertebrate Anatomy (L)
NSCI 2060-Environment: Science, Law, and Public Policy (L)
NSCI 3011-Evolutionary Biology (L)
NSCI 3021-Organic Chemistry I (L)
NSCI 3022-Organic Chemistry Lab I (L)
NSCI 3023-Genetics w/o Lab
NSCI 3031-Organic Chemistry II (L)
NSCI 3032-Organic Chemistry Lab II (L)
NSCI 3033-Genetics (L)
NSCI 3044-Cell and Developmental Biology without Lab (L)
NSCI 3054-Cell and Developmental Biology (L)
NSCI 4012-Vertebrate Physiology (L)
NSCI 4022-Physiology without Lab (L)
NSCI 4043-Advanced Microbiology (L)
NSCI 4044-Microanatomy (L)
NSCI 4053-Biological Chemistry without Lab (L)
NSCI 4065-Biochemical Techniques (L)
NSCI 4076-Molecular Biology (L)
NSCI 4080-Pharmacological Chemistry (L)
NSCI 4222-Science, Technology and Society’s Values (L)
NSCI 4999-Independent Study with Lab (L)

Course Descriptions
NSCI 1010 - ALCHEMY TO ASTROPHYSICS (3 CREDITS)
Designed to introduce the nonscience major to the development of concepts and theories in chemistry and physics. Topics will include atomic theory, interactions of energy and matter, light, and astronomy. Laboratory sessions will complement the lecture topics.
Prerequisite: MATH 1100, 1203, or 1206 or CISC 1100, 1400, or 1600.

NSCI 1020 - PHYSICAL SCIENCES: TODAY’S WORLD (3 CREDITS)
This course will introduce the non-science major to the applications of physics and chemistry to medical, industrial, and environmental issues. Laboratory sessions will complement the lecture topics. Prerequisite: MATH 1100, 1203, or 1206 or CISC 1100, 1400, or 1600.

NSCI 1030 - HUMAN FUNCTION & DYSFUNCTION (3 CREDITS)
Introduces the nonscience major to intrinsic and extrinsic factors affecting the human body. Topics include genetic engineering, neuroscience, behavior, and disease. Laboratory sessions will complement the lecture topics. Prerequisite: NSCI 1010 or 1020.
NSCI 1040 - PEOPLE & THE LIVING ENVIRONMENT (3 CREDITS)
Introduces the nonscience major to the place of humans in global biological systems. Topics include principles of population and community ecology, learning and behavior, and evolution and sustainability. Laboratory sessions will complement the lecture topics. Prerequisite: NSCI 1010 or 1020.

NSCI 1050 - HEALTH AND DISEASE I (3 CREDITS)
Designed to introduce the non-science major to basic and applied physics and chemistry impacting human health. Topics include radiation, medical imaging, pharmacology, toxicology and biochemistry. Laboratory sessions will complement the lecture topics. This is the first of a two-course sequence. Health and Disease II (NSCI 1051) must be taken to complete the physical and life science core requirements. Prerequisite: MATH 1100, 1203, or 1206, or CISC 1100, 1400, or 1600.

NSCI 1051 - HEALTH AND DISEASE II (3 CREDITS)
Designed to introduce the nonscience major to basic and applied life sciences as they impact human health. Topics to include diseases associated with genetic, pathogenic, immunologic, and neurologic dysfunction, and current and future treatments of these disorders. Laboratory sessions will complement the lecture topics. This is the second of a two-course sequence that fulfills the science core requirement. Prerequisite: NSCI 1050 Health and Disease I.

NSCI 1321 - GENERAL CHEMISTRY I (4 CREDITS)
(4 credits) An introductory course taching chemical bonding, thermodynamics, and properties of gases. Lecture: three hours; recitation: one hour. Prerequisite or corequisite MT 1203.

NSCI 1322 - GENERAL CHEMISTRY II (4 CREDITS)
A continuation of NS 1321. General Chemistry Properties of liquids, solids and solutions; chemical kinetics, equilibria, and thermodynamics. Lecture: three hours; recitation: one hour.

NSCI 1331 - GENERAL CHEM LAB I (2 CREDITS)
The laboratory to accompany NS 1321 General Chemistry. Lab fee.

NSCI 1332 - GENERAL CHEM LAB II (2 CREDITS)
The laboratory to accompany NS 1322 General Chemistry II. Lab fee.

NSCI 1403 - GENERAL BIOLOGY I (3 CREDITS)
Theoretical and experimental aspects of biology through study of structural and functional interrelationships at the cellular and organismal levels. Chemical and cellular basis of life, integrating and functional systems, and maintenance of homeostasis. Lecture: three hours. (Every fall)

NSCI 1404 - GENERAL BIOLOGY II (3 CREDITS)
Theoretical and experimental aspects of biology through study of structural and functional interrelationships of various aspects of self-perpetuation. Genetics and reproduction, adaptation, and organism-environment interaction. Lecture: three hours. Prerequisite: NSCI 1403.

NSCI 1413 - GENERAL BIO LAB I (2 CREDITS)
The laboratory to accompany NSCI 1403. Lab fee.

NSCI 1414 - GENERAL BIO LAB II (2 CREDITS)
The laboratory to accompany NSCI 1404. Lab fee.

NSCI 1423 - CONCEPTS IN BIOLOGY I (3 CREDITS)
Theoretical and experimental aspects of the biology of animals emphasizing structural and functional interrelationships at the cellular and organismal levels. Topics include cellular and biochemical basis of life, functional anatomy, neurobiology, and homeostasis. Lecture: three hours. (Every fall)

NSCI 1424 - CONCEPTS IN BIOLOGY II (3 CREDITS)
Theoretical and experimental aspects of the biology of animals emphasizing structural and functional aspects of self-perpetuation. Topics include reproduction, heredity, behavioral biology, evolution and organism-environment interactions. Lecture: three hours. Prerequisite: NSCI 1423 (Every spring)

NSCI 1433 - CONCEPTS IN BIOLOGY LAB I (2 CREDITS)
The laboratory to accompany NSCI 1423. Lab fee.

NSCI 1434 - CONCEPTS IN BIOLOGY LAB II (2 CREDITS)
The laboratory to accompany NSCI 1424. Lab fee.

NSCI 1501 - GENERAL PHYSICS I (3 CREDITS)
The fundamental physics course for majors in natural sciences. A study of physical quantities; phenomena; and laws in mechanics, heat, and sound. Lecture: three hours; recitation: one hour. Prerequisite: MATH 1203 or 1205. (Every fall).

NSCI 1502 - GENERAL PHYSICS II (3 CREDITS)
The continuation of General Physics I with studies in electromagnetism, optics, relativity, and atomic and nuclear physics. Lecture: three hours; recitation: one hour. Prerequisite: NSCI 1501. (Every spring)

NSCI 1511 - GENERAL PHYSICS LAB I (1 CREDIT)
The laboratory to accompany NSCI 1501 and NSCI 1061. Lab fee.

NSCI 1512 - GENERAL PHYSICS LAB II (1 CREDIT)
The laboratory to accompany NSCI 1502 and NSCI 1062. Lab fee.

NSCI 2010 - GLOBAL ECOLOGY (3 CREDITS)
An introduction to the principles of ecology, with emphasis on global environmental problems of the present day. The interaction of biological principles with social, political, and economic systems. Selected topics include the ecology of global habitats, population biology, air and water pollution, waste disposal, and environmental impacts. Prerequisite: NSCI 1030 or 1040 or 1051 or 1052. (Fall, even years)

NSCI 2011 - GLOBAL ECOLOGY LAB (2 CREDITS)
The laboratory to accompany NSCI 2010. Lab fee.

NSCI 2012 - IMMUNOLOGY WITHOUT LAB (3 CREDITS)
An introduction to the concepts of immunology, including theory, clinical applications, and techniques.

NSCI 2018 - BIOLOGY OF AGING (3 CREDITS)
The emphasis in this course is on present knowledge regarding biological, anatomical, physiological, and cytological changes in people during the aging process. Topics include somatic mutation, cancer, changes in the genetic material, immune systems in aging, free radicals, hormones, sensory systems, neurobiology of aging, and possible directions for future research. Prerequisite: NSCI 1404 or 1424.
programs of study at fcrh, fclc, pcs 191

nscl 2022 - immunology (5 credits)
lectures as in nscl 2012. laboratory work will include hematology, serology, and antibody biochemistry. laboratory section meets three hours weekly. lab fee. prerequisites: nscl 1404, 1424, and 1331.

nscl 2030 - neuroscience (3 credits)
introduction to chemical bases of psychology, neurodegenerative, and behavior disorders. structure/function of endogenous and exogenous neurotransmitter agents, neuropeptides, genetic susceptibility, receptor theory; current research on depression, schizophrenia, obsessive-compulsive behavior, eating disorders, and neuroimmunology. prerequisites: ns 1322 and ns 1404 or ns 1424, or ns 1000 and ns 1100. (spring, even years)

nscl 2040 - research design & analysis (3 credits)
modern methods in the natural sciences generate an embarrassment of riches with respect to data. scientists need effective methods for acquiring, interpreting, and presenting data. this course provides an overview of the theory and practice of data handling in the modern natural sciences. topics will include efficient and effective study designs; statistical and graphical aids to summarizing, presenting, and drawing conclusions from data; and accessing and drawing conclusions from biological databases. the course will reflect the fact that the data handling today is heavily computer based. (spring, every year)

nscl 2041 - vertebrate anatomy (5 credits)
the origin, relationships, and anatomy of vertebrae. current concepts in evolutionary theory. emphasis is given to mammals, particularly humans. a systems approach is used to consider the embryological origins as a guide to the anatomical structures in the adult. lecture: three; laboratory: four. lab fee. prerequisites: nscl 1404 and 1414; recommended nscl 3054.

nscl 2060 - environment: science, law & policy (3 credits)
using problem-based investigations and case studies, students will examine scientific, legal, and policy aspects of selected topics. the course includes guest speakers and field trips to environmentally sensitive sites. prerequisite: nscl 1404 or 1404.

nscl 3021 - organic chemistry i (4 credits)
comprehensive organic chemistry course which includes pi bond chemistry, stereocchemistry, elimination versus substitution reactions, and an introduction to ir and nmr spectroscopy. prerequisite: nscl 1322. (every fall)

nscl 3022 - organic chemistry lab i (2 credits)
a laboratory course introducing the student to the experimental techniques of organic chemistry. lab fee. corequisite: nscl 3021.

nscl 3023 - genetics without (3 credits)
this course will examine aspects of genetics including the biological basis of inheritance, the molecular and cellular biology of genes, genetic engineering, and evolution and population genetics. we will focus on classic and cutting-edge genetic experiments, tools, and model organisms in order to understand fundamental genetics principles and to explore real-world applications in medicine, agriculture, and industry. prerequisites: nscl 1404, 1414, 1331, and 1332.

nscl 3031 - organic chemistry ii (4 credits)
a continuation of ns 3021. topics include electrophilic aromatic substitution carbonyl chemistry, condensation reactions, uv and mass spectroscopy, proteins, carbohydrates, and lipids. prerequisite: nscl 3021. (every spring)

nscl 3032 - organic chemistry lab ii (2 credits)
a continuation of ns 3022. lab fee. corequisite: nscl 3031.

nscl 3033 - genetics (5 credits)
study of classical and molecular genetic theory and methodology. the course emphasizes problem solving. the laboratory complements the course and includes genetic manipulations of model organisms and molecular experiments. lecture: three; laboratory: four. lab fee. prerequisites: nscl 1404, nscl 1414, nscl 1331, and nscl 1332. (fall, odd years)

nscl 3044 - cell-development bio without lab (3 credits)
study of growth, patterning, and differentiation in multicellular organisms, with an emphasis on vertebrate and invertebrate model organisms. this course discusses our current understanding of how multicellular organisms are formed based on experiments in classical embryology, cell biology, and developmental genetics. this course emphasizes interpretation and analysis of experiments. prerequisites: nscl 1404, nscl 1414, nscl 1322, and nscl 1332. (spring, every year)

nscl 3999 - tutorial (3 credits)
independent research and reading with supervision from a faculty member.

nscl 4012 - vertebrate physiology (5 credits)
processes by which homeostasis is maintained, particularly in humans. basic cell properties; development of biopotentials; the integrating systems: nerve, muscle, and endocrine; and the functional systems: cardiovascular, respiratory, digestive, and excretory. lecture three hours; laboratory four hours. lab fee. prerequisite(s): nscl 1404, nscl 1414, nscl 1322, and nscl 1332; strongly recommended nscl 2041.

nscl 4022 - physiology without lab (3 credits)
the lectures of ns 4012; same prerequisites. (every spring)

nscl 4043 - advanced microbiology (5 credits)
study of structural and functional characteristics of bacteria. topics will include cell structure, physiological pathways, microbial genetics, disease mechanisms, and ecology. laboratory experiments will acquaint students with techniques of isolation, culture, and identification of bacteria from soil, water, food, and air; bacterial genetics and ecology. lab fee. prerequisites: nscl 1404, nscl 1414, nscl 1322, and nscl 1332.

nscl 4044 - microanatomy (5 credits)
microscopic anatomy of mammalian cells and tissues. theoretical analysis and practical techniques illustrate the interrelationships of structure and function in tissues and organs. histological slides and histochemical preparations will be used to identify and correlate structure with physiological/biochemical activities. lab fee. prerequisites: nscl 1404 and nscl 1414. (spring, odd years).
NSCI 4053 - BIOLOGICAL CHEMISTRY WITHOUT LAB (3 CREDITS)
An introduction to the chemistry of biological molecules (carbohydrates, proteins, polynucleic acids and their constituents, and lipids), emphasizing their biosynthesis and role as biostructural building blocks. Other specialized topics to be covered include enzyme kinetics, mechanism and regulation; energy conversion, and dynamics.
Prerequisites: NSCI 3031. (Every fall)

NSCI 4065 - BIOCHEMICAL TECHNIQUES (2 CREDITS)
An introduction to the study of biological compounds emphasizing protein biochemistry. Course includes biochemical energetics, biosyntheses and metabolism; lab includes analytical techniques. A one-semester laboratory course including theory to familiarize advanced students with the research techniques applied to proteins and nucleic acids. Included are subcellular fractionation, spectrophotometry, gel electrophoresis centrifugation, and column chromatography; Lab fee.
Prerequisites: NSCI 3031; Prerequisite or corequisite: NSCI 4053. (Every semester)

NSCI 4076 - MOLECULAR BIOLOGY (5 CREDITS)
This course covers the biology of the gene, including regulation and mechanism of replication, transcription and translation as well as principles of genetic engineering. The course emphasizes interpretation and analysis of experiments. The laboratory focuses on analysis and manipulation of DNA and RNA. Lab fee. Prerequisites: NSCI 3031, NSCI 3033, and NSCI 4043. (Spring, odd years)

NSCI 4080 - PHARMACOLOGY CHEMISTRY (3 credits)
This course presents the chemistry of molecular recognition between drugs and their targets (receptors, ion-channels, enzymes, and nucleic acids) and how this information is used to design new drugs with specific biological functions. In addition to traditional theories of structure and function in drug design, the course will include the most recent research publications in nanoparticle drug delivery, pharmacogenetics (the study of genetic factors and gene-environment interactions that influence drug delivery, bio-availability, metabolism, clearance, and toxicity), and innovative methods for treating cancer. Ethical considerations of the use and misuse of drugs will also be addressed. Prerequisite: NSCI 3031.

NSCI 4222 - SCIENCE, TECHNOLOGY & SOCIETY VALUES (4 credits)
This course serves as a Capstone Seminar for junior and senior majors. Students will explore original literature, the relationship of the natural sciences to other disciplines, and ethical considerations in the sciences.

NSCI 4999 - TUTORIAL (1 CREDIT)
As above, except that a laboratory project under faculty supervision is an integral component of the course. One course may be counted as a laboratory elective in the major. (Every semester)

Philosophy
Chair: Gowans
Associate Chair: Haddad (RH), Jaworski (LC), Frances (LC)
RH: CO 101, (718) 817-3270
LC: LL 916, (212) 636-7928
Web: www.fordham.edu/philosophy

Faculty
Robert Southwell, S.J. Distinguished Professor: Drummond
Professors: Babich, Balestra, Davies, Gowans, Green, Klima, Van Buren
Associate Professors: Baur, Cullen, Davenport, Frances, Gosetti-Ferencei, Grimm, Grontkowski, Jaworski, Jones, Koterski, Miller, Murphy, Nachtomy, Pini, Tress
Visiting Associate Professor: Gschwandtner
Assistant Professors: Ballantyne, Flynn, Haddad, Johnson, Strabbing, Vong, Winegar

Overview
In Fordham's liberal arts tradition, philosophy has a special role in the development of the mature individual. Philosophy provides students the opportunity to reflect on the most fundamental questions that concern human beings and the ultimate dimensions of their world. The courses in philosophy acquaint students with the intellectual and moral traditions of their civilization and aim to develop in the student the skills necessary to think clearly and carefully for themselves—to question their assumptions and to judge their principles critically with the depth required for them to act as mature, integrated, free persons in their society and to provide it with enlightened, responsible leadership and service.

The major in philosophy is an excellent preparation for graduate school, for professional schools of law, medicine, education, and the ministry, as well as for positions in industry, government, and business in which a liberal arts degree is welcomed.

Contribution to Core
All freshmen take the core course Philosophy of Human Nature (PHIL 1000). The core course Philosophical Ethics (PHIL 3000) is taken by all students in sophomore or junior year. Selected sections of these two courses are designated EP1 and EP3 respectively. The department also offers Values Seminar/EP4 core courses as well as both American Pluralism and Global Studies courses.

Program Requirements
Philosophy Major
(HEGIS Code 1509) Program Code 06108

The major in philosophy is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at the Lincoln Center campus.

Philosophy majors must complete a minimum of 10 philosophy courses including the Common Core Curriculum courses in philosophy (PHIL 1000 and PHIL 3000). Other courses taken must include either one course in each of the following four historical periods: =ancient, medieval, classical modern and 19th-century, contemporary philosophy; 20th-century; and one course in each of two of the following four topical areas: (1) metaphysics, (2) knowledge and method, (3) human nature, (4) moral, political, and social philosophy; or one course in each of two historical periods and one course in each of three topical areas.

Program Requirements
Philosophy Major
(HEGIS Code 1509) Program Code 06108

The major in philosophy is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at the Lincoln Center campus.

Philosophy majors must complete a minimum of 10 philosophy courses including the Common Core Curriculum courses in philosophy (PHIL 1000 and PHIL 3000). Other courses taken must include either one course in each of the following four historical periods: =ancient, medieval, classical modern and 19th-century, contemporary philosophy; 20th-century; and one course in each of two of the following four topical areas: (1) metaphysics, (2) knowledge and method, (3) human nature, (4) moral, political, and social philosophy; or one course in each of two historical periods and one course in each of three topical areas.
All majors are strongly encouraged to acquire a broad background in the history of philosophy and to take at least one course in logic. Majors planning to do graduate work are advised to take Symbolic Logic.

Philosophy majors who wish to concentrate on political philosophy may do so through an individualized major program as described under Interdisciplinary Programs. For details, see the associate chair for undergraduate studies.

**Philosophy Minor**

The minor in philosophy is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at the Lincoln Center campus.

Minors in philosophy must complete six philosophy courses including the Common Core Curriculum courses in philosophy (PHIL 1000 and PHIL 3000). A Senior Value Seminar in philosophy may also be included.

Upon declaring a major or minor, the student is to report to the associate chair on the relevant campus for the purpose of selecting a faculty adviser to assist in planning his or her program.

**Early Admission to Master's Program**

Please read the Early Admission to Graduate School of Arts and Sciences Master's Programs section, which is located under the heading of Special Academic Programs in the chapter on Academic Programs, Policies, and Procedures of this bulletin. The policy on early admissions to the M.A. program in philosophy allows academically strong philosophy majors presently enrolled in FCRH, FCLC, and PCS to attain a master's degree in philosophy in one year after graduating with a B.A. degree. Philosophy majors who have a cumulative 3.2 overall grade point average or above and at least a 3.5 in philosophy after five semesters of work in their college are eligible to apply for early admission to the M.A. program. After grades for the fall semester (junior year) have been posted and before registration for fall semester (senior year) begins, students who qualify will receive a description of the program and an invitation to apply from the chair or associate chair of the department.

There are several advantages from the undergraduate perspective in the early admissions policy. The GRE is waived, but becomes necessary if the student applies for the doctoral program. Courses on the graduate level begin before completing the B.A., enriching the undergraduate experience and serving to distinguish graduation transcripts. Students admitted early receive financial aid to a certain extent, since by double-counting three graduate courses, the M.A. total tuition bill is less than it would have been otherwise.

In the spring semester of junior year, students will be required to formally indicate the desire to matriculate in the accelerated M.A. program by filling out an online application (application fee waived) and submitting it to the Graduate Office of Admission along with two letters of recommendation. Applicants will be interviewed by the chair or associate chair for graduate studies. The application will be reviewed by the department's Admissions Committee, which will make a recommendation regarding admission to the chair, and the department's recommendation will be forwarded to the graduate school for final action.

Students admitted into the program will take three 5000-level graduate courses in their senior year. The graduate courses count towards both the completion of the B.A. degree and M.A. degree. Students will participate in the normal B.A. graduation ceremonies in May following their senior year. If seven graduate courses at the 5000-level or above are taken in the fifth year, the student will have a total of 10 graduate courses enabling completion of coursework for the M.A. in May of the fifth year. Students consult with the director of graduate studies to design a program of study for their senior year and for the fifth year. Students must fulfill the normal requirements for the M.A. degree.

**Program Activities**

The department sponsors an annual lecture series that brings distinguished philosophers from around the world to campus. Undergraduate students publish their own journal (*Sapientia et Doctrina*), and the University has a chapter of Phi Sigma Tau, the national honor society in philosophy.

**Courses Planned for Fall 2012–Spring 2014**

Note: Following each course are codes for the campus where the course will be taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, ER for Fordham School of Professional Studies at Rose Hill, and EL for Fordham School of Professional Studies at Lincoln Center.

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<tr>
<th>Course Code</th>
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<tr>
<td>PHIL 1000</td>
<td>Philosophy of Human Nature</td>
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<td>PHIL 1001</td>
<td>Lost From Cosmos: Philosophy of Human Nature (R)</td>
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<td>PHIL 1002</td>
<td>What Are We: Philosophy of Human Nature (R)</td>
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<td>PHIL 1003</td>
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<td>PHIL 1010</td>
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<td>PHIL 1999</td>
<td>Service Learning (R,L)</td>
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<td>PHIL 2999</td>
<td>Tutorial in Philosophy (R, L)</td>
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<td>PHIL 3000</td>
<td>Philosophical Ethics</td>
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<td>PHIL 3109</td>
<td>Environmental Ethics (R, L)</td>
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<td>PHIL 3112</td>
<td>Religion &amp; Morality (R, L)</td>
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<td>PHIL 3117</td>
<td>Ethics at the Edges of Life: Living, Killing, &amp; Consenting (L)</td>
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<td>PHIL 3188</td>
<td>Art, Morality and Politics (R)</td>
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<td>PHIL 3195</td>
<td>Political Libertarians and Critics (L)</td>
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<td>PHIL 3200</td>
<td>Introduction to Logic (R)</td>
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<td>PHIL 3204</td>
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<td>PHIL 3220</td>
<td>Paradoxes in Philosophy (L)</td>
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<td>PHIL 3235</td>
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<td>PHIL 3245</td>
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<td>PHIL 3253</td>
<td>Relativism and Philosophy (R)</td>
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<td>PHIL 3266</td>
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<td>PHIL 3307</td>
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<td>PHIL 3330</td>
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<td>PHIL 3415</td>
<td>Mind, Brain, and Self (R, L)</td>
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<td>PHIL 3418</td>
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<td>PHIL 3420</td>
<td>Philosophy of the Person (R)</td>
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<td>PHIL 3423</td>
<td>Individuality &amp; Community Life (R)</td>
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<td>PHIL 3424</td>
<td>God, Virtue, and Human Nature (R)</td>
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<td>PHIL 3501</td>
<td>Ancient Philosophy (R)</td>
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</table>
PHIL 3502 - Pre-Socratic Philosophy (L)
PHIL 3504 - Stoics and Skeptics (L)
PHIL 3520 - Philosophy of Aristotle (R)
PHIL 3525 - Philosophy of Plato (R, L)
PHIL 3552 - Medieval Philosophy (R, L)
PHIL 3557 - Confessions of Augustine (R, L)
PHIL 3560 - Philosophy of Aquinas (R)
PHIL 3601 - Modern Philosophy (R, L)
PHIL 3605 - Enlightenment and Its Critics (L)
PHIL 3607 - Hegel and Kierkegaard (R)
PHIL 3643 - Heidegger: Being and Time (R, EL)
PHIL 3652 - Contemporary French Philosophy (R)
PHIL 3670 - Existentialism (R)
PHIL 3671 - Phenomenology & Existentialism (R)
PHIL 3712 - Global Environment and Justice (R, L)
PHIL 3713 - Human Rights & Global Justice (R)
PHIL 3714 - Kant and Hegel (R)
PHIL 3720 - African-American Philosophy (Pluralism) (R)
PHIL 3722 - Native-American Philosophies (Pluralism) (R)
PHIL 3730 - American Philosophy (L)
PHIL 3759 - Buddhist Philosophy (Globalism) (R, L)
PHIL 3815 - Political Philosophy (R, L)
PHIL 3870 - Critical Social Theory (R)
PHIL 3906 - Emotions and the Good Life (R)
PHIL 3907 - Existentialist Feminism (L)
PHIL 3910 - Shakespeare and Aquinas (R)
PHIL 3930 - Philosophy and Literature (R)
PHIL 3942 - Fantasy and Philosophy (L)
PHIL 3945 - Philosophy and Art (R)
PHIL 3999 - Tutorial in Philosophy (R, L)
PHIL 4001 - Politics and Biopower (R)
PHIL 4044 - Modern Ethical Theories (R)
PHIL 4100 - Existence, Vagueness, and Composition (L)
PHIL 4301 - Happiness and Well-Being (R)
PHIL 4302 - Environmental Policy & Ethics (R)
PHIL 4303 - Human Error: Philosophical & Psychological Perspectives (R)
PHIL 4205 - Seminar: Justice and Social Identity (ER)
PHIL 4407 - Gender, Power, and Justice (R)
PHIL 4410 - Love and Empire: Roman Philosophy (L)
PHIL 4412 - Classical Values: Art of Living (R, L)
PHIL 4413 - Religion and Morality (R)
PHIL 4415 - Global Justice & Humanitarian Action (Senior Values Seminar) (L)
PHIL 4418 - Issues of Life and Death (R)
PHIL 4423 - Business Ethics (L)
PHIL 4455 - Respectful Disagreement (L)
PHIL 4471 - Humanity's Value (L)
PHIL 4473 - War & Peace: Just War Theory (R)
PHIL 4480 - Technology and Values (L)
PHIL 4482 - Liberal Arts and Life (L)
PHIL 4484 - Freedom and Responsibility (R, L)
PHIL 4486 - Evil, Vice, and Sin (R)
PHIL 4910 - Seminar: Wittgenstein (L)
PHIL 4913 - Seminar: Contemporary Ethical Theory (L)
PHIL 4920 - Theories of Autonomy (L)
PHIL 4921 - Seminar: Self-Deception and Weak Wills (L)
PHIL 4999 - Tutorial in Philosophy (L)/Independent Study (R)

Graduate Courses Open to Undergraduates
PHIL 5001 - Introduction to Plato
PHIL 5002 - 19th-Century Philosophy
PHIL 5005 - Classical Modern Philosophy
PHIL 5009 - Introduction to Aristotle
PHIL 5010 - Introduction to St. Thomas Aquinas
PHIL 5012 - Introduction to St. Augustine

Course Descriptions

PHIL 1000 - PHILOSOPHY OF HUMAN NATURE (3 CREDITS)
A philosophical reflection on the central metaphysical and epistemological questions surrounding human nature, which includes discussion of some or all of the following problems: the body-soul distinction and the mind-body problem; the problem of knowledge, (relativism, skepticism, the objectivity of knowledge, faith and reason); free will and determinism; and self and society (subjectivity, personhood, sociality, historicity, and tradition). At least 60 percent of each section of the course is devoted to readings from Plato, Aristotle, Augustine or Aquinas, and Descartes. Each section includes some writings by at least one contemporary figure. Selected sections will be offered as Eloquentia Perfecta I seminars.

PHIL 1001 - LOST FROM THE COSMOS: HUMAN NATURE (3 CREDITS)
This course examines Plato, Aristotle, and Aquinas on our human nature within a world understood as Cosmos. Then, to appreciate the radical shift wrought by modern science, we examine Descartes' initiation of the modern self as thrown against the world as Object and its significance for reconsidering the question of human-being-in-the-world.

PHIL 1002 - PHILOSOPHY OF HUMAN NATURE (3 CREDITS)
This course will consider the theories of human nature offered by modern philosophers (Descartes, Hobbes, and Rousseau), by contemporary biological science, and by St. Thomas Aquinas. As part of this course, we will consider and discuss how “human nature” is represented (or misrepresented) in popular culture.

PHIL 1010 - INTRO TO CRITICAL THINKING (3 CREDITS)
The course is intended to sharpen a student's ability to think clearly, consistently, critically, and creatively. The course objective considers principles of sound judgement and helps students learn how to recognize and analyze arguments present in ordinary spoken and written language, how to distinguish correct reasoning from incorrect reasoning, and how to construct valid and sound arguments.

PHIL 2999 - TUTORIAL (3 CREDITS)
Independent research and reading with supervision from a faculty member.

PHIL 3000 - PHILOSOPHICAL ETHICS (3 CREDITS)
This course involves philosophical reflection on the major normative ethical theories underlying moral decision-making in our everyday lives. The principal focus of the course is a systematic introduction to the main normative ethical theories, i.e., eudaimonism, natural law ethics,
deontological ethics, utilitarianism, virtue ethics, and feminism. The
differences among these approaches are illuminated by studying various
moral issues. In each section of the course, at least half the readings will
be selected from Aristotle and Kant. Each section will include writings by
at least one contemporary figure.

PHIL 3109 - ENVIRONMENTAL ETHICS (4 CREDITS)
This Senior Values Seminar surveys major theories in environmental
ethics dealing with our moral duties regarding nature, for example,
environmental stewardship, sustainable development, environmental
justice, ecological virtue ethics, animal rights, biocentrism, Leopold's
land ethic, and ecological feminism. It has not only philosophical but
also scientific, economic, political, and design dimensions as it deals
with such topics as global warming, alternative energy, pollution control,
suburban sprawl, deforestation, biodiversity loss, and the prospect of a
sixth mass species extinction event threatening the future of human and
nonhuman life as we know it.

PHIL 3116 - MORAL RESPONSIBILITY IN COMMUNITY (4 CREDITS)
With advances in technology, people of diverse cultural, political,
religious, and moral backgrounds are in contact with one another like
never before. This course will focus on what it means to be a responsible
moral agent in a community where cultural diversity is a fact of life. We
will reflect on the benefits and potential costs of diversity as well as the
moral questions it invites.

PHIL 3117 - ETHICS: LIVING, KILLING, AND CONSENTING (4 CREDITS)
This course covers philosophical issues in the ethics of life and death.
This part of the course is dedicated to the morality of saving lives. The
second part of the course concerns the ethics of self-defense. Under
which circumstances, if any, is it permissible to use force to defend
yourself and your life? In the final section of this course, we will consider
the morality of killing and related issues in applied ethics such as killing
in war, suicide, and killing animals.

PHIL 3130 - PHILOSOPHY OF LAW (4 CREDITS)
The nature and philosophical foundations of law. Relations of justice and
morality, civil and moral law, and their respective rights and obligations.
Types and conceptions of law: natural law, legal realism, legal positivism.

PHIL 3135 - THEORIES OF JUSTICE (4 CREDITS)
A critical examination of major theories of justice, including those of
Rawls, and Dworkin, as well as positivistic theories and contemporary
natural law theories.

PHIL 3138 - PHILOSOPHY OF HUMAN RIGHTS (4 CREDITS)
The course will consider the philosophy of human rights by examining
the development of the notion of rights in modern social and political
thought as well as contemporary thinkers’ criticisms, defenses, and
reformulations of human rights.

PHIL 3188 - ART, MORALITY, AND POLITICS (4 CREDITS)
The seminar explores the interrelationship among artistic, moral and
political values.

PHIL 3195 - POLITICAL LIBERTARIANS & CRITICS (4 CREDITS)
An exposition and critique of political libertarianism—a philosophical
time theory developed by Ayn Rand, Hayek, Friedman, Nozick, Naveson, and
others—that has come to dominate neconservative political thought
in the U.S. We will read major libertarian texts and criticisms by David
Gauthier, Hazlett, Rawls, Singer, and other defenders of public goods.

PHIL 3200 - INTRO TO LOGIC (4 CREDITS)
A study of the methods and principles that distinguish correct
argumentation. Attention is given both to the nature of argument and to
its applications. Topics discussed include induction, deduction (including
symbolic notation), and the common fallacies.

PHIL 3201 - INTRO TO SYMBOLIC LOGIC (4 CREDITS)
The development of a system of natural logic with problems of
translation to symbolic notation, deduction, relation to Aristotelian
logic and to Empiricism, propositional calculus, and predicate calculus.
Techniques of problem solving.

PHIL 3204 - SYMBOLIC LOGIC (4 CREDITS)
Humans are capable of altering their behavior, verbal and otherwise,
in light of deductive consequences and in conformity with standards
of logical consistency. Although Aristotle, the Stoics, and others
developed formal techniques for the evaluation of logical consequence
and consistency, the early 20th century witnessed an unprecedented
expansion in the scope and power of those techniques through the
construction of formal languages based on mathematical principles.
Students consider the modern development of formal logical techniques,
including propositional logic, first-order logic, and if time permits, a
system of intentional logic (e.g., modal logic), and then explore some of
the philosophical issues surrounding them.

PHIL 3220 - PARADOXES IN PHILOSOPHY (4 CREDITS)
In this course we’ll examine some of the most intractable paradoxes in
philosophy, the kind that keep philosophers—and logicians and some
scientist—up at night: the liar’s paradox, the sorites paradox, paradoxes
about infinity, and others. A philosophical paradox usually consists of
several ideas each of which seems clearly true, yet downright inconsistent
with one another (so they cannot all be true). This invites intellectual
discomfort. No matter what the proper resolution of the paradox, we can
see that it will require a fundamental and radical shift in our world view.
This course involves philosophy of language, but depending on student
interest, may include problems of free will, determinism, skepticism, and
evil. No prior expertise in logic necessary; all that is needed will be taught
within the course.

PHIL 3235 - THEORIES OF KNOWLEDGE (4 CREDITS)
This is a course in epistemology, which is the study of a certain group
of closely related notions: knowledge, certainty, evidence, justification,
reason, understanding, wisdom, and rationality—as well as a few other
notions that are closely related to the first set of notions (e.g., verification,
deinition, belief, testimony). We will focus on knowledge—what it is;
whether we have it; and how it is related to truth, rationality, and wisdom.

PHIL 3245 - MIND, LANGUAGE, AND WORLD (4 CREDITS)
We operate with two images of ourselves: In our everyday dealings we see
ourselves as psychological and moral beings with beliefs, desires, hopes,
joys, fears, and loves, who ought or ought not to do certain things, and
who are held morally responsible for acting as we do. In our scientific
dealings, on the other hand, we see ourselves as biophysical beings
whose behaviors are conditioned by the impact of the environment on
The course will focus on issues in the philosophy of religion from the view point of the divine attributes. Traditional proofs for God’s existence, forms of evidentialism and anti-evidentialism, and dilemmas concerning divine simplicity, foreknowledge, as well as the problem of evil will be treated.

PHIL 3350 - PROBLEMS IN METAPHYSICS (4 CREDITS)
Nature and methods of metaphysics, our knowledge of being, self-identity and process, the unity and interrelationship of beings, action as unifying principle, causal explanation.

PHIL 3351 - METAPHYSICS AND RACE (4 CREDITS)
An examination of metaphysical issues considering racial categorization. Texts from the history of philosophy and from contemporary authors. Topics may include racial ontology, social construction, the biology of racial categories, the phenomenology of race, and identity and subjectivity.

PHIL 3354 - PROBLEM OF EVIL (4 CREDITS)
Do bad things that happen prove that there is no God? This course shall focus on this question and consider what has been said about it from ancient time to today. We shall pay attention to what has been argued for and against the existence of God, given that there is much that is bad in our world.

PHIL 3355 - METAPHYSICS (4 CREDITS)
This course introduces students to major metaphysical questions and problems, such as free will and determinism, persistence through time, necessity and identity, possible worlds, universals and particulars, change, substance, causation, realism vs. antirealism, and the prospects of immortality.

PHIL 3415 - MIND, BRAIN & SELF (4 CREDITS)
What exactly are you and I? Some philosophers claim that we are human organisms, but many deny this. They claim instead that we are beings who are constituted by human organisms, or that we are spatial parts of human organisms, such as brains, or that we are psychologically continuous temporal parts of human organisms, or that we are nonphysical beings attached to human organisms. Some philosophers even argue that we are nothing at all—that persons, do not exist. This course explores a range of different approaches to what we are, and addresses related topics in the philosophy of mind: If we are mental beings—beings that have beliefs, desires, an other mental states—how are these states related to states of the human brain? Electrical stimulation of the cortex can cause patients to move their limbs, to sense numbness or tingling on the skin, to experience flashes of light or buzzing sensations, to feel fear, experience déjà vu, or have a sense that they are in a dream. What implications, if any, do these findings have, for a philosophical account of what we are?

PHIL 3417 - RACE & MORAL RECOGNITION (4 CREDITS)
This course will examine the impact of perceived race differences on moral recognition both in thought and in historical fact. Narrative and historical materials will illustrate ways these affect the meaning of human dignity, equality, common humanity, and moral worth.
PHIL 3418 - PHILOSOPHY OF PLEASURE (4 CREDITS)
The course will examine hedonism, the claim that pleasure constitutes the human good or the proper aim of human action. The first half of the course will study the diverse theories of pleasure found in Plato, Aristotle, and Epicurus. The second half of the course will focus on Sidgwick’s treatment of hedonism in relation to Utilitarianism and end with a brief examination of contemporary discussions of pleasure.

PHIL 3420 - PHILOSOPHY OF THE PERSON (4 CREDITS)
A study of the nature and destiny of the person with special consideration of problems concerning human intelligence and freedom.

PHIL 3421 - MORAL PSYCHOLOGY (4 CREDITS)
An introduction to some of the basic questions in moral psychology, including: Are all human actions selfish? What are reasons? What is autonomy? Is it a good thing? What is authenticity? Is it a good thing? Am I responsible for the kind of person I am? Are there such things as character traits? Readings from contemporary philosophers, including Bernard Williams, John Doris, Nomy Arpaly, Thomas Nagel, Harry Frankfurt, Al Mele, and Donald Davidson.

PHIL 3422 - HARRY POTTER AND PHILOSOPHY (4 CREDITS)
This course will use the Harry Potter novels to explore several central themes in philosophy, and will use philosophical analysis to interpret the books and their cultural impact. Some central topics of the course will include the nature and relationships of minds, souls, and bodies; the conflict of good and evil and some related issues in moral psychology and the ethics of love; metaphysical implications of the magical world of HP and its enchantment of Muggles.

PHIL 3423 - INDIVIDUALITY & COMMUNITY LIFE (4 CREDITS)
This course will examine three questions with which human beings constantly struggle, namely: What does it mean to be an individual? What does it mean to be an individual within a community? And, what does it mean to be an individual within a community in a time of upheaval and conflict? Antithetical selections from Kierkegaard and Nietzsche, Locke and Marx, and Sartre and Kafka will form the core readings for this philosophical exploration.

PHIL 3424 - GOD, VIRTUE, AND HUMAN NATURE (4 CREDITS)
This course will examine two major contemporary Catholic philosophers, Alasdair MacIntyre and Charles Taylor, conceive of the nature of human beings—in terms of how their character is shaped by their social environment as well as how they relate to God.

PHIL 3501 - ANCIENT PHILOSOPHY (4 CREDITS)
This course aims to acquaint the student with the basic problems and directions of Western philosophy as developed in its early and decisive phase by the principal thinkers of ancient Greece, pre-Socrates, Plato, Aristotle, and Plotinus are among the topics that may be treated, as well as Stoicism and Epicureanism.

PHIL 3504 - STOICS AND SKEPTICS (4 CREDITS)
During the past 50 years, the study of philosophy from the Hellenistic era (after Aristotle and before Augustine) has undergone an exciting revival. In light of this revival, we shall examine some of the major philosophers of the Hellenistic period. We will study the Stoics, who believed that nature was permeated by a cosmic fire which composed the mind of God. The true ethical master, they said, followed nature and purged all passions. We will read Epictetus, a Stoic slave who was studied by a Roman emperor in search of wisdom about life. In addition, we will learn about the Cynics (or “Dog Philosophers”) who rejected convention and made a radical call for a return to a more natural ethics. We will examine Pyrrhonian Skeptics, who were so full of doubt that some worried the Pyrrhonists would walk off cliffs. Finally, we will examine the Epicureans, a group of philosophers who advocated a life of pleasure and who were whispered to be atheists. And yet, ironically, they believed that the most pleasurable life is one of simplicity and tranquility.

PHIL 3520 - PHILOSOPHY OF ARISTOTLE (4 CREDITS)
No philosopher in the history of the world has been as influential in as many ways as Aristotle. A paragon of insight, systematicity, and rigor, he has inspired philosophers for more than 2,000 years. He remains an icon of Western intellectual culture, and his influence can be discerned even now in fields as diverse as history, theology, rhetoric, theater, psychology, metaphysics, biology, law, political theory, ethics, and logic. This course introduces students to key features of his philosophical framework.

PHIL 3552 - MEDIEVAL PHILOSOPHY (4 CREDITS)
This course introduces students to medieval philosophy through the study of major thinkers such as Augustine, Boethius, Anselm, Thomas Aquinas, Duns Scotus, and William of Ockham. Although we will consider the historical development of medieval philosophy and the importance of events such as the rediscovery of Aristotelian philosophy in the 13th century, our focus will be on what medieval thought has to teach us regarding issues that continue to be of great philosophical importance even today. These include the relationship between faith and reason; the nature of God and our relationship to Him; why there is evil in the universe; free will, responsibility, and divine foreknowledge; the structure of the world and our place in it; and happiness and virtue.

PHIL 3557 - CONFESSIONS OF AUGUSTINE (4 CREDITS)
A study of St. Augustine's most popular philosophical work, The Confessions.

PHIL 3560 - PHILOSOPHY OF AQUINAS (4 CREDITS)
Historical setting, doctrinal influences, themes of knowledge and the meaning of person; metaphysics and God; freedom and ethics; and reason and revelation.

PHIL 3601 - MODERN PHILOSOPHY (4 CREDITS)
A history of philosophy from Descartes to contemporary times, including Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, and others.

PHIL 3605 - ENLIGHTENMENT AND ITS CRITICS (4 CREDITS)
The Enlightenment movement represented an extension of the scientific method into new domains based on the idea that knowledge was the key to progress and the improvement of human well-being. This course presents the main thinkers and ideas of the movement including Diderot, D’Alambert, Voltaire, and Kant. It also considers what Isaiah Berlin has called Counter-enlightenment thinkers, such as Rousseau,
Hume, Vico, Herder, and Haman, and concludes by considering how the Enlightenment project and its critics remain relevant today in the work of Habermas, Foucault, and Charles Taylor.

PHIL 3607 - HEGEL AND KIERKEGAARD (4 CREDITS)
The debate between absolute idealism and existentialism. First, a close look at the fundamental structure of Hegel's philosophy and the way it is worked out in relation to religion. Then a close look at the way Kierkegaard develops a philosophical critique and alternative with special attention to ethics and religion.

PHIL 3620 - IMMANUEL KANT (4 CREDITS)
A study of Kant's philosophy, concentrating on the Critique of Pure Reason.

PHIL 3631 - 19TH-CENTURY PHILOSOPHY (4 CREDITS)
Study of post-Kantian developments in philosophy.

PHIL 3643 - HEIDEGGER'S BEING AND TIME (4 CREDITS)
Participants will read and discuss a book often said to be the single most important philosophical work of the 20th century and even more commonly regarded as the most difficult: Martin Heidegger's Being and Time.

PHIL 3650 - 20TH-CENTURY PHILOSOPHY (4 CREDITS)
An examination of major philosophical movements of the 20th century.

PHIL 3652 - CONTEMPORARY FRENCH PHILOSOPHY (4 CREDITS)
This course introduces the work of French thinkers from the 20th and 21st centuries. Themes under consideration might be subjectivity, violence, justice, embodiment, and epistemology. Figures covered may include Badiou, Deleuze, Derrida, Foucault, Irigaray, Kofman, Le Dœuff, Lyotard, Merleau-Ponty, and Ranciere. Reference may also be made to recent developments of French theory in the Anglo-American context, including in feminist theory and social and political philosophy.

PHIL 3670 - EXISTENTIALISM (4 credits)
A survey of themes in the main 19th- and 20th-century existentialist writers, such as Jean-Paul Sartre, Martin Heidegger, Soren Kierkegaard, and Friedrich Nietzsche.

PHIL 3671 - PHENOMENOLOGY & EXISTENTIALISM
An investigation of themes central to the development of phenomenology and existentialism. Themes to be studied might include methodology; intentionality and consciousness, subjectivity; anxiety or dread, embodiment, emotions, the Other, authenticity, freedom, agency and action, history and historicity, the individual versus community, social and political responsibility. Readings will be drawn from Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Maurice Merleau-Ponty, Soren Kierkegaard, and Friedrich Nietzsche.

PHIL 3712 - GLOBAL ENVIRONMENT & JUSTICE (4 CREDITS)
This course is an introduction to environmental policy issues focusing on the largest-scale global problems. Using an environmental-accounting approach and highly accessible best-selling books packed with stunning information, we will consider the implications of the following problems for social justice and future generations: deforestation and the resulting loss of animal species; global warming, its effects, and the debate over its causes; soil erosion, desertification, availability and productivity of arable land; potential exhaustion of accessible fresh water sources; pollution of lands, rivers, and oceans by excessive resource extraction and waste sinking; energy usage increases and renewable energy sources; the effects of human population growth and per capita usage increases on all the above; fair ways of holding nation-states responsible for preserving global environmental goods. To evaluate these problems, we will develop an “endowment” model of environmental capital and define related global public goods. In research projects, students will explore possible ways toward sustainable use of the biosphere, in which the planetary base of life-generating capacity is preserved in perpetuity in a way that is fair to all nations. This course is open to all interested students, but also provides a basis for further work in the Environmental Policy program, and in Environmental Ethics.

PHIL 3713 - HUMAN RIGHTS & GLOBAL JUSTICE (4 CREDITS)
This interdisciplinary class will focus on the development of the human rights paradigm in international law and philosophical questions about how we can justify universal basic rights. For example, are universal rights consistent with a wide array of varying cultures and ways of life? Are concepts of rights somehow inherently “Western” or “individualist,” and can relativist doubts about human rights be answered? We will also look at some debates about the content of such rights, e.g., rights to educational opportunity, to welfare or subsistence, to basic health care, to membership in a culture, to immigration, to a sustained environment and other controversial cases. We will also consider humanitarian intervention in the name of rights, problems with the U.N. system, and ways that the international order could be restructured if we take seriously the idea that there are universal basic rights to freedom from tyranny and to development out of poverty.

PHIL 3714 - KANT AND HEGEL (4 CREDITS)
This course will examine the relationship between the philosophical writings of Immanuel Kant and G. W. F. Hegel. Kant's philosophy was understood by many of his contemporaries primarily as a philosophy of freedom, and in the first part of this course, we will attempt to understand the pivotal role that the relationship between nature and freedom plays in both Kant's theoretical and moral writings. During the second part of the course, we will examine both Hegel's criticisms of Kant's philosophy and the ways in which Hegel's philosophy, nevertheless, attempts to develop particular Kantian insights.

PHIL 3720 - AFRICAN-AMERICAN PHILOSOPHY (4 CREDITS)
Using texts by Frederick Douglass, Sojourner Truth, W. E. B. DuBois, Alain Locke, Martin Luther King Jr., Malcolm X, James H. Cone, Angela Davis, Cornel West, Patricia Hill Collins, Howard McGary, William E Lawson, Leonard Harris, Lucius Outlaw, and others this course will focus on pillars, prophets, and prospects for African-American philosophy, a philosophy born of struggle created by profound critical and transformative voices from times of chattel slavery to the present that plays an influential role in American philosophy and American society today.

PHIL 3722 - NATIVE AMERICAN PHILOSOPHY (4 CREDITS)
This seminar-style course will explore the philosophical contributions of Native Americans (also known as American Indians, and best known by the names these diverse people have given themselves), including insights about how to preserve our biotic community and to live with
one another amidst our American pluralism in ways that are spiritually satisfying.

PHIL 3730 - AMERICAN PHILOSOPHY (4 CREDITS)

PHIL 3759 - BUDDHIST PHILOSOPHY (4 CREDITS)
The course is a historically based introduction to Buddhist philosophy that gives students a basic understanding of the central ideas, issues and approaches in the various Buddhist traditions. Students will be encouraged to bring Buddhist philosophy into dialogue with some Western philosophical perspectives.

PHIL 3815 - POLITICAL PHILOSOPHY (4 CREDITS)
This course will focus on the urgency of education for peace and justice: the role of prejudice and competition in the development of violence, war and the arms race, philosophies of non violence which offer practical suggestions for peaceful conflict resolution and direct action for bringing about social change, and the ethics of conscientious objection and civil disobedience. The approach is interdisciplinary; issues of peace and justice will be discussed from both local and global perspectives. Students are encouraged to consult with the Service Learning Coordinator (x7464) regarding the possibility of an appropriate service for an extra academic credit in the course.

PHIL 3870 - CRITICAL SOCIAL THEORY (4 CREDITS)
This course traces the development of the Frankfurt School tradition of critical social theory, which combines Hegelian-Marxist social thought, Freudian psychoanalysis, and Max Weber’s theory of rationalization. We will read Marx, Lukacs, Adorno, Horkheimer, Marcuse, and Habermas. Topics will include alienation and reification; the foundations of critical theory and ideology critique; critiques of the “culture industry,” technology, and instrumental reason; and contemporary issues, such as the politics of public memory of the Holocaust in Germany and slavery in the U.S.

PHIL 3901 - PHILOSOPHICAL ISSUES OF FEMINISM I (4 CREDITS)
Philosophical exploration of issues raised by historical and contemporary reflection on the relationship between the sexes.

PHIL 3906 - EMOTIONS AND THE GOOD LIFE (4 CREDITS)
Whereas Oscar Wilde thought “The advantage of the emotions is that they lead us astray,” Francis Bacon thought the emotions were essential to our experiencing the world as we do: “For a crowd is not company; and faces are but a gallery of pictures; and talk but thinking cymbal, where there is no love.” George Santayana thought our humanity diminished without a proper emotional life: “The young man who has not wept is savage, and the old man who will not laugh is a fool.” This course will investigate the nature of the emotions, their relation to cognition, and the role they play in the good life for humans. Readings will be drawn from authors as diverse as Aristotle, Descartes, Hume, William James, Jean-Paul Sarte, and Nancy Sherman.

PHIL 3907 - EXISTENTIALISM AND FEMINISM (4 CREDITS)
Concepts to be discussed include being and nothingness, the phenomenon of anxiety, and the curse of individual freedom, the phenomenon of erotic desire, and the hell of alterity i.e., “other people.” Existentialism is inconceivable apart from Jean-Paul Sartre and Simone de Beauvoir, hence and because of de Beauvoir’s signal contributions to philosophical feminism, the conjunction between existentialism and feminism is plain from the start. Participants will read the writings of de Beauvoir and Sartre, among others such as Luce Irigaray.

PHIL 3910 - SHAKESPEARE AND AQUINAS (4 CREDITS)
A philosophical study of human emotions by reading in tandem certain plays of Shakespeare and the treatises by Thomas Aquinas on the passions and on human nature in general.

PHIL 3930 - PHILOSOPHY & LITERATURE (4 CREDITS)
This course is devoted to the study of philosophical theories of literature, including studies of literary and poetic language, of the relationship between literary and other kinds of knowledge, of the philosophical meaning of literary works, and of questions regarding the status of the author and reader in the work of literature. The course covers readings from the history of philosophy and from recent philosophical and literary sources. Philosophers and authors studied include Plato, Aristotle, Nietzsche, Heidegger, Iser, Blanchot, Bachelard, Sartre, Nehamas, and de Bolla, as well as literary works by Rilke, Proust, Moravia, and writers of Holocaust literature.

PHIL 3936 - PHILOSOPHY AND FILM (4 CREDITS)
Survey of texts in 20th-century film theory and criticism as well as contemporary philosophical work. Topics will include the nature of cinema, cinematic realism, the status of film as an art form, cinematic authorship, the emotional response to films, and interpretation.

PHIL 3942 - FANTASY AND PHILOSOPHY (4 CREDITS)
An interdisciplinary study of moral themes in J.R.R. Tolkien’s Lord of the Rings. The course focuses on Tolkien’s artistic treatment of such philosophical questions as the lure of power, good and evil, freedom and fate, the nature of the divine, the natural environment and the function of literature in human life. We may consider similar themes in the works of other prominent fantasy authors.

PHIL 3945 - PHILOSOPHY AND ART (4 CREDITS)
This is a course in philosophical aesthetics for upper-level students with interests both in philosophy and in the various artistic and literary disciplines. Starting from a historical survey of discussions of art, we consider issues such as mimesis and representation, the ontological and epistemological value of art, the structure of artistic experience, and the status of the artist as the origin of the work of art. Readings include selections from Plato, Aristotle, Hume, Kant, Hegel, Nietzsche, Freud, Dewey, Merleau-Ponty, Heidegger, Danto, Foucault, and de Bolla, and are presented in conjunction with studied attention to works of visual art as well as works in other media.

PHIL 3977 - LOVE, EMOTION & MEANING (4 CREDITS)
This course explores several varieties of love—romantic love, friendship, and agapic regard—using recent work on the nature of love and other types of cares that make life meaningful. We also survey recent philosophical approaches to emotions as involving disclosure or perception of value, and consider whether authentic love and caring depends on emotional sincerity as opposed to sentimentalism. Readings include samples from both continental and analytic works accessible at
PHIL 4302 - ENVIRONMENTAL POLICY & ETHICS (4 CREDITS)
This interdisciplinary seminar studies American environmental history, problems, and policies with regard to the values or ethical questions involved in them as studied by environmental philosophy and ethics. Combining the disciplines of environmental policy, history, and environmental philosophy and ethics, it examines issues such as climate change which are far too complex for any one discipline to fully understand. Philosophical and ethical dimensions of the following topics are explored: interdisciplinary environmental studies; personal environmental history; global ecosystem health, climate change, and species extinction; the environmental histories of the Bronx and Fordham’s Rose Hill Campus; environmental art and literature; the sciences of evolutionary biology, ecology and conservation biology; environmental economics and sustainable development economics; environmental politics and justice; animal psychology and animal rights; religion and nature; and feminism and nature. Real-time case studies, documentary films, and field trips will be used.

PHIL 4303 - HUMAN ERROR: PHILOSOPHICAL AND PSYCHOLOGICAL PERSPECTIVES (4 CREDITS)
This course takes error in human judgment and reasoning as its central topic. Human error is something we know about firsthand; we all make mistakes. That’s a platitude, but in this course we will try to say more. Through reading and discussion of classic and recent work by philosophers and psychologists, we’ll think carefully about error and the significance of error for our intellectual lives. What factors lead us to err? What kinds of mistakes are there to make? What’s the reasonable response to learning that we may have made an error? What can be done to get things right more often?

PHIL 4407 - GENDER, POWER & JUSTICE (4 CREDITS)
The seminar examines the impact of gender norms, roles, and assumptions on the moral structure of social life. The seminar will draw on the extensive materials available from feminist theory of ethics, law, and society; the developing body of work on the cultural construction of masculinity, and its moral and social impacts; and new interest in gender difference and women’s welfare in global context. The subject cannot fail to be fundamental to student’s personal experiences of social and political life, especially as they make the transition from college years to the workplace or to professional training.

PHIL 4413 - RELIGION AND MORALITY (4 CREDITS)
An exploration of the religious life in terms of the question, What does it mean to be religious? The seminar will then study differing views of the relation of the religious to the moral life, personal and social, including the formation of conscience and moral judgment, from writers such as Augustine, Kierkegaard, Kant, Levinas, and Marx.

PHIL 4415 - GLOBAL JUSTICE & HUMANITARIAN ACTION (4 CREDITS)
In this Senior Values Seminar we will seek to understand both what our moral duties are with regard to distant strangers and how those duties can be met through various forms of humanitarian action. We begin by exploring the 18th-century origins of modern forms of humanitarian sentiment before analyzing recent attempts by moral philosophers to define and justify the scope of our obligations. We conclude by reflecting on forms of humanitarian action taken by governments and non-governmental organizations, and that can be taken by us as citizens, ethical consumers, and donors.

PHIL 4418 - ISSUES OF LIFE AND DEATH (4 CREDITS)
The objective of this course is to make students aware of several issues in biology and medicine that require moral reflection, judgment, or decision, while also indicating how justified moral conclusions are reached.

PHIL 4455 - RESPECTFUL DISAGREEMENT (4 CREDITS)
This seminar concerns a problem that has broad practical implications, that concerns how we should conduct our intellectual lives, and this is of great interest in philosophy: What should we do when we find out that someone we consider just as intelligent and informed as we are on a certain topic disagrees with us on that topic? If we stick with our opinion are we being arrogant? If we give up our old belief are we being spineless?
We all hold opinions we know are denied by people we consider our peers or even superiors on the relevant topic—whether it be religious, political, or specific to our favorite fields of study. This seminar examines this common situation.

**PHIL 4471 - HUMANITY'S VALUE (4 CREDITS)**
What gives your life value? Is it finding love? Pursuing a great career? Or something more? This course is comprised of three sections that answer these and other questions about the value of human existence. The course will first evaluate competing theories about what gives individual human lives value. The second section will discuss the relation between each individual's value and the value of humanity. The final section will explore the implications of these philosophical views for issues in applied ethics.

**PHIL 4473 - WAR AND PEACE: JUST WAR THEORY (4 CREDITS)**
Since September 11, 2001, the United States has fought two major wars—in Afghanistan and in Iraq—which are part of a larger war that gives every indication of lasting quite some time, perhaps decades, as did the Cold War. As a result, war has become a central moral issue for American citizens. This seminar in applied ethics will examine the history and development of just war theory, with special attention given to its medieval and classic theorists, e.g., Augustine, Aquinas, Vitoria, Suarez, and Grotius. Students will debate the central questions just war theory was developed to address: how war is to be defined, whether war may be waged, and if so, under what circumstances and in what ways. Before investigating just war theory, students will examine two rival, ethical theories about war, namely, pacifism and realism. In the final section of the course, students will consider the contemporary context of international relations in order to debate current moral issues, especially preemptive war, terrorism, and counterinsurgency.

**PHIL 4482 - LIBERAL ARTS AND LIFE (4 CREDITS)**
This course will enter into the debates about the proper curriculum in education. It will engage such questions as: How ought we, as human beings, to be educated? What constitutes a liberal education? Is an education in the liberal arts of value? What is the role of philosophy and theology in liberal arts education? Special consideration will be given to the ancient debate between Socrates and the Sophists over the merits of a philosophical vs. a rhetorical education. This course is designed to help students reflect back over their own education and to see that what they read makes all the difference in who they are—you are what you read. Students will read texts from the entire history of philosophical reflection and debate on education.

**PHIL 4484 - FREEDOM AND RESPONSIBILITY (4 CREDITS)**
The course will investigate several problems concerning freedom, responsibility, and the morality of punishment. Is freedom possible in a world completely governed by physical laws? How can I be blamed (or praised) for my actions, given that upbringing, character, and environment are largely matters of luck? Is the practice of punishing criminals morally justifiable? How?

**PHIL 4486 - EVIL, VICE, AND SIN (4 CREDITS)**
This Senior Values Seminar adopts a negative strategy in approaching moral questions, focusing on those phenomena variously labeled “evil,” “vicious,” or “sinful.” The ‘negative’ approach is designed to create the opportunity for reflection on the reality and experience of evil, from which we might evolve some positive conception of value and a clearer conception of the context and nature of moral choice and conscience.

**PHIL 4910 - SEMINAR: WITTGENSTEIN (4 CREDITS)**
This course offers an introduction to the philosophy of one of the most influential philosophers in the 20th century, Ludwig Wittgenstein. We shall begin by reading portions from Wittgenstein's early and only published work, *Tractatus Logico-Philosophicus*, against the logicist program of Frege and Russell. We shall discuss Wittgenstein's reasons for quitting philosophy after its publication in 1918 as well as his reasons for returning to philosophy in the late 1920s. We shall then devote most of the course to reading his later philosophy which is laid out in his unpublished masterpiece *Philosophical Investigations*. Wittgenstein's philosophy of psychology and his philosophy of mathematics will be treated as essential to the main themes of the *Investigations*. Other topics, such his philosophy of religion and color, will be discussed as time permits.

**PHIL 4913 - CONTEMPORARY ETHICAL THEORY (4 CREDITS)**
We all face moral problems and issues throughout our lives. Furthermore, moral claims on a diverse range of topics are constantly made in the media, in politics, and sometimes, by our friends and family. Do we have a right to healthcare? Is state-sanctioned torture morally permissible? What are our obligations to future generations that are likely to be harmed by human-induced climate change? This course will develop your ability to approach and evaluate ethical issues such as these in a clear, rigorous, and reasoned way. Going beyond the Philosophical Ethics core course, this seminar-based course will engage in detailed discussion of contemporary normative ethical theories of morally right and wrong action and consider policy applications of such theory to practical moral problems.

**PHIL 4918 - FREE WILL (4 CREDITS)**
Do we really have the power to choose our own way in the world—to do one thing or another—or are we ultimately controlled by the laws of nature, the conditions of our upbringing, or other external factors? What implications does our answer to this question have for moral responsibility? Does moral responsibility require libertarian freedom, or is a combatibilist account of freedom is sufficient? This course introduces students to the rich and fascinating recent literature of these questions.

**PHIL 4921 - SEM: SELF-DECEPTION & WEAK WILLS (4 CREDITS)**
In contemporary moral psychology, the traditional problem of *akrasia*, or weakness of will, still haunts our best efforts to explain the fundamental structure of action, motivation, free choice, and the role of reason in autonomous or self-determined human agency. This seminar will trace the fascinating development of this problem, along with closely related puzzles about how self-deception and evil motivation are possible, from classical sources and existential thinkers through contemporary analytic philosophers, such as Davidson, Frankfurt, Mele, Dunn, Dancy, Smith, and others. It will show how answers to these problems help us understand the status of moral motivation and the values of sincerity and authentic personality.

**PHIL 4999 - INDEPENDENT STUDY (4 credits)**
Supervised individual study project.
PHIL 4999 - TUTORIAL
Independent research and reading with supervision from a faculty member.

Physics and Engineering Physics
Chair: Fessatidis
Director: Sanzari (engineering physics)
RH: FR 208, (718) 817-4175
Web: www.fordham.edu/physics

Faculty
Professor: Haider
Associate Professors: Crooker, Fessatidis, Moniot
Assistant Professors: Das, Hankiewicz, Sanzari, Shibayev
Lecturer: Minnich
Adjuncts: Singco, Smith
Professor Emeritus: Shapiro, Skalski

Overview
The physics department prepares students for a wide variety of technical careers. We offer three distinct programs of study and one minor. The engineering physics major provides students with a solid physics foundation and the flexibility to pursue a concentration in a related applied field. It is designed for students who plan to pursue a career or attend graduate school in an applied area such as architecture, business, engineering, finance, law, medicine, or secondary education. The physics major builds on the same physics foundation with advanced courses in physics. It is designed to prepare students for graduate study in physics. The 3-2 Cooperative Program in Engineering includes three years at Fordham followed by two years at an engineering school, resulting in a double major.

All majors in physics should have four years of secondary school mathematics, including trigonometry and courses in secondary school physics and chemistry. Because of the sequential nature of physics courses, it is important to arrange a program at the earliest possible date. Incoming freshmen are advised to indicate an interest in physics on their admission forms and to contact the physics department before the beginning of their first semester.

Contribution to Core
Physics offers PHYS 1201-1207, which count as the core physical science course for nonmajors.

Program Requirements
Physics Major
(HEGIS Code 1902) Program Code (B.S.) 06122

The major in physics is available at Fordham College at Rose Hill. Students in Fordham School of Professional Studies may major in physics only if their schedules are sufficiently flexible to permit them to take day courses on the Rose Hill campus.

All students planning to major in physics (including those enrolled in the 3-2 Cooperative Program in Engineering) are required to take the following courses: PHYS 1601, PHYS 1602, PHYS 1511, PHYS 1512,

Engineering Physics Major
(HEGIS Code 0919) Program Code 27205

The major in engineering physics is available at Fordham College at Rose Hill. Students in Fordham School of Professional Studies may major in engineering physics only if their schedules are sufficiently flexible to permit them to take day courses on the Rose Hill campus.

The requirements are PHYS 1601, PHYS 1602, PHYS 1511, PHYS 1512, MATH 1206, MATH 1207, freshman year; PHYS 2001, PHYS 2305, PHYS 3211, PHYS 3401, PHYS 4005, junior year.

All seniors, except those in the 3-2 Cooperative Program in Engineering, are required to take at least two physics electives from among the following courses: PHYS 3201, PHYS 3301, PHYS 3601, PHYS 4001, PHYS 4002, PHYS 4003, PHYS 4004, PHYS 4006, PHYS 4007, PHYS 4008, PHYS 4009.

3-2 Cooperative Program In Engineering
Students enrolled in the 3-2 Cooperative Program in Engineering complete the requirements for the physics degree through the junior year. They then transfer to an engineering program and complete an additional two years. They earn a double bachelor's degree in physics and engineering.

Physics Minor
The minor in physics is available at Fordham College at Rose Hill. Students in Fordham School of Professional Studies may minor in physics only if their schedules are sufficiently flexible to permit them to take day courses on the Rose Hill campus.

The requirements are PHYS 1601-1602, PHYS 1511-1512, PHYS 2001-2002, PHYS 2305, and two physics electives (2000 level or higher)

Program Activities
The department carries on active research programs in nuclear and particle physics (theory) and in theoretical condensed matter (mesoscopic and nanoscale) physics. The focus of the experimental research is on materials science, polymer physics, low-temperature physics, liquid crystals, medical physics, and laser optics. Student participation in these programs is strongly encouraged. Through external and internal grants and alumni generosity, the department has funded summer research experiences for approximately six students per year. Many of our students have also obtained summer research experiences at major research labs through programs such as the National Science Foundation’s Research Experiences for Undergraduates program. The department hosts an active physics club that arrange annual tours to area research labs, films, a tutoring center for students in introductory physics courses, and an annual softball game against the chemistry department. In recent years the department has also supported students who wanted to report the results of their research at American
Courses Planned for Fall 2012–Spring 2014

Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill.

PHYS 1501 - General Physics I (R)
PHYS 1502 - General Physics II (R)
PHYS 1511 - Physics I Lab (R)
PHYS 1512 - Physics II Lab (R)
PHYS 1601 - Introductory Physics I (R)
PHYS 1602 - Introductory Physics II (R)
PHYS 1701 - Physics I (R)
PHYS 1702 - Physics II (R)
PHYS 2001 - Theoretical Mechanics (R)
PHYS 2002 - Electricity and Magnetism (R)
PHYS 2011 - Intermediate Laboratory (R)
PHYS 2101 - Statics (R)
PHYS 2102 - Mechanics of Materials (R)
PYYS 2100 - Mathematical Applications in Physics (R)
PHYS 2111 - Intro to Inventions and Patents (R)
PHYS 2305 - Introduction to Modern Physics (R)
PHYS 3011 - Advanced Laboratory (R)
PHYS 3100 - Mathematical Methods in Physics (R)
PHYS 3101 - Mathematical Methods in Physics I (R)
PHYS 3102 - Mathematical Methods in Physics II (R)
PHYS 3103 - Mathematical Methods in Physics III (R)
PHYS 3201 - Fluid Mechanics (R)
PHYS 3311 - Electronics Instrumentation (R)
PHYS 3211 - Computational Physics and Programming I (R)
PHYS 3301 - Solid State Physics (R)
PHYS 3401 - Thermodynamics and Statistical Physics (R)
PHYS 3501 - Nuclear Physics (R)
PHYS 3601 - Optics (R)
PHYS 3602 - Engineering Materials (R)
PHYS 4001 - 4002 - Undergraduate Research I-II (R)
PHYS 4003 - Theoretical Physics I (R)
PHYS 4004 - Theoretical Physics II (R)
PHYS 4005 - Quantum Mechanics I (R)
PHYS 4006 - Quantum Mechanics II (R)
PHYS 4007 - Laser Theory and Design (R)
PHYS 4008 - Medical Physics (R)
PHYS 4010 - Introduction to Electrical Engineering (R)

Course Descriptions

Note: These courses are taught only on the Rose Hill campus.

PHYS 1201 - INTRO ASTRONOMY (3 CREDITS)
Includes discussions of the solar system, stars, galaxies and cosmology. Method of making observations. An investigation of physical phenomena including lenses, spectroscopy, and refraction. Direct observation through the telescope of celestial objects, depending on their position and weather conditions. Astro photography and film development is also available. The lab is intended for the student with little mathematical background. No lab fee.

PHYS 1202 - GEOLOGY (3 CREDITS)
An introductory course for nonscience majors. A study of the solid earth and its surface, internal structure, dynamical processes, origin, and history; Plate tectonics. Laboratory or field experiments in geology and geophysics including observation and identification of minerals and rocks, beach properties, glacial erosion and earthquake wave records. Freshmen and sophomores only. No lab fee.

PHYS 1203 - ENVIRONMENTAL PHYSICS (3 CREDITS)
An introductory course for nonscience majors. Topics include heat engines, energy supply and consumption, nuclear fission and fusion, renewable energy resources, fossil fuels, and acid rain. Emphasis will be on basic physical principles as applied to environmental issues. Course requirements include several laboratory experiments. The laboratory is designed to investigate various physical properties of the environment. Experiments will include water-testing and air-quality measurements as well as the rudiments of electronic circuitry and the investigation of radioactivity in the environment. Freshmen and sophomores only. No lab fee.

PHYS 1207 - PHYSICS OF LIGHT & COLOR (3 CREDITS)
An introductory course for nonscience majors. Topics include laser light and how lasers influence our lives, with examples from telecommunications, compact disk players, laser surgery, and holograms. An investigation of the human eye and the mechanism of color vision. Course requirements include several laboratory experiments. The laboratory is designed to investigate various physical properties of laser light and color. Freshmen and sophomores only. No lab fee.

PHYS 1501 - GENERAL PHYSICS I (3 CREDITS)
An introductory course in physics on the noncalculus level. A study of the basic laws of classical and modern physics, including mechanics, heat, sound, electricity, and magnetism.

PHYS 1502 - GENERAL PHYSICS II (3 CREDITS)
Continuation of PHYS 1501.

PHYS 1503 - GENERAL PHYSICS I RECITATION
Discussion and problem solving on topics to be covered in PHYS 1501 General Physics I

PHYS 1511 - PHYSICS I LAB (1 CREDIT)
Measurements in mechanics, heat, waves, electricity and magnetism, optics and atomic and nuclear physics. Lab fee.

PHYS 1512 - PHYSICS II LAB (1 CREDIT)
Continuation of PHYS 1511. Lab fee.

PHYS 1601 - INTRO PHYSICS I (4 CREDITS)
Introductory course for physics majors. A study of mechanics, thermodynamics, electricity, magnetism, optics, and atomic physics.

PHYS 1602 - INTRO PHYSICS II (4 CREDITS)
Continuation of PHYS 1601.
PHYS 1603 - INTRO PHYSICS I RECITATION
Discussion and problem solving on topics to be covered in PHYS 1601 Introductory Physics I.

PHYS 1701 - PHYSICS I (3 CREDITS)
Introductory course for students who have completed one year of college calculus (MT 1206-1207 or equivalent). A study of mechanics, thermodynamics, electricity, magnetism, optics, and atomic physics.

PHYS 1702 - PHYSICS II (3 CREDITS)
Continuation of PHYS 1701.

PHYS 1703 - PHYSICS I RECITATION
Discussion and problem solving on topics to be covered in PHYS 1701 Physics I.

PHYS 2001 - THEORETICAL MECHANICS (4 CREDITS)
An introduction to classical mechanics, including kinematics and dynamics of particles and rigid bodies. Includes a discussion of D'Alembert's principle, Lagrange's equations, and Hamilton's principle.

PHYS 2002 - ELECTRICITY & MAGNETISM (4 CREDITS)
Electrostatics, dielectric media, direct current circuits, magnetism and magnetic media, transients and alternating currents, electromagnetic induction, Maxwell's equations, and electromagnetic waves.

PHYS 2010 - LAB METHODS AND TECHNIQUES (1 CREDIT)
Topics to be covered are (a) lab safety procedures, (b) machining techniques using Machine Shop equipment and tools, (c) maintenance of equipment, (d) handling of high-voltage electrical equipment, (e) troubleshooting and diagnosis tests of electronic equipment, (f) handling of precision instruments, and (g) any other topics deemed necessary to make the lab a safe place to work. There will be 10 sessions during the semester, and each session will be two hours long.

PHYS 2011 - INTERMEDIATE LABORATORY (2 CREDITS)
Measurements in electricity and magnetism. This course will also include practical machine shop experience. Lab fee.

PHYS 2101 - STATICS (4 CREDITS)
The following topics will be covered: force system resultants, equilibrium of a rigid body, structural analysis, internal forces, friction, center of gravity centroid, moments of inertia, and virtual work.

PHYS 2102 - MECHANICS OF MATERIALS (4 CREDITS)
An introduction to the mechanical properties of materials, including their response to stress, strain, torsion, bending, and shear.

PHYS 2111 - INTRO TO INVENTIONS & PATENTS (1 CREDIT)
Introduction to the creative process that drives innovation and inventorship. Includes discussions on creative development of ideas, formalizing patent applications, commercialization, and technology transfer.

PHYS 2305 - INTRO TO MODERN PHYSICS (4 CREDITS)
A survey course of the more important areas of modern physics. Topics include special theory of relativity, introduction to quantum mechanics, atomic physics, molecules and solids, nuclear structure and elementary nuclear physics applications, and particle physics.

PHYS 2306 - MATH METHODS IN PHYSICS I (4 CREDITS)
Fundamental principles, first and second laws, thermodynamic functions, kinetic theory of gases, and introductory statistical mechanics.

PHYS 3011 - ADVANCED LABORATORY I (2 CREDITS)
Measurements in electronics, diodes, transistors, and operational amplifiers. Lab fee.

PHYS 3012 - ENGINEERING EXPERIMENTATION (3 CREDITS)
Statistical and other measures of data uncertainty, propagations of uncertainty, curve fitting, introduction to basic instrumentation for measuring pressure, temperature, strain. The laboratory component of the course teaches the students how to construct and perform their own experiments. Laboratory experiments include material tensile and hardness testing, beam buckling, pipe flow, flow dynamics, electrical circuits, op-amps, and power circuits.

PHYS 3100 - MATH METHODS IN PHYSICS (4 CREDITS)
Implicit function theorem, Jacobians, curves and line integrals, multiple integrals, surface and volume integrals, divergence theorem, Stokes theorem, and Green's theorem.

PHYS 3101 - MATH METHODS IN PHYSICS I (4 CREDITS)
Matrices and determinants, series expansion, complex numbers and functions, Fourier series, ordinary differential equations, partial differential equations, special functions of physics, and theory of special relativity.

PHYS 3102 - MATH METHODS IN PHYSICS II (4 CREDITS)
Continuation of PHYS 3101.

PHYS 3103 - MATH METHODS III (4 CREDITS)
Topics to be covered include suffix notation, tensor algebra, theory of complex variables, contour integration, applications of contour integration, Sturm-Liouville Theory, and integral equations.

PHYS 3201 - FLUID MECHANICS (4 CREDITS)
This course introduces the fundamentals of fluid statics, dimensional analysis and modeling, viscous flow in pipes, channel flows, laminar flow, transition, turbulence, flow past an object, wake, separation, vortices, drag, convection, conduction, transition from periodic to chaotic behavior, compressible flow, and transition to turbulence.

PHYS 3211 - COMPUTER PHYSICS & PROGRAMMING I (2 CREDITS)
An introductory course in the use of computers to numerically solve problems in physics using Pascal or Fortran. Topics include numerical solution of nonlinear equations, interpolation and extrapolation, and numerical differentiation and integration. No prior knowledge of computer language is required.

PHYS 3301 - SOLID STATE PHYSICS (4 CREDITS)
An introduction to the elastic, thermal, electromagnetic, and optical properties of solids; energy bands, semiconductors, superconductors, surface and defect structures and device applications.

PHYS 3401 - THERMODYNAMIC & STATISTICAL PHYSICS (4 CREDITS)
Fundamental principles, first and second laws, thermodynamic functions, kinetic theory of gases, and introductory statistical mechanics.

PHYS 3601 - OPTICS (4 CREDITS)
Wave propagation, interference, diffraction, and polarization; electromagnetic theory of light.
PHYS 4001 - UNDERGRAD RESEARCH I (4 CREDITS)
Participation of the undergraduate in research under the direction of one of the faculty.

PHYS 4002 - UNDERGRAD RESEARCH II (4 CREDITS)
Participation of the undergraduate in research under the direction of one of the faculty.

PHYS 4003 - THEORETICAL PHYSICS I (4 CREDITS)
Lagrange's equations, variational principles, Hamilton's equations, canonical transformations, Hamilton-Jacobi theory, rigid body motion, small oscillations, central forces, and Kepler's planetary motion.

PHYS 4004 - THEORETICAL PHYSICS II (4 CREDITS)
Electrostatics, boundary value problems, magnetostatics, Maxwell's equations, wave equation, and wave guides.

PHYS 4005 - QUANTUM MECHANICS I (4 CREDITS)
Foundations of quantum mechanics, Schrödinger equation, Hermitian operators, solution of the Schrödinger equation, harmonic oscillator, hydrogen atom, angular momentum operators, variational method, and perturbation theory.

PHYS 4007 - LASER THEORY AND DESIGN (4 CREDITS)
An introduction to the theory of lasers; treatment of the interaction of radiation with atoms and ions, energy levels, radioactive and nonradioactive transitions in molecules and semiconductors. Quantum well lasers, Q-switching, mode locking, optical resonators, pumping processes, rate equations, and laser tuning. Design considerations for GaAlAs semiconductor, solid-state, dye, gas, chemical, free-electron, and X-ray lasers.

PHYS 4010 - INTRO TO ELECTRICAL ENGINEERING (4 CREDITS)
Electrical circuit laws and theorems, transient and steady-state response, phasors, frequency response, resonance, diode and transistor circuits, and digital logic devices.

PHYS 4999 - INDEPENDENT STUDY (2 credits)
Independent research and reading with supervision from a faculty member.

The goal of the undergraduate curriculum of the Department of Political Science is to expose students to the study of politics and the diversity of approaches and analytical techniques used by political scientists. The faculty of the political science department of Fordham University reflects this diversity, as does the undergraduate political science curriculum. The study of political phenomena and the nature of public life is an integral component of a liberal arts education. Through the curriculum, students also acquire skills in writing, communication, and analytical thought that are critical to a liberal arts education.

Given Fordham's role as an urban, Jesuit liberal arts university, the diversity offered by the curriculum of the political science department serves the goals of the university in several key ways: (1) It prepares students to think independently, with a tolerance for alternative viewpoints and a concern for current domestic and international issues; (2) it is committed to the development of written and oral expression among its majors; (3) it forces students to think critically and analytically about the relationship between values and public life; and (4) it is committed to providing students with an education that is marked by a concern for the individual student and with the goal of educating men and women for others.

**Contribution to Core**
Political science offers POSC 1100, which fulfills the first social science core requirement. The second social science requirement can be fulfilled by taking a second advanced-level course in political science. In addition, the department regularly offers courses that fulfill the American Pluralism, Global Studies, and Senior Value Seminar core requirements.

**Program Requirements**

**Political Science Major**
(HEGIS Code 2207) Program Code 06154

The major in political science is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill and Lincoln Center.

All majors must complete a minimum of 10 semester courses in political science including Introduction to Politics (POSC 1100 or POSC 1100). In addition, majors must complete at least one course at the 2000 or 3000 level from three of the following four subfields:

1. American Politics
   POSC 2102-Intro Urban Politics
   POSC 3120-Seminar: Internship in New York City Government
   POSC 3121-New York City Politics
   POSC 3122-Religion & American Politics
   POSC 3130-Politics of Urban Planning and Development
   POSC 3131-Politics of Urban Health & Environment
   POSC 3203-American Economic Policymaking
   POSC 3209-Constitutional Law
   POSC 3210-Civil Rights and Liberties
   POSC 3213-Interest Group Politics
   POSC 3214-The U.S. Congress
   POSC 3215-American Political Parties
   POSC 3217-The American Presidency
   POSC 3218-Constitutional Law & Democracy

**Overview**
Programs of Study at FCRH, FCLC, PCS

2. Political Theory

POSC 2401-Introduction to Political Philosophy
POSC 3404-American Political Thought
POSC 3411-Classical Political Thought
POSC 3412-Modern Political Thought
POSC 3413-Contemporary Political Philosophy
POSC 3414-Politics, Nature & History
POSC 3415-Politics, Reason & Revelation
POSC 3416-Liberalism and Its Critics
POSC 3417-Theories of Law & Human Rights
POSC 3418-Islamic Political Thought
POSC 3420-Women and Film
POSC 3423-Political Ideologies
POSC 3429-Democratic Theory
POSC 4454-Seminar: Global Justice
POSC 4420-Seminar: Nationalism and Democracy
POSC 4430-Seminar: Freud, Politics, and Sexuality
POSC 4800-Seminar: Political Economy

3. International/Comparative Politics

POSC 2501-Introduction to International Politics
POSC 3505-International Law
POSC 3507-International Human Rights
POSC 3508-The Politics of Humanitarianism in Africa
POSC 3515-Revolution
POSC 3516-Conflict Analysis/Resolution
POSC 3518-Analysis of International Politics
POSC 3519-Politics/Communication
POSC 3520-Mideast and the World
POSC 3521-Global Governance
POSC 3522-United Nations
POSC 3524-Politics and Economic Globalization
POSC 3526-Dem Terrorism and Modern Life
POSC 3530-U.S. Foreign Policy
POSC 3533-Vietnam, Cuba, and the JFK Assassination
POSC 3540-Politics of Cyberspace
POSC 3915-International Political Economy
POSC 4620-Seminar: Globalization
POSC 4805-Seminar: International Politics of Peace
POSC 4875-Seminar: Covert Politics
POSC 4880-Seminar: U.S. Foreign Policy

4. Comparative Politics

POSC 2610-Introduction to Comparative Politics
POSC 3605-Comparative Democracy
POSC 3610-Political Economy of Development
POSC 3611-Third-World Politics
POSC 3612-Youth and Politics
POSC 3613-Political Movements
POSC 3621-European Politics
POSC 3622-Politics of the European Union
POSC 3631-China & Russia in Comparative Perspective
POSC 3632-China & U.S. in Global Perspective
POSC 3641-Latin American Politics
POSC 3645-Politics of Immigration
POSC 3651-Comparative Politics of the Middle East
POSC 4410-Seminar: Gender and Third World
POSC 4414-Seminar: Political Institutions
POSC 4600-Seminar: Comparative Politics

In the junior or senior year, majors must complete a 4000-level seminar (or a tutorial, with departmental approval). The remaining five courses are electives to be chosen from any courses in political science above the 1000 level.

Political Science Minor

The minor in political science is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill and Lincoln Center.

All minors must complete a minimum of six one-semester courses in political science, including the introductory course and at least one course from two of the four subfields listed above.

Early Admission to Master’s Program

Elections and Campaign Management

Please read the Early Admission to Graduate School of Arts and Sciences Masters Programs section, which is located under the heading of Special Academic Programs in the chapter on Academic Programs, Policies, and Procedures of this bulletin. Outstanding Fordham undergraduate students with a grade point average of 3.2 or better are eligible to apply for early admission to the M.A. program in elections and campaign management.
Students submit their application materials in the spring of their junior year and begin the program during the fall of their senior year.

Undergraduate students admitted to the program under the early admissions policy may take up to three graduate courses during their senior year with the approval of the program director. These courses will count toward the B.A. and are accepted for the M.A. in elections and campaign management. Students should also seek the approval of their undergraduate adviser before registering their courses. Students following this option typically complete the degree requirements in their fifth year if they study full time. This policy applies to FCLC, FCRH, GSB, and PCS. Courses will be held at both the Lincoln Center and the Rose Hill campuses. Applications are made online through the Graduate School of Arts and Sciences website.

**Political Science**

Please read the Early Admission to Graduate School of Arts and Sciences Master's Programs section, which is located under the heading of Special Academic Programs in the chapter on Academic Programs, Policies and Procedures of this bulletin. Students normally apply at the end of their junior year. Applications do not need to include GRE scores unless the student is planning to apply for financial aid during the completion of their bachelor’s. This policy applies to outstanding students at FCRH, FCLC, and PCS.

In their senior year students take three graduate courses that count toward the B.A. degree and are accepted for the M.A. at Fordham. Graduate courses taken while still at the College must be approved by the director of graduate studies of the department. Students are able to complete an M.A. in political science in two semesters of full-time study, which is normally in their fifth year. Applications are made online through the Graduate School of Arts and Sciences website.

**Program Activities**

**Internships**

The political science department does not typically grant academic credit for internships. However, when an internship is integrated with an academic component, such as a tutorial, academic credit is possible. Students should seek guidance and credit from their undergraduate adviser before registering for an internship.

The political science department also has formal arrangements for semester long internship experiences off campus:

**Internship in New York City Government**

POSC 3120 Seminar: Internship in New York City Government. See Thomas DeLuca, Ph.D., (212) 636-6384, for information about POSC 3120 at Lincoln Center, which is offered during summers only.

**Internship in New York State Legislature**

The department offers an internship and courses through the New York State Assembly and New York State Senate Internship Programs. For information on these programs, contact Bruce Berg, Ph.D., (718) 817-3957.

**Washington Semester Program**

Fordham University is formally affiliated with the Washington Semester Program of American University in Washington, D.C. Students interested in the Washington Semester Program must fill out an application, which can be picked up from Luz Lenis, Ph.D., sophomore dean, Keating 302, (718) 817-4740.

**Political Science Honor Society**

Political science majors in Fordham's undergraduate colleges are eligible to become members of Pi Sigma Alpha, the national honor society in political science. Pi Sigma Alpha was founded in 1920 and Fordham's chapter, the Delta Zeta chapter, was chartered in 1961. Selection is made by department faculty from among seniors who have earned a minimum of 10 credits in political science courses, including at least one advanced-level course, and have achieved a qualifying grade point average both in the major and in their Fordham coursework as a whole. New members are honored at an induction ceremony held in the spring of each academic year.

**Courses Planned for Fall 2012–Spring 2014**

Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, ER for Fordham School of Professional Studies at Rose Hill, EL for Fordham School of Professional Studies at Lincoln Center and EW for Fordham School of Professional Studies at Westchester.

- POSC 1100-Intro to Politics (R, L, ER, EL)
- POSC 2001-Political Analysis (R, L)
- POSC 2002-West Wing ILC (R)
- POSC 2102-Intro Urban Politics (R)
- POSC 2401-Introduction to Political Philosophy (R)
- POSC 2501-Introduction to International Politics (R, L, ER)
- POSC 2610-Introduction to Comparative Politics (R, L)
- POSC 2800-Intro to Political Economy (L)
- POSC 3120-Seminar: Internship in New York City Government (L)
- POSC 3121-New York City Politics (R, L, CL)
- POSC 3122-Religion & American Politics (R)
- POSC 3130-Politics of Urban Planning and Development (R)
- POSC 3131-Politics of Urban Health & Environment (R)
- POSC 3203-American Economic Policymaking (R)
- POSC 3209-Constitutional Law (R, ER, EL)
- POSC 3210-Civil Rights and Liberties (R)
- POSC 3213-Interest Group Politics (R, ER)
- POSC 3214-The U.S. Congress (R, L, ER)
- POSC 3215-American Political Parties (R)
- POSC 3217-The American Presidency (R)
- POSC 3218-Constitutional Law & Democracy (L)
- POSC 3219-Constitutional Law: Death Penalty (L)
- POSC 3223-Constitutional Law: Criminal Justice (EL)
- POSC 3227-Civil Liberties (L)
- POSC 3228-Civil Rights (L)
- POSC 3229-Judicial Behavior (R, EL)
- POSC 3230-Law and Society (R)
- POSC 3301-Campaigns and Elections (R, ER)
- POSC 3302-Voting Behavior and Elections (R)
- POSC 3304-Elections and Parties (L, EL)
- POSC 3307-Environmental Politics (R, L)
- POSC 3309-Women in American Politics (R)
- POSC 3310-Racial & Ethnic Politics (L)
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<th>Course Code</th>
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<tbody>
<tr>
<td>POSC 1000</td>
<td>INTRO TO POLITICS (3 credits)</td>
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<td>POSC 1100</td>
<td>INTRO TO POLITICS (3 credits)</td>
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<td>POSC 1200</td>
<td>POLITICAL ANALYSIS (4 credits)</td>
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<td>POSC 1300</td>
<td>THE ENLIGHTENMENT (3 credits)</td>
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<td>POSC 1400</td>
<td>SOCIAL POLITICAL THINKING (3 credits)</td>
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<td>POSC 1500</td>
<td>INTERNATIONAL LAW (3 credits)</td>
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<td>POSC 1600</td>
<td>POLITICS AND POLITICAL INSTITUTIONS (3 credits)</td>
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<td>POSC 1700</td>
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<td>POSC 2000</td>
<td>WEST WING ILC (1 credit)</td>
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<td>POSC 2100</td>
<td>DEMOCRACY AND HUMAN RIGHTS (3 credits)</td>
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<td>POSC 2200</td>
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**Course Descriptions**

**POSC 1000 - INTRO TO POLITICS (3 CREDITS)**
Introduces students to major approaches to the study of politics. Examines key political concepts, such as power, democracy, and freedom; types of political actors, such as political parties, interest groups, and leaders; and important political institutions. Situates contemporary politics within social structure and history.

**POSC 1300 - THE ENLIGHTENMENT (3 CREDITS)**
The European Enlightenment was an intellectual and political movement committed to preventing religious warfare. This course surveys the work of major Enlightenment political philosophers, such as Immanuel Kant, John Locke, and Mary Wollstonecraft; considers the arguments of Counter-Enlightenment authors; and surveys contemporary debates in Islamic political thought about religion, politics, and the role of women in Islam.

**POSC 1999 - INDEPENDENT STUDY (1 CREDIT)**
Independent research and reading with supervision from a faculty member.

**POSC 2001 - POLITICAL ANALYSIS (4 CREDITS)**
Provides students with the essential methods and concepts for the quantitative analysis of political phenomena, such as polls and election returns. Techniques of analysis introduced will include graphics, descriptive statistics, cross-tabular and correlation analysis, hypothesis testing, and computer applications. The goal of the course is to make the student a competent consumer of political analysis. It will also focus on how political analysis is used in the real world, e.g., by campaign strategists and governments.

**POSC 2002 - WEST WING ILC (1 CREDIT)**
As part of the West Wing I.L.C., students participate in a series of academic lectures and seminars presented by faculty members. They are then required to write academic papers reflecting on these discussions and how they relate to the West Wing experience and the notion of public service more generally.

**POSC 2004 - METHODOLOGY (4 CREDITS)**
An introduction to the major theoretical frameworks of quantitative research. This course will give students first hand experience of interviewing and survey methods and to quantitative methodologies used in American political science.
POSC 2102 - INTRO TO URBAN POLITICS (4 CREDITS)
A study of politics and power within urban political systems, including an examination of their historical development, current political economy, and prospects for the future.

POSC 2401 - INTRO TO POLITICAL PHILOSOPHY (4 CREDITS)
This course will study the major philosophers, from Plato to Marx, discussing questions such as the best regime, the nature of justice, and the relation between the individual and the community.

POSC 2501 - INTRO INTERNATIONAL POLITICS (4 CREDITS)
A look at modern nation-states in terms of national character, resources, industrial and military capacity, and geography. An examination of their foreign policies in terms of alliance and balance of power theories as influenced by regional and international organizations and movements. A study of war and its alternatives, such as diplomacy, peaceful change, peaceful settlement of disputes, and future models of world order.

POSC 2610 - INTRO TO COMPARATIVE POLITICS (4 CREDITS)
This course involves the systematic study and comparison of the world’s political systems. It seeks to explain differences between and similarities among countries, including the United States. Comparative politics is particularly interested in exploring patterns, processes, and regularities among political systems. It looks for trends, and changes in patterns, and tries to develop general propositions or hypotheses that describe and explain these trends.

POSC 2800 - INTRO TO POLITICAL ECONOMY (4 CREDITS)
An examination of conservative, liberal, and radical approaches to the relationship between economics and politics. Topics include corporate power in politics; government regulation of business; the political economy of class, race and gender; socioeconomic movements; the interrelationship of international and domestic political economies; and the relationship between political democracy and economic systems such as capitalism and socialism.

POSC 2999 - TUTORIAL (2 CREDITS)
Independent research and reading with supervision from a faculty member.

POSC 3121 - NEW YORK CITY POLITICS (4 CREDITS)
An analysis of the New York City political system. Attention will be paid to the participants in New York City government and politics, the factors that influence policymaking in New York City, as well as public policies produced by the system.

POSC 3122 - RELIGION & AMERICAN POLITICS (4 CREDITS)
This interdisciplinary seminar explores the nexus of religion and American public life. After treating topics related to electoral politics (e.g., candidate religion, voter religion, “value voters,” religious rhetoric), students will then engage a series of hot topics that encompass (and often combine) both religious and political discourse. The goal is to provide students with two alternative, yet complementary methods of analyzing the intersection of religion and American politics one from a political science perspective and one from a theological perspective.

POSC 3131 - POLITICS URBAN HEALTH & ENVIRONMENT (4 CREDITS)
This course will examine the intersection of urban life, individual and community health, and public policy. It will examine the evolution of urban public problems, the urban environment and the role and responsibility of society and the political system to respond to individual and health issues in urban settings.

POSC 3203 - AMERICAN ECONOMIC POLICYMAKING (4 CREDITS)
This course surveys the major economic policies made by the U.S. government, political influences on economic policymaking, and the consequences of economic policy on politics. Some of the topics we will look at will include macroeconomic policy, fiscal and monetary policy, taxes, regulation, and trade. Influences on economic policymaking include the president, Congress, interest groups, and the public. We will also discuss the trade-off between economic efficiency and equity.

POSC 3209 - CONSTITUTIONAL LAW (4 CREDITS)
A casebook analysis of central issues of constitutional law. Examines the Constitution’s origins, judicial review, federalism, separation and balance of powers, domestic and foreign affairs, the commerce clause, substantive due process, the rise of the administrative state, and philosophies of interpretation. Presents the Constitution as defining a structure of government, rights, and political economy. Examines the Constitution’s role in American political development and democracy.

POSC 3210 - CIVIL RIGHTS & LIBERTIES (4 CREDITS)
A casebook analysis of Supreme Court decisions on civil rights and civil liberties. Topics include freedom of speech and religion, the right to privacy, gender and racial equality, the death penalty, and protections against unreasonable searches and seizures.

POSC 3213 - INTEREST GROUP POLITICS (4 CREDITS)
An examination of pressure groups and their role in the political process. Special attention will be paid to the origins of groups, who joins and who does not, and how groups affect their own members.

POSC 3214 - THE U.S. CONGRESS (4 CREDITS)
A study of the historical development and current operation of the U.S. Congress. Particular attention is paid to the impact of elections, political parties, formal and informal rules and procedures, and congressional committees on the policies produced by Congress, and to Congress’s relation to the executive branch.

POSC 3215 - AMERICAN POLITICAL PARTIES (4 CREDITS)
Examines the workings of American political parties and their role in the political system. Analyzes the effect of parties on the campaigns of presidential and congressional candidates, the influence of parties on the electoral decisions of voters, and the impact of parties on the workings of both the presidency and Congress as policymaking institutions.

POSC 3217 - THE AMERICAN PRESIDENCY (4 CREDITS)
An examination of presidential leadership, including the development, growth, and exercise of presidential power. Includes analysis of republican foundations of the presidency, organization and operation of office, role in domestic and foreign policy, relations with Congress, and the importance of character.

POSC 3228 - CIVIL RIGHTS (4 CREDITS)
A casebook analysis of legal responses to public and private discrimination, with emphasis on race and gender. Examines Supreme
Court decisions, laws, and politics, involving the 5th, 13th, 14th, 15th, and 19th amendments, equal protection and level of scrutiny, civil and voting rights, public accommodations, employment, private associations, schools, privacy, “natural” roles, and the public/private dichotomy. Studies movements for equality. Evaluates busing, affirmative action, pay equity, and other remedies.

POSC 3229 - JUDICIAL BEHAVIOR (4 CREDITS)
An examination of judicial decision-making, this course explores classic and contemporary explanations for how judges decide cases. Topics include rival theories of constitutional interpretation as well as behavioral studies on the motivations of judges.

POSC 3301 - CAMPAIGNS & ELECTIONS (4 CREDITS)
This course undertakes an in-depth study of campaigns and voting, with an emphasis on the presidential and congressional elections. We will examine elections from the perspectives of candidates, political parties, interest groups, the media, political consultants, and voters. In addition, we will address some basic questions about elections in America: What are the rules? Who wins and why? What difference do elections make?

POSC 3304 - ELECTIONS & PARTIES (4 CREDITS)
Examines the role of political parties and elections in American democracy and political development. Topics include electoral participation and apathy, political campaigns, rules of the game, realignments, interest aggregation, the two-party system, third parties, reform proposals, and the relation of parties and elections to policymaking.

POSC 3307 - ENVIRONMENTAL POLITICS (4 CREDITS)
The course introduces students to the history and evolution of environmentalism and environmental policy from a comparative perspective.

POSC 3309 - WOMEN IN AMERICAN POLITICS (4 credits)
This course examines the role of women in three major areas of American politics: women as citizens and voters, women as candidates of elective office, and women as political officeholders. The course analyzes each of these areas in the context of the unique experiences women have had historically and currently have.

POSC 3310 - RACIAL & ETHNIC POLITICS (4 CREDITS)
This course provides an introduction to the major theoretical frameworks in the racial and ethnic politics literature. The class will help students better understand how encorporation, identity, and participation shape political identity in the U.S.

POSC 3313 - POLITICAL PSYCHOLOGY (4 CREDITS)
This course draws from psychology and political science to explore the psychological sources of political behavior.

POSC 3321 - AMERICAN PUBLIC POLICY (4 CREDITS)
Analysis of the process of policymaking at the national level, including the politics of selected policy issues. Students examine how some issues never make it to the public agenda and the forces that shape those that do.

POSC 3404 - AMERICAN POLITICAL THOUGHT (4 CREDITS)
What does it mean to be an American? What are the principles of American politics? This course poses these questions to key figures in American political thought, including Jefferson, Hamilton, Madison, Tocqueville, Dubois, Goldman, Rawls, Strauss, and Connolly.

POSC 3412 - MODERN POLITICAL THOUGHT (4 CREDITS)
Through selected readings of major political theorists, this course will examine the ideas of the individual, the state, and society, from the 16th century through the 19th century. The course will trace the development of such theories as democracy, socialism, communism, and totalitarianism. Writers whose works will be examined include Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Hegel, Marx, and Freud.

POSC 3414 - POLITICS, NATURE & HISTORY (4 CREDITS)
Some thinkers have appealed to nature as a way of understanding the political community and its concerns. Others have claimed that history is far more important than human nature in understanding politics. We will look at this debate as it unfolds in the writings of political thinkers both in antiquity and in the modern era. We will discuss writings from such theorists as Aristotle, Augustine, Hobbes, Kant, Nietzsche, Freud, Skinner, and Heidegger.

POSC 3415 - POLITICS, REASON, AND REVELATION (4 CREDITS)
How do different prominent political thinkers, such as Augustine, Maimonides, Locke, Spinoza, and Mill, view the compatibility of the demands of religion and the needs of political communities?

POSC 3416 - LIBERALISM & ITS CRITICS (4 CREDITS)
This course covers modern liberal political thought, and its intellectual roots and varieties, considering some of the best of liberalism’s critics; Examples will be drawn from philosophical, popular, and public-policy sources.

POSC 3418 - ISLAMIC POLITICAL THOUGHT (4 CREDITS)
This course covers the relationship between religious authority and political legitimacy in the classical and modern Islamic worlds. The class analyzes various ways Muslims over the past 1,400 years have thought about the proper distribution of power and authority in their societies. It asks the following questions: What is an “Islamic state,” and has there ever actually been such a thing? How did classical Muslim thinkers deal with the disjunction between political reality and political ideals? How have Sunni and Shiite thinkers differed in their conceptions of proper government? How useful a concept is “Islamic fundamentalism,” and how modern is it?

POSC 3429 - DEMOCRATIC THEORY (4 CREDITS)
This course studies theories of modern democracy, their historical antecedents, their foundational assumptions about power, human nature and identity, and areas of agreement and disagreement between them over key ideas such as rights, equality, citizenship, justice, and difference. It evaluates contemporary democratic practices in the “era of globalization” through the lens of each theory.

POSC 3505 - INTERNATIONAL LAW (4 CREDITS)
Historical evolution of general principles of international law. Modern transformation of the law of nations under the impact of growing complexity of international relations; relationship between the national and international legal systems.
POS 3507 - INTERNATIONAL HUMAN RIGHTS (4 CREDITS)
An examination of the internation system for the protection of human rights: legal and political theory, cultural relativism, diplomatic protection, the concept of human rights law, legal instruments and institutions, and substantive law.

POS 3508 - POLITICAL HUMANITARIANISM AFRICA (4 CREDITS)
This course explores contemporary international politics of humanitarianism in Africa, with a focus on Sub-Saharan Africa. Issues to be analyzed include international, regional, and subregional responses to complex humanitarian emergencies and natural disasters in Africa; the politics of forced displacement, gender-based violence, famine, civilian protection of women and children in armed conflict, and emergency shelter and camp management; local perceptions of humanitarianism; the relationship between international peacekeeping and humanitarianism; and early engagement and recovery through international peacebuilding on the continent.

POS 3511 - WAR AND PEACE (4 CREDITS)
This course introduces the student to the leading theories of the causes of war and peace. After an introduction to the major theoretical perspectives on conflict, strategy, and interstate wars (wars between political rivals) will be the primary focus in the first half of the course. Later we will examine the role of ethnicity and nationalism in internal conflicts, as well as nonconventional forms of warfare.

POS 3515 - REVOLUTION (4 CREDITS)
An introduction to theories of revolution, an examination of classical and contemporary cases of revolution and a framework for considering the structure of revolution in the future.

POS 3516 - CONFLICT ANALYSIS & RESOLUTION (4 CREDITS)
This course focuses on post–Cold War international conflict analysis as an instrument of peacemaking. We will analyze interstate, internal, state formation, and protracted social conflict, and focus on the development of conflict analysis and resolution as an interdisciplinary component of international studies.

POS 3518 - ANALYSIS OF INTERNATIONAL POLITICS (4 CREDITS)
Designed to stimulate and clarify our thinking about the global political and economic system, the motivations behind individual foreign policies and the sources of conflict and control in the capitalist world.

POS 3520 - THE MIDDLE EAST AND THE WORLD (4 CREDITS)
An introduction to the international politics of the Middle East and North Africa defined as the whole of the Arab world plus Israel, Turkey, Iran, and those states neighboring these countries that have influence on the region's external relations. Emphasis will be placed on the colonial and postcolonial periods with particular attention paid to the post–World War II era. Competing theoretical approaches to the study of international politics will precede a more issue-based analysis of the key factors that animate the region's behavior in world affairs. Topics receiving in-depth treatment include interstate conflicts; oil politics; political system types and their relationship to international politics, the role of religion; terrorism, external-actors influence on the region; and U.S. foreign policy goals, instruments, and actions, among others. No prior background in Middle East studies is assumed.

POS 3521 - GLOBAL GOVERNANCE (4 CREDITS)
This course introduces the student to the leading past and contemporary theories and perspectives in the study of global governance. It provides the student with the ability to survey and understand the wide variety of information regarding multiple aspects of global governance and prepares students to assess the possibilities for the global future and its impact on our lives.

POS 3522 - UNITED NATIONS (4 CREDITS)
Structure and powers of contemporary international organizations; the role of the U.N., and regional organizations as related to war, peaceful change, and development.

POS 3526 - DEM TERRORISM & MODERN LIFE (4 CREDITS)
This course examines the requisites of democracy and modernity as ways of thinking and ways of life and the threat posed to them by terrorism. It asks, what is terrorism, why does it exist, how fundamental are the conflicts it is embedded in, how extensive a threat is it to the U.S. and others, and how can it be stopped? It analyzes the vulnerabilities (and considers the strengths) of modern, highly technological, media driven, highly integrated, international liberal social and economic regimes and the modern philosophical systems with regard to terrorism, and considers ways to mitigate points of danger. Finally, it considers the advantages of democracy and modernity in overcoming this threat.

POS 3530 - U.S. FOREIGN POLICY (4 CREDITS)
This course will consider the goals and instruments of United States foreign policy, both in the security and economic realms, as well as through a historical context. Students will examine how foreign policy is made, contending explanations, as well as the main actors involved. Current issues and controversies will be used to test different theoretical approaches.

POS 3540 - POLITICS OF CYBERSPACE (4 CREDITS)
This course examines the impact of the Internet on the political system. Topics include the potential of the Internet to deepen public debate, the use of the Internet by political parties and social movements, and the challenge of the Internet to prevailing conceptions of privacy and property. Extensive use of websites.

POS 3565 - COMPARATIVE DEMOCRACY (4 CREDITS)
An examination of current explanations of stable democracy and an attempt to apply them to small, fragmented democracies of Western Europe.

POS 3570 - POL ECON OF DEVELOPMENT (4 CREDITS)
The course will focus on an analysis of contending interpretations of the consequences of the economic interrelationships between industrially developed and developing areas.

POS 3571 - YOUTH AND POLITICS (4 CREDITS)
An examination of the sources, functions, and impacts of political beliefs and attitudes, with special emphasis on the political culture of the United States.

POS 3572 - EUROPEAN POLITICS (4 CREDITS)
Introduction to the politics of contemporary Europe, including analyses of political economy, democratic governance, and political integration.
POSC 3622 - POLITICS OF THE EUROPEAN UNION (4 CREDITS)
Analysis of the development of the European Union with special emphasis on its enlargement and the reform of the European Union institutions.

POSC 3631 - CHINA & RUSSIA IN COMPARATIVE PERSPECTIVE (4 CREDITS)
The course will identify and describe recent political and socioeconomic changes in China and Russia while evaluating the relationship between capitalism and autocracy in comparative perspective.

POSC 3632 - CHINA & U.S. IN GLOBAL ERA (4 CREDITS)
This course compares China and the U.S. with respect to political system, philosophy, and political economy. It includes lectures, discussions, joint Chinese-American student study projects, and field trips to important historic and contemporary Chinese political and cultural sites in southern China, and in Hong Kong and Macau. The class concludes with a discussion of the future of Chinese-American political and economic relations in the contemporary era of globalization.

POSC 3641 - LATIN AMERICAN POLITICS (4 CREDITS)
An examination of Latin American politics from theoretical and case study perspectives. Topics include parties and interest groups, militarization of the state, environmental politics, revolution, development, and human rights.

POSC 3645 - POLITICS OF IMMIGRATION (4 CREDITS)
The course examines the politics of contemporary immigration. Topics include the construction of citizen and alien, the (re)negotiation of immigrant sexuality and sexual identity, the racialization of naturalization, the family and immigration law, the formation of social movements around immigrant rights, and a comparative analysis of immigration policies in the U.S. and those in Europe.

POSC 3651 - COMPARATIVE POLITICS OF MIDDLE EAST (4 CREDITS)
Comparative analysis of Middle Eastern institutions, actors, and processes since World War II.

POSC 3800 - INTERNSHIP (3 CREDITS)
Supervised placement for students interested in work experience.

POSC 3915 - INTERNATIONAL POL ECON (4 CREDITS)
Examines some of the implications of the growing intertwining of foreign and domestic policies, of the economic and political aspects of international relations. Gives special attention to the growth of dependency and interdependence, the importance of transnational actors (such as multinational corporations), and the distribution of benefits and influence between poor and rich areas in the international order.

POSC 3916 - UNDERSTANDING THE GLOBAL ECONOMY (4 CREDITS)
The global economy impacts a child in Bangalore, a female factory worker in China, coffee farmers in Peru, as well as autoworkers in Detroit, Michigan as much as if affects you. Although all connected, they experience the impact of global economy very differently. This course helps you get a better understanding of the basic elements that constitute the global economy. It connects theoretical material from a wide range of sources with case studies and the experience you will gather during your service learning activity (required).

POSC 3999 - INDEPENDENT STUDY (3 CREDITS)
Independent research and reading with supervision from a faculty member.

POSC 4100 - SEM: AMERICAN POLITICS (4 CREDITS)
This course studies contemporary American political development through analysis of the historical and philosophical roots, current ideologies and practices, and likely future of U.S. politics. Using democratic theory, political analysis, and policy analysis, it examines selected aspects of contemporary political behavior, agendas, ideologies, and institutions to explain current trends in American politics. It studies, in particular, the relation between power, social structure, and politics to assess the viability and character of political democracy today.

POSC 4106 - SEM: PRESIDENTIAL ELECTIONS (4 CREDITS)
The course will analyze the dynamics of presidential elections, including prenomination stage, nominations, campaigns, and voting behavior.

POSC 4107 - SEM: MUNICIPAL ELECTIONS (4 CREDITS)
The course will explore aspects of municipal elections, including institutional variations and voting behavior. Students will devote attention to ongoing municipal contests.

POSC 4150 - SEM: MONEY & POLITICS (4 CREDITS)
This seminar explores the relationship between money and politics. Specifically, we will explore the role of money in presidential and congressional elections. We will analyze who contributes money and why, and what effect campaign contributors have on the electoral and policymaking process. Proposals to reform the financing of elections will also be explored.

POSC 4210 - SEM: STATE, FAMILY & SOCIETY (4 CREDITS)
This seminar will examine the relationship between political systems and the family by exploring the connection between varying philosophical/ideological perspectives on state intervention in the family. Public policy issues to be discussed will include marriage and divorce, adoption and foster care, child care, family and child autonomy and child and domestic abuse.

POSC 4220 - SEM: RELIGION & THE LAW (4 CREDITS)
What does it mean to live a religious life in a country that takes seriously the separation of church and state? What is the proper role of religion in public discourse? This course examines the status of religious expression in the law, examining such issues as school prayer, vouchers for religious education, and the teaching of intelligent design, as well as the role that religion has played in the decision making of the nation’s leaders.

POSC 4225 - SEM: JUDICIAL POLITICS (4 CREDITS)
The course is an intensive examination for methodological approaches to the study of judicial politics. Students will be introduced to major theories and literatures relating to judicial politics and become familiar with methods for conducting research or the courts. The culmination of the course will be a major research project on the subject of law and courts.
POSC 4240 - SEM: BLACK ETHNIC POLITICS (4 CREDITS)
The course examines how incorporation, concepts of identity, and participation shape the multifaceted political identities of blacks currently residing in New York City and in the U.S. more broadly.

POSC 4414 - SEM: POLITICAL INSTITUTIONS (4 CREDITS)
Suppose for a moment that you are a political adviser to the United States government or a major intergovernmental organization (IGO) and your task is to come up with an ideal combination of political institutions for a new democracy. You are asked to choose among different types and combinations of institutional rules and practices—such as the organization and operation of the executive, the structure of the legislature, the type of electoral system, and the relationship between the central and local governments. Which political institutions would you recommend? Why? We will ask whether an optimal combination of political institutions exists by examining the effect of these institutions on a broad range of outcomes, such as political inclusiveness, citizen participation, economic growth and income distribution, political conflict among the branches of government, proximity between government policy and voter preferences, public goods provision, political corruption, and others.

POSC 4430 - SEM: FREUD, POLITICS, AND SEXUALITY (4 CREDITS)
The course will explore Freud's writings on infantile sexuality and sexual difference in their relation to his writings on culture, civilization, and politics.

POSC 4454 - SEM: GLOBAL JUSTICE (4 CREDITS)
What is global justice and how can we achieve it? This course considers the answers of Immanuel Kant, John Rawls, Martha Nussbaum, Samuel Huntington, Leo Strauss, Tariq Ramadan, and Pema Chodron. Then we apply their ideas to topics such as American foreign policy, The United Nations, human rights, the wars in Afghanistan, Darfur, etc.

POSC 4610 - SEM: GLOBALIZATION (4 CREDITS)
This seminar provides an overview of the core theoretical views on globalization: its historical development, the main actors, and determinants of “winners and losers” of globalization. The second part of the seminar will use case studies that highlight specific issues most contested in the discussion of globalization to foster a connection between the theories we covered and the actual unfolding of globalization as experienced by a number of actors.

POSC 4620 - SEM: THE WORLD OF DEMOCRACY (4 CREDITS)
This course studies democracies across of the globe. It analyzes the meaning of democracy in different cultures and theories and compares political systems, including democratic nations that aspire to democracy.

POSC 4648 - SEM: SEXING DEVELOPMENT (4 CREDITS)
This course will explore the ways in which development, as defined and implemented by international organizations, NGOs, and national governments is gendered. Cases will come from Africa, Latin America, and Asia.

POSC 4800 - SEM: POLITICAL ECONOMY (1 CREDIT)
Analysis and discussion of selected topics and problems in political economy. Provides students the opportunity to work on guided research projects tailored to the student's interests and the course's objectives.

POSC 4805 - SEM: INTERNATIONAL POLITICS OF PEACE (4 CREDITS)
Students in this course will integrate informed analysis and reflection to critique, orally debate, and articulate in writing their ideas regarding how actors in international politics can nurture, envision, (re)build, manage, enhance, and enforce peace in contemporary international politics.

POSC 4848 - HUMAN NATURE AFTER DARWIN: THEOLOGICAL, POLITICAL AND SCIENTIFIC PERSPECTIVES (4 CREDITS)
This course enters contemporary theological, political, and scientific debates about how to conceptualize human nature after Darwin. We read Epicurus; Lucretius; Augustine; Aquinas; Darwin; and contemporary theologians, political theorists, and scientists.

POSC 4999 - TUTORIAL
Student and faculty member together design a course to meet the student's needs and interests, and to advance the student's knowledge and scholarship. The faculty member works directly with the student and guides the student's reading and research and/or analysis project. A tutorial is dependent on the faculty member's agreement to participate. It usually is a one-on-one collaboration, but also may be designed to accommodate several students at the same time.

Psychology
Chair: Schiaffino
Associate Chair: Cruise (RH); Wertz (LC)
RH: DE 226, (718) 817-3775
LC: LI 813, (212) 636-6310
Web: www.fordham.edu/psychology

Faculty
Professors: Budescu, Busch, Fisher, Glenwick, Lewis, MacDonald, McKay, Rasmussen, Rivera-Mindt, Rosenfeld, Sherrod, Takooshian, Tryon, Wertz
Associate Professors: Cecero, Chabot, Higgins-D’Alessandro, Mattson, Nadien, Procidano, Roy, Schiaffino, Wade
Assistant Professors: Andover, Annunziato, Brown, Cruise, Jopp, Kim, Seidlecki, Sosinsky, Yip
Professors Emeriti: Grey, Reznikoff, Walsh

Overview
The Department of Psychology offers the bachelor of science degree for its majors. The department has three primary goals: (1) to prepare students for graduate study in psychology, (2) to enable students to apply psychological skills and knowledge in psychology-related careers, and (3) to foster an understanding of complex human behavior as it is encountered in our personal and vocational lives.

In the Jesuit educational tradition of academic excellence and care of the whole person, students are challenged to develop a capacity for critical thinking, a willingness to submit their efforts to clear and high standards, and an understanding of the ethical dimensions of personal and professional life. A rigorous program of study that provides knowledge of the field of psychology with breadth and depth is complemented by opportunities to engage in psychology in action through research projects, field experiences, and collaborations with professionals in the
field. Full-time faculty are highly accessible to students, are committed to teaching and mentoring undergraduates, and engage in one-to-one relationships with all psychology majors as advisers. Students learn about the multiple applications of psychological science to the service of others, and especially those whose human dignity is most threatened in our society. Students are encouraged to integrate their knowledge of psychology with their own developing values and beliefs. Sensitivity to and consideration of cultural, religious, and gender differences are fostered in the study of psychology.

**Contribution to Core:**
1. Psychology department Complex-Process Courses, including PSYC 2600-Social Psychology, PSYC 2700-Infant and Child Development, PSYC 2710-Adolescent and Adult Development, PSYC 2800-Personality, and PSYC 2900-Abnormal Psychology, satisfy the first social-science core-area requirement. There are no prerequisites for these courses.

2. PSYC 1100-Biopsychology satisfies the Life Science core requirement for nonmajors.

3. Designated sections of PSYC 2010-Research Methods Lab, PSYC 3100-Health Psychology, 3730-Men and Masculinities, and PSYC 3330-Family Psychology are Eloquentia Perfecta III Seminars.

4. PSYC 3600-Multicultural Issues and PSYC 3730-Men and Masculinities meet the Pluralism requirement

5. Values Seminar/EP IV courses are offered by the department each semester.

**Program Requirements**

**Psychology Major**

(HEGIS Code 2001) Program Code 06132

The major in psychology is available at Fordham College at Rose Hill; Fordham College at Lincoln Center; and Fordham School of Professional and Continuing Studies at Rose Hill; Lincoln Center and Westchester.

Majors must complete 10 psychology courses, fulfill the new core science requirements (See the Core Curriculum for the Class of 2013 and Beyond found in the chapter Academic Programs, Policies, and Procedures), and must reach and complete 2001-level course in a classical or modern language. Select preferred language and then take placement exam to determine placement level.

The psychology major provides a broad and rigorous base of knowledge and skills in the discipline while offering students freedom in shaping a program to suit their individual needs. The University requires 124 credits and 36 courses (of three or more credits) for graduation. Psychology majors need to take a minimum of 16 credits each semester to meet these goals in four years, because of the biology lab courses and the five credit lab courses in psychology.

Students officially begin the major with Foundations of Psychology (PSYC 1200), which offers an overview of the field and is a prerequisite for all other psychology courses. Psychology majors gain expertise in research methods by studying Statistics (PSYC 2000) and taking the Research Methods Laboratory (PSYC 2010). Three content courses at the intermediate (2000) level provide majors with breadth through surveys of the knowledge about at least one basic process (e.g., learning, perception, cognition) and one complex process (e.g., development, personality, abnormal). Two courses at the advanced (3000) level offer students detailed and in-depth explorations of a variety of subject matters. The Capstone course (level 4000) gives students an opportunity to integrate diverse areas of psychology or to interrelate psychology with other disciplines.

All students are required to take at least one laboratory course beyond Research Methods Lab, which provides hands-on learning and skills in data analysis and research report writing. In addition to the variety of alternatives offered in the requirements mentioned above, the psychology major allows students to pursue individual interests and goals by including one course at any level that the student chooses as a free elective. A maximum of one course from another discipline cross-listed under psychology can be counted toward the major.

A grade of C- or better is required for each course counted toward the major requirement.

The requirements are summarized as follows:
1. PSYC 1200-Foundations of Psychology
2. PSYC 2000-Statistics
3. PSYC 2010-Research Methods Laboratory

4. Intermediate (2000 level)
   a. including one Basic Process course (PSYC 2100-2591)
   b. including one Complex Process course (PSYC 2600-2990)
5. PSYC 2200-Learning
6. PSYC 2201-Learning Laboratory
7. PSYC 2301-Sensation and Perception Laboratory
8. PSYC 2401-Memory Laboratory
9. PSYC 2500-Cognition
10. PSYC 2501-Cognition Laboratory

11. PSYC 2700-Infant and Child Development
12. PSYC 2710-Adolescent and Adult Development
13. PSYC 2800-Personality
14. PSYC 2900-Abnormal Psychology

15. PSYC 3000-Psychology of Motivation
16. PSYC 3100-Health Psychology
17. PSYC 3110-Cognitive Neuroscience
18. PSYC 3200-Psychological Testing
19. PSYC 3300-Industrial/Organizational Psychology
20. PSYC 3320-Consumer Behavior
21. PSYC 3330-Family Psychology
22. PSYC 3340-Urban Psychology
23. PSYC 3360-Sports Psychology
24. PSYC 3400-Psychology of Education
25. PSYC 3410-Creativity
26. PSYC 3500-Applied Developmental Psychology
27. PSYC 3600-Multicultural Issues

7-8. Advanced (3000 level)

PSYC 3000-Psychology of Motivation
PSYC 3100-Health Psychology
PSYC 3110-Cognitive Neuroscience
PSYC 3200-Psychological Testing
PSYC 3300-Industrial/Organizational Psychology
PSYC 3320-Consumer Behavior
PSYC 3330-Family Psychology
PSYC 3340-Urban Psychology
PSYC 3360-Sports Psychology
PSYC 3400-Psychology of Education
PSYC 3410-Creativity
PSYC 3500-Applied Developmental Psychology
PSYC 3600-Multicultural Issues
writing a senior thesis. Students apply in the spring of their junior year.

Interested students should contact the associate chair for information about the requirements for the program, which involves participating in the Psychology Honors Program. Interested students should contact the associate chair or other psychology faculty for advice about selecting courses to meet your goals.

Minors in psychology are required to take Introduction to Psychology (PSYC 1000) and five additional electives in psychology. Speak to the associate chair or other psychology faculty for advice about selecting courses to meet your goals.

Program Activities

Honors in Psychology

Psychology majors with a minimum GPA of 3.4 may graduate with honors in psychology by participating in the Psychology Honors Program. Interested students should contact the associate chair for information about the requirements for the program, which involves writing a senior thesis. Students apply in the spring of their junior year.

Students must earn a grade of at least a C- for a psychology course to fulfill the requirements of the major.

Psychology Minor

The minor in psychology is available at Fordham College at Rose Hill; Fordham College at Lincoln Center; and Fordham School of Professional Studies at Rose Hill; Lincoln Center and Westchester.

Advising

Major advisers should be consulted regarding all course selections. Students planning to apply for graduate school in psychology are advised to take History and Systems (PSYC 4000) by their senior year, to prepare for the Graduate Record Examinations (GRE). These preprofessional students are strongly urged to consult a psychology adviser no later than junior year to best plan their program. Graduating seniors are required to take part in the department’s outcome evaluation program. This effort involves annual exit questionnaires and achievement testing some years.

Research Opportunities and Clubs

To encourage undergraduate research, the psychology program offers an annual research conference, student journals, tutorials, undergraduate research institute, psychology club and chapter of Psi Chi. Founded on September 4, 1929, at Yale University, Psi Chi is the National Honors Society in psychology. Its purpose is “to encourage, stimulate, and maintain excellence in scholarship and to advance the science of psychology.” Psi Chi is the world’s largest honors society, with 350,000 life members, and chapters at 940 U.S. colleges. Membership is for life, with no annual dues. Fordham’s two chapters of Psi Chi at Lincoln Center and Rose Hill accept undergraduate or graduate students who have completed at least 12 credits of psychology and maintained a B+ average in their courses. Induction ceremonies are held in May and December of each year. The two Fordham Psi Chi chapters often work in tandem, and are very active sponsors of some 20 cocurricular activities per semester for the Fordham community—workshops, lectures, trips, and symposia on career preparation and graduate work in psychology. The Lincoln Center chapter won the 1993 Ruth Hubbard Cousins Award as the outstanding Psi Chi chapter in the United States. Several courses involve field placements (e.g., PSYC 4810 Clinical Child Psychology and PSYC 4320 Community Psychology), and other courses may provide service learning opportunities.

Study Abroad Program

Students who achieve competence in the Spanish language and native Spanish speakers are encouraged to enroll in the department’s special study abroad exchange program with the Iberoamericana University of Mexico City in summer and fall semesters of their junior or senior year. See Frederick Wertz, Ph.D., (RH) and Monica Rivera-Mindt, Ph.D., (LC) for details.

Courses Planned for Fall 2012–Spring 2014

Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, ER for Fordham School of Professional Studies at Rose Hill, EL for Fordham School of Professional Studies at Lincoln Center, and EW for Fordham School of Professional Studies at Westchester.

PSYC 1200—Foundations of Psychology (R, L, ER, EL, EW)
PSYC 2000—Statistics (R, L, ER, EL, EW)
PSYC 2010—Research Methods Laboratory (R, L, ER, EL, EW)
PSYC 2200—Learning (R, ER)
PSYC 2201—Learning Laboratory (EL)
PSYC 2301—Sensation and Perception Laboratory (R, L)
PSYC 2401—Memory Laboratory (L)
PSYC 2500—Cognition (R, ER)
and how development unfolds within and across multiple contexts, broad domains of physical, cognitive, social, and emotional development, infancy, toddlerhood, and early and middle childhood. It focuses on the This course addresses human development from conception through

PSYC 1002 - INFANT & CHILD DEV CONTEXT (3 CREDITS)
This course addresses human development from conception through infancy, toddlerhood, and early and middle childhood. It focuses on the broad domains of physical, cognitive, social, and emotional development, and how development unfolds within and across multiple contexts, including families, early childcare settings, preschool and formal school and classroom environments, peer groups, neighborhoods, and sociocultural/sociopolitical environments. We will also explore how research on these developmental domains and contexts has been used to create programs and policies designed to promote successful development. The course will begin with an introduction to foundational theories of human development. It will then consider how these theories are used in studying physical, cognitive, social, and emotional development, how these domains both shape and are shaped by the environments in which they take place, and ways in which this research is used to inform programs and policies for children and families. As a Manresa seminar, this course will require additional meeting times for activities and events outside scheduled classroom sessions. This course also meets the requirements of a FCRH Eloquenta Perfecta (EP1) seminar and will therefore emphasize individual speaking assignments, interactive group dialogue, and writing intensive assignments.

PSYC 1100 - BIOPSYCHOLOGY (3 CREDITS)
An introduction to the biological bases of psychology. Research will be presented with an emphasis on how the activity of the nervous system, as shaped by phylogeny and ontogeny, determines behavior. Students replicate classic studies, analyze the results, and prepare lab reports.

PSYC 1200 - FOUNDATIONS OF PSYCHOLOGY (4 CREDITS)
A systematic examination of the methods and content of psychology as a life science. A survey of history and development, principles, and theories of psychology related to sensation and perception, learning, cognition, motivation, developmental, personality, abnormal, and social psychology.

PSYC 1999 - SERVICE LEARNING-1000 LEVEL (1 CREDIT)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

PSYC 2000 - STATISTICS (4 CREDITS)
This course covers descriptive statistics and (parametric and nonparametric) inferential statistics. It emphasizes mastery of statistical concepts and utilization of statistical software.

PSYC 2010 - RESEARCH METHODS LAB (5 CREDITS)
A hands-on introduction to research methods in psychology. In the lab, students will replicate classic studies from different areas of psychology, analyze the results, and write APA-style lab reports. The lectures introduce these areas and relevant methods, placing the methods in broad historical and ethical contexts.

PSYC 2200 - LEARNING (4 CREDITS)
Course focuses on the research and theories in animal and human learning. Empirical findings are discussed in relation to competing theories of learning, memory, and adaptive behavior.

PSYC 2201 - LEARNING LABORATORY (5 CREDITS)
Course focuses on the research and theories in animal and human learning. Empirical findings are discussed in relation to competing theories of learning and adaptive behavior. Students replicate classic learning studies, analyze their results, and prepare APA style lab reports. Prerequisite: Research Methods Lab.
PSYC 2301 - SENSATION & PERCEPTION LAB (5 CREDITS)
A survey of research on the senses, especially vision and hearing. Biological, psychophysical and cognitive perspectives will be considered. Students replicate classic studies, analyze the results and prepare APA style lab reports. Prerequisite: Research Methods Lab.

PSYC 2401 - MEMORY LABORATORY (5 CREDITS)
Covers historical approaches to memory, information processing and connectionist models of memory studies, analyze the results, and prepare APA-style lab reports.

PSYC 2501 - COGNITION LABORATORY (5 CREDITS)
The analysis of the process of acquiring and using knowledge: preceptual recognition, attention, memory, imagery, language, problem solving, and decision making. Students replicate classic studies, analyze the results, and prepare APA-style lab reports.

PSYC 2600 - SOCIAL PSYCHOLOGY (4 CREDITS)
An examination of how others shape an individual's behavior. A review of selected topics of interpersonal behavior, including antisocial and prosocial behavior, prejudice, attraction, social influence, attitudes and persuasion, and research methods. (Every semester)

PSYC 2601 - LAB IN SOCIAL PSYCHOLOGY (5 CREDITS)
(formerly PS 3470) This course involves social psychological research concerned with relationship formation, nonverbal behavior, attitude change, and group processes. Research on these topics will be conducted using laboratory designs, survey research, and observational techniques. Students will conduct both laboratory and naturalistic observations, analyze the results, and prepare APA-style lab reports, and may be offered an opportunity to propose and conduct a research project of their own choosing.

PSYC 2700 - INFANT & CHILD DEVELOPMENT (4 CREDITS)
A study within the framework of research and theory of emotional, intellectual, and social growth of the child, with emphasis on norms in development and child-rearing practices. (Every fall)

PSYC 2710 - ADOLESCENT & ADULT DEVELOPMENT (4 CREDITS)
The study of physiological, cognitive, emotional, personality, and social change from puberty across the remainder of the life span. This course will also consider the influence of theories and methods of research on what we know, and can find out, about people and the contexts in which they live their lives. (Every spring)

PSYC 2800 - PERSONALITY (4 CREDITS)
A critical survey of theories concerned with the origin and development of personality, including psychoanalytic theory, behaviorism, trait theory, field theory and humanistic psychology. Attention will be given to conceptual problems, controversies, and empirical verification.

PSYC 2900 - ABNORMAL PSYCHOLOGY (4 credits)
(Formerly PSRU 3200) Analysis of the development and structure of the abnormal personality. Consideration of neuroses and major psychoses as well as the diagnosis, treatment, and prevention of mental disorders is given. (Every semester)

PSYC 3100 - HEALTH PSYCHOLOGY (4 credits)
(Formerly PS 3020) An introduction to the study of psychological factors in health and illness. The major models, research methods, interventions, and issues in health psychology and behavioral medicine will be examined. Topics include stress-illness, compliance, social support, and coping, as well as prevention and health education.

PSYC 3201 - LAB IN PSYCHOLOGICAL TESTING (5 CREDITS)
After briefly outlining the types and functions of psychological tests, this course will engage students to learn the importance of proper test administration in its historical context of early experimental psychology; the means by which tests are scored and interpreted; explanations of the nature of test scores; test reliability and validity; and in particular, to understand the interactions of these variables (e.g., the importance of proper test administration for proper test interpretation). Students will conduct both laboratory and naturalistic observations, analyze the results, and prepare APA-style lab reports.

PSYC 3300 - INDUSTRIAL/ORGANIZATIONAL PSYCH (4 CREDITS)
The application of psychological methods and concepts to business and industry. Includes personnel selection, placement and training, work environment, motivation and morale, the organization as a complex system, and an introduction to organization development. (Every fall)

PSYC 3320 - CONSUMER BEHAVIOR (4 CREDITS)
The role of psychological factors, such as learning and memory, perception, motivation, personality, and information processing, in the behavior of humans as consumers. Emphasis is placed on the two-way information flow between consumers and producers.

PSYC 3330 - FAMILY PSYCHOLOGY (4 CREDITS)
(Formerly PS 4250) An introduction is given to the transgenerational emotional process within the family, that is, to the family as a system across generations. Subsystems (such as parent child, sibling, family of origin) will be studied in relationship to individual development and family functioning.

PSYC 3340 - URBAN PSYCHOLOGY (4 CREDITS)
How living in a large city can affect an individual's behavior and personality. Investigations into the "urban personality," stress, family, friends and strangers, crowding, the built environment, adaptation. Includes field research.

PSYC 3360 - SPORTS PSYCHOLOGY (4 CREDITS)
This course involves an application of psychological theory and research to athletes and sport at youth, recreational, and elite levels. Special attention is devoted to the connection between sports and spirituality, ethics, character development, and parenting.

PSYC 3400 - PSYCHOLOGY OF EDUCATION (4 CREDITS)
An overview of psychological principles relevant to the process of learning and teaching. The relationship of education to society in general and to the student in particular is stressed.

PSYC 3410 - CREATIVITY (4 CREDITS)
An investigation of the creative process, both theoretically and phenomenologically. Students conduct case studies of a creative enterprise, based on autobiographical and/or interview material.

PSYC 3530 - PSYCHOLOGY OF SEX ROLES (4 CREDITS)
The study of the development of sex differences and sex roles in women
and men. The study of the psychological implications and consequences of sex role development in men and women will be discussed.

**PSYC 3600 - MULTICULTURAL ISSUES (4 CREDITS)**
The focus of this course is the multicultural applicability of scientific and professional psychology. Traditional psychological theories, scientific psychology, psychological tests, and the practice of psychology will be examined and critiqued from cultural and sociohistorical perspectives. Contemporary psychological theories and research specific to men, women, gay men, lesbians, and race and ethnicity will be reviewed.

**PSYC 3700 - HUMAN SEXUALITY (4 CREDITS)**
An exploration of the physical characteristics that make up the core of male and female sexuality, as well as the psychological components in all sexual unions.

**PSYC 3720 - PSYCHOLOGY OF WOMEN (4 CREDITS)**
An extensive examination of theory and research findings pertaining to female social and intellectual development, sex differences, sex role socialization, and the relationship of women to social structure.

**PSYC 3730 - MEN & MASCULINITIES (4 CREDITS)**
Traditional/classical psychodynamic theories on masculinity will be reviewed, as well as the more contemporary “new psychology of men” literature and research. Traditional masculinity ideology as a system of values will be examined and critiqued, with focus on examining how masculine values underline men's personal morality and societal mores.

**PSYC 3800 - DRUGS: USE & ABUSE (4 CREDITS)**
This course examines the use and abuse of, and addiction to a variety of licit and illicit drugs, from caffeine to heroin. This topic will be viewed from three perspectives: 1) the pharmacological effect of the drug, 2) the setting in which the drug is ingested, and 3) the past experience of the drug taker.

**PSYC 3810 - TRAUMA AND FAMILY VIOLENCE (4 CREDITS)**
The goal of this course is to provide an introduction to the field of trauma and family violence, including the causes and consequences of rape, partner violence, and child abuse and neglect. Assessment, treatment, and prevention issues will also be discussed.

**PSYC 3820 - FORENSIC PSYCHOLOGY (4 CREDITS)**
Focuses on the interaction of clinical psychology and the law. Addresses issues related to forensic assessment and expert testimony, understanding and treatment of criminal offenders, and similarities and differences between assessment of adult and juvenile offenders.

**PSYC 3830 - THEORIES OF PSYCHOTHERAPY (4 CREDITS)**
An exploration of the various psychotherapies, including the psychoanalytic, humanistic, behavioral, cognitive-behavioral, and existential approaches. The theoretical assumptions and the practical applications of each psychotherapeutic orientation are emphasized. (Fall, odd years)

**PSYC 3901 - LAB IN BEHAVIORAL ANALYSIS (5 CREDITS)**
(formerly PS 3410) Introduction to the experimental analysis of behavior using laboratory animals. Behavior principles, their application, and how to conduct an experimental analysis will be reviewed in lecture and demonstrated in the laboratory.

**PSYC 3910 - HUMANISTIC PSYCHOLOGY (4 CREDITS)**
Origins and development of Humanistic Movement as the “Third Force” in psychology; contemporary methods, theory, and empirical findings in humanistic psychology.

**PSYC 3930 - INTRO TO CLINICAL PSYCHOLOGY (4 CREDITS)**
An introduction to clinical psychology, including major schools of clinical interventions, and the relation between assessment and clinical practice, including specific areas of evaluation (such as intellectual, personality, and observational/behavioral). Areas of specialization will also be covered.

**PSYC 3950 - APPLIED BEHAVIOR ANALYSIS (4 credits)**
The goals of the course are to teach the principles of behavior and their application to complex human behavior. Students will understand basic principles of behavior, how to analyze complex human behavior in terms of those principles, how to collect data and plot it on graphs, how conduct research to determine the causes of behavior, and the basics of how to change behavior. This course does not make a student competent to conduct therapy.

**PSYC 4000 - HISTORY & SYSTEMS OF PSYCH (4 CREDITS)**
The development of psychological thought through the history of psychology as a science is traced. Attention is given to the application of the philosophy of science to psychology. Systems covered include associationism, structuralism, functionalism, Gestalt psychology, psychoanalysis, behaviorism, and cognition.

**PSYC 4310 - AGING AND SOCIETY (4 CREDITS)**
A cross-disciplinary course that draws on research and theory from psychology and such other disciplines as sociology, anthropology, economics, and political science to explore the biological, cognitive, and psychosocial features of human aging. Attention is given to normal and abnormal development, to the interrelations between physical and mental health, and to optimal aging.

**PSYC 4330 - MUSIC & PSYCHOLOGY (4 CREDITS)**
A cross-disciplinary course that examines what psychological research and theories and an analytical approach tell us about music. Topics include perception and performance of music, emotional responses, and cross-cultural approaches. Requires a background in psychology and/or music.

**PSYC 4340 - LAW & PSYCHOLOGY (4 CREDITS)**
An introduction to (a) the issues relevant to understanding human behavior from the perspective of law and psychology and (b) the contributions of psychology as a behavioral science to such legal issues as legal evidence, juries, and criminal and civil responsibility.

**PSYC 4360 - CULTS AND RELIGION (4 CREDITS)**
An examination of religious phenomena ranging from the traditional to witchcraft and cults with a focus on their social organizations and meanings in the lives of individuals. Spiritual experiences, values, beliefs, and ritual practices will be explored in their cultural-historical context in light of sociological and psychological theories of religion.

**PSYC 4600 - CONTEMPORARY BEHAVIORISM (4 CREDITS)**
Survey of the development of contemporary behaviorism, which is a
philosophy of science that approaches psychology as a natural science. Among the issues discussed will be culture, determinism, evolution, free will, grammar, individual responsibility, knowledge, meaning, mentalism, pragmatism, perception, purpose, religion, and thinking.

**PSYC 4800 - INTERNSHIP (4 CREDITS)**
A fieldwork course in which students spend one full day (or two half-days) in field placement doing work related to psychology. Placements include hospitals, schools, clinics, and research facilities, and involve work in clinical, forensic, developmental, and social psychology.

**PSYC 4810 - CLINICAL: CHILD PSYCHOLOGY (5 CREDITS)**
(Formerly PS 3270) This course provides an overview of the descriptive characteristics, diagnosis, and treatment of the primary psychological and behavioral disorders of childhood and adolescence. A fieldwork component offers supervised experience in a setting serving children with problems. (Every fall)

**PSYC 4820 - COMMUNITY PSYCHOLOGY (5 CREDITS)**
This course focuses on the prevention of psychological disorders and the promotion of wellness across the life span. Topics covered include stress, coping, and social support; risk and protective factors for adjustment and maladjustment; empowering disenfranchised groups; developing and evaluating prevention and early-intervention programs; and facilitating social change and responsive community organizations. Includes a fieldwork component that is integrated with class discussion.

**PSYC 4900 - PSYCHOLOGY & HUMAN VALUES (4 CREDITS)**
This Senior Values Seminar explores pioneering theories and research in the psychology of values. Topics include human motives/goals; the sense of right and wrong; cognitive, social, cultural, spiritual, and gender aspects of ethical decision making; behavior in morally challenging situations; and virtue in relationships, work, and community.

**PSYC 4930 - CODES FOR MENTAL HEALTH SERVICES (4 CREDITS)**
This course introduces students to contemporary standards of research and practice in the delivery of mental healthcare services to a variety of populations (e.g., children, institutionalized individuals, and cultural minorities) across a variety of contexts (e.g., schools, hospitals, nursing homes, prisons, and industrial settings). Students learn to examine the relationship of current professional codes of conduct to historical and political issues and contemporary social values.

**PSYC 4997 - HONORS THESIS IN PSYCHOLOGY I (4 CREDITS)**
This course, typically taken in the fall of senior year, involves carrying out the Honors Thesis. Typically, this includes data collection and analysis, and initial work on the written report. Students should have reviewed the relevant literature and completely planned the thesis prior to beginning the course.

**PSYC 4998 - HONORS THESIS IN PSYCHOLOGY II (4 CREDITS)**
This course, taken in the spring of senior year, involves completion of the thesis. The student prepares and revises the final written report, and defends the thesis orally.

**PSYC 4999 - TUTORIAL (1 CREDIT)**
Supervised individual research projects.

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**Social Work**

**Director:** Koch  
**Co-Director:** Kammer  
**LC:** LL 716, (212) 636-6656 or (212) 636-7166  
**Web:** [www.fordham.edu/academics/programs_at_fordham_/social_work_basw_10622.asp](http://www.fordham.edu/academics/programs_at_fordham_/social_work_basw_10622.asp)

**Overview**
The mission of the BASW program at Fordham University is to educate students to promote human rights and social justice and improve the well-being of individuals, families, groups, organizations, and communities through culturally competent evidence-informed generalist social work practice embedded within an agency context. The School’s commitment to excellence in education and scholarship is built on professional social work values and the Jesuit educational tradition with its focus on social justice. The BASW program builds upon a strong liberal arts core to establish the social work competencies necessary to effectively serve diverse populations.

The program builds on students’ strong liberal arts experience, and combines classroom and field education with a strong student advising and support system. Following admission into the major, students participate in classes and activities of the Graduate School of Social Service, a social work program of national stature. This design provides a challenging and stimulating educational environment.

The baccalaureate program was granted full national accreditation in November 2001 by the Commission on Accreditation of the Council on Social Work Education. The program received reaffirmation of its accreditation in 2006. Students completing the social work program are eligible to apply for advanced standing at Fordham University’s Graduate School of Social Service, and/or other graduate schools of social work. If accepted, advanced standing will substantially shorten the time needed to complete a master’s of social work degree.

**Preparing for Program Admission**
The Core Curriculum provides students with a strong liberal arts platform from which to pursue upper-level study in social work. Students are expected to complete a substantial portion of the Core Curriculum before seeking admission to the social work program. Students may apply for program admission following completion of approximately 50 credit hours and most prerequisites (grades of D are not accepted). Transfer students are welcome to apply, but must be accepted for matriculation at Fordham University before their application to the program can be formally reviewed. Substitution of courses taken at institutions other than Fordham University will be evaluated on a case-by-case basis. The program encourages applicants who demonstrate both academic competency and characteristics that will serve as a sound base for professional development. Therefore, a combination of admission criteria is used. Full descriptions of admission policies, procedures, and applications are available at the program office.

The following prerequisites are required:
- American Pluralism
- Biology (with emphasis on human biology)
- One sociology course
Program Requirements

Social Work Major
(HEGIS Code 2104) Program Code 19833

The major in social work is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill, Lincoln Center, and Westchester.

FCRH and PCS students should keep in mind that all courses for the major in social work are offered at the Lincoln Center campus in the Graduate School of Social Services.

Students are expected to complete the 33 credits of the major within a two-year period, either on a full- or part-time basis. The major consists of eight required courses of three credits each, and a 600-hour, yearlong field practicum and integrative seminar of nine credits beginning in September.

Following admission, students complete the social work program in two years. Depending on their full-time or part-time status, students may take courses in addition to social work courses.

First Year: Students can begin in either fall or spring semester, but all complete four courses (SOWK 6801 and 6802-Social Work Research I and II and SOWK 6208 and 6209-Human Behavior and the Social Environment I and II) in either (A) the fall and spring or (B) the spring and summer.

Second Year: All students enter the second year in the fall semester, and complete four courses (SOWK 6321 and 6322-Social Work Practice with Individuals Families and Groups I and II, SOWK 6801 and SOWK 6802-Social Work Research I and II and SOWK 6901-Field Practicum and Integrative Seminar).

First Year
Fall (A) or spring (B): SOWK 6208, SOWK 6050
Spring (A) or summer (B): SOWK 6209, SOWK 6006

Second Year
Fall: SOWK 6801, SOWK 6321, SOWK 6901
Spring: SOWK 6802, SOWK 6006, SOWK 6322, SOWK 6901

Courses Required
SOWK 6006-Social Welfare Policies and Services
SOWK 6050-Human Rights and Social Justice
SOWK 6208-Human Behavior and the Social Environment I
SOWK 6209-Human Behavior and the Social Environment II
SOWK 6321-Generalist Social Work Practice with Individuals, Families, and Groups I
SOWK 6322-Generalist Social Work Practice with Individuals, Families, and Groups II
SOWK 6801-Social Work Practice in Research I
SOWK 6802-Social Work Practice in Research II
SOWK 6901-Field Practicum and Integrative Seminar

Admissions Procedure
Potential applicants should contact the program director, David Koch, Ph.D., (212) 636-6656, as early as possible in their planning. All applications and other materials should be sent to:

Fordham University, B.A. Program in Social Work
113 West 60th Street, Room 716 | New York, NY 10023

Dual Major Requirements
Fordham College at Lincoln Center and Rose Hill students are required to complete another major in the University, in combination with the major in social work. The dual major requirement for students transferring 50 or more credits is evaluated on an individual basis.

Various departments and majors in the University accept particular social work courses in lieu of a required course, or elective courses in the major. Interested students should contact the director of the social work program as well as their faculty adviser.

Early Admission to Master’s Program
Within five years of completion, students graduating with a BA in social work from the program are eligible to apply for advanced standing at Fordham’s Graduate School of Social Service or to other graduate programs in social work that consider advanced standing applications.

The evaluation of applications for advanced standing in the Fordham University Graduate School of Social Service leads to one of the following decisions:

1. Acceptance to the Graduate School of Social Service with advanced standing: The school grants advanced standing, students enter the advanced level of study, and choose from one of the advanced concentrations of study.

2. Rejection: The school rejects the application for admission and does not offer matriculation to the applicant.

3. Acceptance to the Graduate School of Social Service without advanced standing: The applicant demonstrates capacity for the profession and is assessed as needing to complete all masters level courses in order to prepare to enter the profession.

Program Activities
Once admitted to the social work major, students will be assigned an adviser during their first and second years of the program. This will provide support over the course of the program.

Students will have access to all student activities open to graduate social work students.

Courses Planned for Fall 2012–Spring 2014
SOWK 6006-Social Welfare Policy and Services
SOWK 6050 Human Rights and Social Justice
SOWK 6208-Human Behavior: Social Environment I
SOWK 6209-Human Behavior: Social Environment II
SOWK 6321-Generalist Social Work Practice I
SOWK 6322-Generalist Social Work Practice II
SOWK 6801-Social Work Research I
SOWK 6802-Social Work Research II
SOWK 6901-Field Work I

Course Descriptions

SOWK 6006 - SOCIAL WELFARE POLICY AND SERVICES (3 CREDITS)
The course introduces students to the underlying values, assumptions and philosophical perspectives as well as the social, economic and political factors that have influenced the development of this country’s social welfare system, including its goals, policies and programs. Content from this course is intended to help students: 1) learn the history, mission, and philosophy of the social work profession and the evolution of social welfare policy; 2) develop a beginning understanding of major social policies that have been created specifically to address the needs of individuals, families, groups, and communities—particularly those that live in poverty; 3) be able to apply to practice the policies and services rendered by local, state, regional, national, and international agencies using comprehensive frameworks with special attention to human rights, equity, and social justice; 4) understand that improving well-being is the goal of effective policy change; and 5) recognize policy implications for social work practice.

SOWK 6050 - HUMAN RIGHTS AND SOCIAL JUSTICE (3 CREDITS)
This course is an introduction to the human rights and social justice perspectives and how they interact with social work values, ethics, and practice in local and global contexts. Students will learn a practice framework that integrates a human rights perspective which promotes the dignity, respect, and well-being of all persons with a social justice perspective which seeks to understand, challenge, and combat oppression, unequal access to resources, and social inequities. Students engage in critical self-awareness and apply an integrated practice framework for use with individuals, families, groups, organizations, and communities that advance human rights and social and economic justice.

SOWK 6208 - HUMAN BEHAVIOR - SOCIAL ENVIRONMENT I (3 CREDITS)
This is the first of a two-semester course sequence. Students will learn a systemic way of thinking. Students will learn the open-ended, part/whole nature of all the systems that social workers interact with (the individual, family, small groups, community, society). We will look at how each system is interdependent, has its own structure, and is continually affecting larger and smaller systems. Additionally, students will learn theoretical explanations for oppression and related inequities in society and learn to evaluate these theories through the lens of human rights and social justice. A case will be used to illustrate the application of systems thinking to an oppressed group and the communities that are formed as an adaptation. This will relate to the concept of capacity building. This facilitates an analysis of the bidirectional nature of change between the community and the individual.

The course will focus on human development from infancy through late childhood in the context of families and communities, using a risk and resilience lens. Concepts of primary prevention and early intervention are explored. We introduce the concept of trauma, looking at the impact of domestic violence, child abuse, and neglect on young children and their families. We examine family and community supports as promotional factors of well-being in light of the central role of early attachment and research in neurobiology. We will include content on immigrants, linking an investigation of risk and protective processes among children and the schools, families, and communities within which they are embedded.

SOWK 6209 - HUMAN BEHAVIOR-SOCIAL ENVIRONMENT II (3 CREDITS)
This course looks at the promotion of well-being, human rights and social justice, including the role of social supports, life stressors, coping strategies, and resilience factors within the life course development of adolescents, adults, and older adults. At each of these stages we examine the role of risk and protective factors in the bio-psycho-social and ecosystemic environment. We approach the topic of death and dying from a life course perspective, and we examine spirituality as a resource for coping and resilience. We will also examine how immigration and the refugee experience affect developmental pathways. At the end of this course, students will be able to identify and discuss existing risks and strengths of individuals families and communities at different points in the life course during adolescence, adulthood and late adulthood.

SOWK 6319 - SOCIAL JUSTICE: ORGANIZATION & COMMUNITY (3 CREDITS)
This practice course examines how organizational settings and communities serve as a lens for understanding structural oppression, unequal access to resources, and themes of economics and social justice. This course focuses on how systemic oppression and social justice emerge in agency, organizational, and community settings. The course facilitates the development of practice skills that reflect an understanding of organizations and communities within a larger structural context of achieving social justice.

SOWK 6321 - GENERALIST SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND GROUPS I (3 CREDITS)
This course covers generalist practice skills in the beginning phase of the helping process with individuals, families, groups, and organizations. Initially, basic communication and interviewing skills essential to the helping relationship within all system sizes are introduced and practiced. Following this basic skill introduction, students learn the tasks and skills required in the beginning phase of practice, including preparation, engagement, first interview skills, and case documentation. Students then learn the process of collecting and organizing data from individuals, organizations and communities using a strengths perspective. The process of analyzing and synthesizing this data for the purposes of identifying promotive and risk factors, problem formulation and an assessment of the level of client economic, political, physical, mental, social, spiritual, and educational well-being is also introduced. The steps to ensure a collaborative contracting process that link assessment to intervention and evaluation are also examined and practiced.

SOWK 6322 - GENERALIST SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND GROUPS II (3 CREDITS)
This course continues to build skills of generalist practice with individuals, families and groups and communities. It begins by examining the common structure of social work practice, which includes the beginning, middle, and end phase with multilevel practice (individual, family, group, organization, and community). In this course, the skills and interventive roles relevant to the middle and end phases of intervention with individuals, families and groups will be discussed in greater detail while adding knowledge and skills involved in the
beginning phase of working with families, and groups. Throughout this course, emphasis is placed on the practice and application of skills through the use of role-plays and other interactive exercises using case examples representative of the client populations with whom the students work.

**SOWK 6801 - SOCIAL WORK RESEARCH I (3 CREDITS)**
This course introduces students to social work research. It focuses the scientific method from the development of a research hypothesis to the point of data collection. This course focuses on social work problem formulation and provides a basic introduction to methodology. It also includes selected research experiences. Material covers the following areas: developing a research question; the values, ethical, and political issues involved in developing the question; narrowing and specifying the question; sampling; design; data collection; and measurement techniques. Each topic is addressed through readings, lecture material and practical application. This practical application is usually related to the research project.

**SOWK 6802 - SOCIAL WORK RESEARCH II (3 CREDITS)**
In this course, students continue to learn research through a combination of didactic and experiential methods focusing on human rights and social justice. Students will continue to learn how to understand and evaluate social work research. Students will also continue to work on the class research project, with an emphasis on the analysis and interpretation of the data collected. Students learn how research informs practice and practice informs research.

**SOWK 6901 - FIELDWORK I (4 CREDITS)**
Students participate in this required integrative seminar which meets 15 times over the course of the academic year. The overall purpose of the integrative seminar is to assist students to combine what they learn in the classroom with what they learn in the field. In addition, the seminar is structured to provide students with a forum where they can share their experiences in the field and classroom, learn about ways social workers function in different settings, work towards the development of increased self-awareness, receive additional knowledge to supplement their academic and field experience, and learn to mutually support one another. This is structured as a Capstone Course integrating competencies from both their social work coursework and the broader Fordham University undergraduate core curriculum. This course will prepare students to enter into agency-based practice as well as to enter into advanced social work education.

### Sociology and Anthropology

**Chair:** Gilbert

**Associate Chair:** Gilbert (RH); Fader (LC)

**RH:** DE 403B, (718) 817-3850
**LC:** LL 916B, (212) 636-6335

**Web:** www.fordham.edu/sociology

#### Sociology

**Overview**

Sociology is the study of group life—ranging from the analysis of passing encounters between individuals on a city street to the examination of current trends in globalization. As a social science, it combines scientific and humanistic approaches to study the diversity of social relationships in our modern world. As a liberal arts major, sociology represents excellent preparation for future graduate work by developing critical thinking and research skills, and it similarly provides fundamental grounding for students planning careers in law, business, social work, criminal justice, medicine, and international affairs. The scope of the discipline is quite broad, satisfying a variety of interests. A major or minor in sociology also offers a good background for students whose career goals involve marketing research, teaching, communications, government work, or extensive contact with the public and business. As such, sociology will provide a deeper understanding of the complex social and cultural world that shapes life experiences. The wide selection of courses offers students the opportunity to study:

- crime and criminal justice
- urban issues and public policy
- social institutions, including education, the economy, religion, the family, and media
- social inequalities, including those of class, race, ethnicity, and gender

### Anthropology

The aim of anthropology is the comprehensive study of the human condition, the origins of our species in evolutionary biology, and the development of culture and society in its many variations among ancient and contemporary peoples. Its subject matter encompasses an immense time depth and a vast spatial range, including the simplest human societies and the most complex civilizations, including modern industrial nations. Anthropology brings together many areas of scientific and humanistic inquiry, unifying and integrating knowledge about people and their perceptions of the world, and it offers a balanced perspective on the momentous cultural changes wrought by globalization that are ongoing today.

A major in anthropology is important for those who seek to understand our multiethnic society and the varieties of culture on our planet. It is a valuable asset for any work entailing contact with the public and especially for careers involving international affairs or travel. The experience with cultural diversity that anthropology provides is excellent preparation for law, business, and other graduate studies, and its biological component makes it attractive to admissions officers of medical schools. The synthesizing nature of anthropology also makes it suitable for students pursuing a double major.
in which anthropology is combined with other areas of the humanities and the natural and social sciences.

**Contribution to Core**
Sociology and anthropology offer ANTH 1100, ANTH 1300, and SOCI 1100, which fulfill the first social science core requirement. The advanced social science core requirement may be satisfied by an advanced level course in sociology or anthropology. The course in Physical Anthropology, ANTH 1200, fulfills the life science core requirement for nonmajors. In addition, the department regularly offers courses that fulfill the American Pluralism, Global Studies, Interdisciplinary Capstone, and Eloquenta Perfecta 1 and 3, and Values Seminar/EP4 core requirements.

**Program Requirements**

**Sociology Major**
(HEGIS Code 2208) Program Code 06158

The major in sociology is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill and Lincoln Center.

Students majoring in sociology are required to complete 10 courses at FCRH and nine courses at FCLC and PCS. At FCRH, students are required to take the following four courses: Introduction to Sociology (SOCI 1100), Sociological Theory (SOCI 2800), and Methods of Social Research I and II (SOCI 2850 & 2851). At FCLC and PCS, students are required to take Introduction to Sociology (SOCI 1100), Sociological Theory (SOCI 2800) or Inequality in America (SOCI 3017), and either Social Science Statistics (SOCI 2606) or Basic Research Methods (SOCI 2650). These required courses are designed to help the student achieve basic sociological literacy and obtain a reasonable grasp of empirical research techniques. Sociology majors are free to choose their remaining elective courses according to their interests and career goals from a broad spectrum of sociological courses offered by the department. At FCRH, two courses in anthropology may be included among the electives, and with the written approval of the chair or associate chair, two courses in other social science departments may be counted toward the elective courses, giving the major considerable opportunity to develop an interdisciplinary approach to the study of human social behavior. At FCLC, a major may, with prior approval, take up to two courses outside sociology, from among anthropology, African and African American studies, Latin American and Latino studies, and social work.

**Sociology Minor**
The minor in sociology is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill and Lincoln Center.

For those wishing to take a minor in sociology, a total of six courses in sociology are required. At FCRH, students are required to take the following three courses: Introduction to Sociology (SOCI 1100), Sociological Theory (SOCI 2800), and Methods of Social Research I (SOCI 2850). At FCLC and PCS, students are required to take: Introduction to Sociology (SOCI 1100), Sociological Theory (SOCI 2800) or Inequality in America (SOCI 3017), and either Social Science Statistics (SOCI 2606) or Basic Research Methods (SOCI 2650). These required courses are designed to help the student achieve basic sociological literacy and obtain a reasonable grasp of empirical research techniques. The remaining three courses are elective courses.

**Anthropology Major**
(HEGIS Code 2202) Program Code 06146

The major in anthropology is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may major in anthropology only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Students majoring in anthropology are required to complete nine courses at FCRH and FCLC. Required of all majors is Introduction to Cultural Anthropology (ANTH 1100). Students at FCRH must also take Introduction to Physical Anthropology (ANTH 1200) and Introduction to Archaeology (ANTH 1300). These three required courses ensure that students achieve basic literacy in three of the four major subfields of anthropology. The fourth subfield, anthropological linguistics, may be taken as an elective (ANTH 1413). At FCLC, students must take Culture and Culture Change (ANTH 3725). Majors at the Rose Hill campus then take six elective courses, making nine in all, while majors at Lincoln Center take seven electives, making a total of nine courses.

Up to two courses in sociology may be used to satisfy electives and, with prior approval, one or two courses in other departments, or special tutorials taken with anthropology faculty, may be credited toward the major as electives if such courses complement departmental offerings and lie within a student’s specific area of anthropological interest. Majors are strongly encouraged to enroll in anthropology courses taught by faculty on both campuses, since the disciplinary specializations and course offerings differ at Rose Hill and Lincoln Center.

**Anthropology Minor**
The minor in anthropology is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may minor in anthropology only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Students wishing to minor in anthropology must complete six courses. At FCRH, these six are the three required courses in Cultural Anthropology (ANTH 1100), Physical Anthropology (ANTH 1200), and Archaeology (ANTH 1300), plus three electives. At FCLC, majors must take their required courses Cultural Anthropology (ANTH 1100) and Culture and Culture Change (ANTH 3725), plus four electives.

**Early Admission to Master’s Program**

**Sociology**
Please read the Early Admission to Graduate School of Arts and Sciences Master’s Programs section, which is located under the heading of Special Academic Programs in the chapter on Academic Programs, Policies, and Procedures within this Bulletin. This option enables academically strong students currently enrolled in Fordham College to earn a master’s degree in sociology one year after completing their bachelor’s. Students
are eligible to take up to three graduate courses in their senior year that can be counted toward both the major elective courses they take for the B.A. as well as the graduate courses the student will need for the M.A. Graduate courses taken while still at the College must be approved by the director of graduate studies of the department. All graduate courses taken in the early admissions option to the M.A. program should be at either the 5000 or 6000 level.

This policy applies to FCRH, FCLC, and PCS students. The minimum GPA to be eligible to apply is 3.2 or above after five semesters of work in the college. Applications do not need to include GRE scores unless the student is planning to apply for financial aid after completing his or her bachelor’s. Applications are made online through the Graduate School of Arts and Sciences website.

Program Activities

Honors and Awards
The department offers the opportunity for students to become members of Alpha Kappa Delta, the international honor society for sociology students. Each spring, students are inducted into Fordham’s Chapter Iota. At Rose Hill, the department honors its seniors at the end of year awards ceremony, Encena, by bestowing the Rev. Joseph P. Fitzpatrick, S.J., Memorial Award and the Rev. J. Franklin Ewing, S.J., Memorial Award for the best submitted essay by a graduating sociology and anthropology major, respectively. At Lincoln Center, the department also recognizes excellence in its graduating seniors with departmental honors in sociology and anthropology at its own diploma ceremony. The department also sponsors a Sociology Club, a Criminology Club, and an Anthropology Club at Rose Hill, and a Society for Sociology and Anthropology at Lincoln Center, all organized and governed by students.

Internships
Both sociology and anthropology majors and nonmajors are encouraged to take advantage of the Internship Seminar offered by the department. This course is designed to provide students with the opportunity to develop skills in social analysis, policy development, program evaluation, and interpersonal relations while being of service to others in a real-life setting outside the classroom. Employment opportunities include agencies and corporations in the New York metropolitan area ranging from organizations in the public sector, including the New York State Department of Corrections, the Legal Aid Society, and the Puerto Rican Family Institute, to organizations in the private sector, including CBS, Merrill Lynch, and IBM. Each student is required to spend a minimum of eight to 10 hours per week in an agency (public or private) or organization chosen to fit the individual student’s interests and expertise. All students who enroll in the program are required to do both the internship placement and to take Internship Seminar (SOCl 4900; SOCl 4901). Field placements must be obtained through the internship program coordinator located in the Office of Career Planning and Placement.

Anthropology Resources
Departmental resources include Stone Age implements; ethnographic art and artifacts from Southeast Asia, the South Pacific, and Africa; a teaching collection of human bones, and an archive and database of colonial and early American artifacts (including bricks). In cooperation with the history department, the anthropology program at Rose Hill conducted the longest running archaeological excavation in New York City from 1985 to 2002, located on the Rose Hill campus. Artifacts from this campaign are undergoing laboratory analysis, for which students may volunteer to help.

Courses Planned for Fall 2012–Spring 2014
Note: Following each course are codes indicating where the course has been taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, ER for Fordham School of Professional Studies at Rose Hill, EL for Fordham School of Professional Studies at Lincoln Center, and EW for Fordham School of Professional Studies at Westchester.

Sociology
SOCl 1050-Sociology Focus (R)
SOCl 1100-Introduction to Sociology (R, L, EL)
SOCl 2200-Sociology of Culture (R)
SOCl 2410-Inequality: Class, Race, and Ethnicity (R)
SOCl 2420-Social Problems of Race and Ethnicity (R)
SOCl 2505-Religion and Social Change (R)
SOCl 2600-Intro to Social Work and Welfare (R, EW)
SOCl 2606-Social Science Statistics (L)
SOCl 2610-Urban Community Development (R)
SOCl 2620-Organizing for Change (R)
SOCl 2650-Basic Research Methods (L)
SOCl 2690-Urban Research Methods (R)
SOCl 2700-Theories of Criminology (L, ER)
SOCl 2701-Intro to Criminal Justice (R, ER, EL, EW)
SOCl 2703-Social Deviance (R, L)
SOCl 2716-Social Change (EL)
SOCl 2800-Sociological Theory (R, L)
SOCl 2845-Drugs, Law, and Society (L)
SOCl 2847-The 60s: Sex, Drugs, and Rock & Roll (R)
SOCl 2850-Methods of Social Research I (R, ER)
SOCl 2851-Methods of Social Research II (R)
SOCl 2852-Fieldwork: Sociology/Anthropology (R)
SOCl 2853-The Ethnographic Approach (R)
SOCl 2875-Prison, Probation, Parole (EL)
SOCl 2925-Media, Crime, Sex, and Violence (R)
SOCl 2950-Youth Culture (L)
SOCl 2960-Popular Culture (R, EL)
SOCl 3000-Latino Images in Media (L)
SOCl 3017-Inequality in America (R, L, ER, EL)
SOCl 3020-Identities/Inequalities in American Society (R)
SOCl 3021-Sociology of Medicine (L)
SOCl 3030-HIV/AIDS in Africa (R)
SOCl 3043-Global Inequalities (L)
SOCl 3046-International Sociology (L)
SOCl 3050-Sociology and the Self (R, EL)
SOCl 3102-Contemporary Social Issues and Policies (R, EW)
SOCl 3110-Global Conflict: Wars and Religion (R)
SOCl 3135-American Social Structure (R)
SOCl 3136-Causes and Consequences of Inequality (R)
SOCl 3137-Poverty and Social Welfare in America
SOCl 3140-Old and New Minorities in the U.S. (R)
SOCl 3147-Social Change: Latin America (R)
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<tr>
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<tr>
<td>SOCI 3148</td>
<td>Population and Economic Development Issues</td>
<td>(R)</td>
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<tr>
<td>SOCI 3150</td>
<td>Sociology of Work</td>
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<tr>
<td>SOCI 3151</td>
<td>Sociology of Education</td>
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<tr>
<td>SOCI 3152</td>
<td>Sociology of Sports</td>
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<td>SOCI 3154</td>
<td>Political Sociology</td>
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<tr>
<td>SOCI 3160</td>
<td>The Modern City</td>
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<td>SOCI 3236</td>
<td>Issues in Healthcare</td>
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<td>SOCI 3240</td>
<td>Vocation of the Healthcare Provider</td>
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<td>SOCI 3250</td>
<td>Media Elites Race Ideology</td>
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<td>SOCI 3255</td>
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<td>Political Sociology in Film</td>
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<td>SOCI 3261</td>
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<td>Race and Mixed Race</td>
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<td>SOCI 3402</td>
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<td>SOCI 3404</td>
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<td>SOCI 3408</td>
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<tr>
<td>SOCI 3410</td>
<td>Migration and Globalization</td>
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<td>SOCI 3415</td>
<td>Development and Globalization</td>
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<td>SOCI 3416</td>
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<td>SOCI 3427</td>
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<td>SOCI 3504</td>
<td>Work and Family</td>
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<td>SOCI 3505</td>
<td>Coming of Age: Adulthood</td>
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<td>SOCI 3506</td>
<td>Diversity in American Families</td>
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<td>SOCI 3601</td>
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<td>SOCI 3602</td>
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<td>SOCI 3610</td>
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<td>SOCI 3670</td>
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<td>SOCI 3675</td>
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<td>SOCI 3701</td>
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<td>SOCI 3708</td>
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<td>SOCI 3711</td>
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<td>SOCI 3713</td>
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<td>SOCI 4394</td>
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<td>SOCI 4900</td>
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<td>SOCI 4901</td>
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<td>SOCI 4960</td>
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<td>SOCI 4961</td>
<td>Urban Issues and Policies</td>
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<td>SOCI 4970</td>
<td>Community Service and Social Action</td>
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<td>SOCI 4971</td>
<td>Dilemmas of the Modern Self</td>
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<tr>
<td>SOCI 4999</td>
<td>Tutorial in Sociology</td>
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**Anthropology**

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<tr>
<td>ANTH 1050</td>
<td>Anthropology Focus</td>
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<tr>
<td>ANTH 1100</td>
<td>Introduction to Cultural Anthropology</td>
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<td>ANTH 1200</td>
<td>Introduction to Physical Anthropology</td>
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<td>ANTH 1300</td>
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<td>ANTH 1413</td>
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<td>ANTH 2201</td>
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<td>Taboo: Anthropology of the Forbidden</td>
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<td>ANTH 2619</td>
<td>Magic, Science, and Religion</td>
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<td>ANTH 2620</td>
<td>The Anthropology of Cities</td>
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<td>ANTH 2770</td>
<td>Anthropology of Childhood</td>
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<td>ANTH 2880</td>
<td>Human Sexuality in Cross-Cultural Perspective</td>
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<td>ANTH 2886</td>
<td>Male and Female in Society</td>
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<td>ANTH 2888</td>
<td>Gender and Islam</td>
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<td>ANTH 2890</td>
<td>Visual Anthropology</td>
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<td>ANTH 2900</td>
<td>Social Theory in Anthropology</td>
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<td>ANTH 2909</td>
<td>Middle Eastern Pop Culture</td>
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<td>ANTH 3000</td>
<td>Art and Society</td>
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<td>ANTH 3005</td>
<td>Anthropology of J. R. R. Tolkien</td>
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<td>ANTH 3110</td>
<td>Ancient Cultures of the Bible</td>
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<td>ANTH 3114</td>
<td>Anthropology of Health and Healing</td>
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<td>ANTH 3180</td>
<td>Cultures of New York City</td>
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<td>ANTH 3193</td>
<td>Peoples of the Middle East</td>
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<td>ANTH 3194</td>
<td>Peoples of East Asia</td>
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<td>ANTH 3340</td>
<td>Anthropological Perspectives on Race and Ethnicity</td>
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<td>ANTH 3342</td>
<td>Race in the Americas</td>
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<td>ANTH 3345</td>
<td>Health, Medicine, and Curing</td>
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<td>ANTH 3350</td>
<td>American Cultures</td>
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<td>ANTH 3351</td>
<td>Comparative Cultures</td>
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<td>ANTH 3353</td>
<td>Anthropology of Globalization</td>
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<td>ANTH 3354</td>
<td>Race, Identity, and Globalization</td>
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<td>ANTH 3365</td>
<td>Political Anthropology</td>
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<td>ANTH 3373</td>
<td>Environment and Human Survival</td>
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<td>ANTH 3375</td>
<td>Ecotourism in Anthropological Perspective</td>
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<td>ANTH 3390</td>
<td>TV and Pop Culture</td>
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<td>ANTH 3391</td>
<td>Vampires and Kinship</td>
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<td>ANTH 3470</td>
<td>Peoples and Cultures of Latin America</td>
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<td>ANTH 3475</td>
<td>Popular Culture in Latin America and the Caribbean</td>
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<td>ANTH 3476</td>
<td>Latin American Social Movements</td>
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<td>ANTH 3480</td>
<td>Cultural Politics: Latin America</td>
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<td>ANTH 3490</td>
<td>Anthropology of Political Violence</td>
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<td>ANTH 3615</td>
<td>Urban Anthropology</td>
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<td>ANTH 3510</td>
<td>Museums: Culture on Display</td>
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<td>ANTH 3520</td>
<td>Dead Men Talking: Forensic Inv Human Skeleton</td>
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<td>ANTH 3722</td>
<td>Primate Ecology</td>
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<td>ANTH 3725</td>
<td>Culture and Culture Change</td>
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<td>ANTH 3726</td>
<td>Language, Gender, and Power</td>
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<td>ANTH 3770</td>
<td>Ancient Cultures of Mexico and Central America</td>
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<td>ANTH 3775</td>
<td>Civilizations of the Ancient World</td>
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<td>ANTH 4998</td>
<td>Tutorial in Anthropology</td>
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<td>ANTH 4999</td>
<td>Tutorial in Anthropology: Cross-Cultural Issues</td>
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radiate Courses Open to Undergraduates

SOCI 5400 - Gender, Differentiation, and Inequality
SOCI 5401 - Gender, Ethnicity, and Migration
SOCI 5410 - Gender and Sexuality
SOCI 5509 - Migrant Minorities in New York
SOCI 5605 - Sociology of Minorities
SOCI 5608 - Race and Ethnicity in the Media
SOCI 5614 - Hispanic Policy Issues: Formulation and Evaluation
SOCI 5615 - Urban Poverty in the U.S.
SOCI 5616 - Community Empowerment
SOCI 5705 - Race, Gender, and Crime
SOCI 5802 - Religion and Culture Wars
SOCI 5805 - Culture: Knowledge, Sentiments, and Beliefs
SOCI 5806 - Religion and Globalization
SOCI 5900 - Global Cities

Course Descriptions

Anthropology

ANTH 1050 - ANTHROPOLOGY FOCUS (3 CREDITS)
How different is family life around the world? In this course, students will become acquainted with families in several cultures, and they will compare these to their own to discover what they share in common and what they don’t. Emphasis will be placed on definitions of family, types of family, the developmental cycle, domestic space, roles and activities within the family, families in their community, adaptation to external forces, and family and memory. Students will explore how anthropologists look at family life cross-culturally and how they explain the range of diversity observed.

ANTH 1100 - INTRO TO CULTURAL ANTHROPOLOGY (3 CREDITS)
We live in a shrinking international arena that demands greater sensitivity to the diversity of cultural patterns surrounding us. In this course, students investigate human beliefs and behavior, particularly in regard to forms of communication, marriage and the family; adaptations to the environment and to political, economic and religious institutions in a variety of past and present cultures.

ANTH 1200 - INTRO TO PHYSICAL ANTHROPOLOGY (3 CREDITS)
Students are introduced to our closest relatives, monkeys and apes, through examination of skeletal remains and visits to the zoo. After a study of the mechanisms of heredity and speciation, the evolution of humanity is traced from its earliest beginnings to modern times, paying special attention to the development of intelligence, language, and racial characteristics.

ANTH 1300 - INTRO TO ARCHAEOLOGY (3 CREDITS)
How do we study society when no living members of that culture remain? Students will examine the ways by which anthropologists have inferred former patterns of behavior from surviving evidence through a survey of traditional methods as well as new scientific techniques. Students will study artifacts from the University’s collection and “excavate” their own archaeological site on paper to better understand the process of investigation.

ANTH 1413 - LANGUAGE AND CULTURE (4 CREDITS)
An introduction to linguistic science emphasizing the structure, functions, and origins of languages as the symbolic system of communication peculiar to humans.

ANTH 2201 - INTRO TO HUMAN VARIATION (4 CREDITS)
This introductory undergraduate physical anthropology course examines the patterns of biological variation that exist among and within human populations. Physical anthropologists study human variation to understand who we are in the context of nature. In this course, we will study (1) the source of our variation, (2) the factors that affect it, (3) the distribution of human variation, (4) the importance of studying human variation in the real world, and (5) the future of our variation. Emphasis will be placed on the development of critical thinking skills as they affect our understanding of physical diversity. Students will conduct a literature research and give an oral presentation based upon this research.

ANTH 2340 - EGYPTOMANIA: ANCIENT EGYPT TODAY (4 CREDITS)
This course relates ancient Egypt to the present through an interdisciplinary approach to pharonic culture and artistic form, their preservation in a globalized world, and their representation in popular culture.

ANTH 2342 - THE PAST IN THE PRESENT (4 CREDITS)
This course examines how modern day politics shape our understanding of the ancient Near East. This class combines archeology, politics, and Middle East Studies.

ANTH 2447 - PASSAGES: LIFE CYCLES (4 CREDITS)
Although the life cycle is biologically based, societies differ in the way they conceptualize the stages of life. This course explores differing concepts of personhood and how a person is linked to moral beliefs and ideologies of power. We examine the way rites of passage (e.g., birth, initiation ceremonies, marriage, parenthood, and death) shape personhood in different cultures. We consider how the perspectives of psychology and anthropology complement, challenge, and enrich our understanding of the life cycle.

ANTH 2500 - TABOO: ANTHROPOLOGY OF FORBIDDEN (4 CREDITS)
Taboo helps identify sources of social danger, establishing prohibitions designed to protect society from that which it considers dangerous or repulsive. Yet, the prohibitions always exert an undeniable attraction, leading to a fascination with transgression. Through exploration of the anthropological notion of taboo— and related cross-cultural concepts of impurity, contagion, and transgression—this course will explore the extent to which prohibition and danger structure social life. Topics considered will include incest, cannibalism, eroticism, filth, murder, madness, and sin.

ANTH 2614 - URBANISM & CHANGE IN THE MIDDLE EAST (4 CREDITS)
This course discusses urban traditions and theories in the Middle East. The course material will cover multiple Middle Eastern cities, old and new. Through ethnography we analyze the impact of colonial policies on the politics of space and place.

ANTH 2619 - MAGIC, SCIENCE & RELIGION (4 CREDITS)
Magic, science, and religion will be analyzed, compared, and contrasted. Problems in the comparative study of these topics, especially of religion,
the "supernatural," and world view, are discussed in the context of various cultures. (Every other year)

**ANTH 2620 - THE ANTHROPOLOGY OF CITIES (4 credits)**
This course explores the everyday life of cities in a range of international contexts. We will investigate the formation of urban neighborhoods, urban ties based on ethnicity and religious beliefs, multilingualism and changing notions of the city due to globalization.

**ANTH 2750 - THE RISE OF CIVILIZATION (4 credits)**
Throughout most of our existence, humans have lived in small egalitarian, and highly mobile groups that hunted and gathered food. Eventually, we settled into permanent villages, domesticated plants and animals, and developed social and economic stratification. The rise of civilizations occurred independently around the world in Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica, and Peru. Monumental architecture, writing, craft specialization, and political centralization became hallmarks; but alongside these achievements came poverty, slavery, war, and disease. The course will examine the transformation in culture and society that resulted from the origins of food production and state formation.

**ANTH 2770 - ANTHROPOLOGY OF CHILDHOOD (4 credits)**
This course will explore the experience of childhood cross-culturally, including, for example, toddlers in New Guinea, North American tweens, and child soldiers in Sierra Leone. We will address issues such as discipline, emotion, authority, and socialization within the broader context of race, religion, and gender. Special attention will be given to the effects of war, poverty, and social inequality on children and the recent development of a set of universal human rights for children.

**ANTH 2880 - HUMAN SEXUALITY (4 credits)**
Human sexuality in cross-cultural perspective. Human sexuality presents a challenge to anthropology which, as a general practice, continues to divide the biological from cultural. Sexuality depends on biology, but its actual practices arise in specific cultural contexts, which vary widely. In this course, we examine older anthropological theories of sexuality as well as a new emerging interactionist paradigm that recognizes the power of both biology and culture. Specific topics include ethnographic method in the study of sexuality; evolutionary theory; cultural constructivism; heteronormativity; and gay, lesbian, bisexual, and transgender issues in a range of societies.

**ANTH 2886 - MALE & FEMALE IN SOCIETY (4 credits)**
Are sex roles biologically determined or culturally defined? A cross-cultural perspective provides a unique opportunity to explore answers to this question through an examination of the roles of men and women in marriage and the family and in economic, political and religious institutions, as well as how such roles are interrelated with conceptions of masculinity, femininity, honor, and shame.

**ANTH 2890 - VISUAL ANTHROPOLOGY (4 credits)**
Culture affects what and how we see, and what we see affects our culture. Film, still photography, and video each enable anthropologists to capture and analyze aspects of this relationship, and of culture in general.

**ANTH 2900 - SOCIAL THEORY IN ANTHROPOLOGY (4 credits)**
The course will explore the theoretical underpinning of the anthropological research endeavor. Particular emphasis will be placed on three different factors: 1) The historical development of theory in the discipline, from the early schools such as evolutionism, functionalism, structural-functionalism, and structuralism; 2) People Without History, Claude Levi-Strauss’ *Tristes Tropiques*, and Margaret Mead’s *Sex and Temperament*; and, 3) a review of the latest theoretical influences on the discipline from French theorists such as Jacques Lacan, Georges Bataille, Pierre Bourdieu, Julia Kristeva, Lucía Irigaray, Marguerite Duras, and Michel Foucault.

**ANTH 3002 - ART AND ANTHROPOLOGY (4 credits)**
In this class, we will explore the century long dialogue between anthropology and the creative arts. From Picasso and Matisse appropriating African arts, and Zora Hurston drawing on her anthropological research for her novels, to Michael Taussig’s use of fiction as an ethnographical tool, the study of culture and the creation of art have long been closely intertwined. We will read essays, ethnographies, poems, novels, and life histories, tracing the possibilities of anthropology as a creative discipline and a way of understanding creativity.

**ANTH 3005 - ANTHRO OF J. R. R. TOLKIEN (4 credits)**
The fictional writing of J.R.R. Tolkien, including *The Hobbit*, and *The Lord of the Rings*, has many direct correlations with historical Europe, and beyond its literary value, it can serve in some ways as an ethnographic account of the curious land of Middle Earth. The works describe and extraordinary panorama of myth and borrowed facts, from which we can refine our understanding of the “other” through analysis of sociolinguistics, funerary ritual, cultural norms, and archaeology while simultaneously exploring the sources of Tolkien’s imaginative creations.

**ANTH 3110 - ANCIENT CULT OF THE BIBLE (4 credits)**
What was it really like in Biblical times? Through an archaeological investigation of the Holy Land, particularly the Canaanite, Israelite, and classical cultures of Old and New Testament times, this course provides students with a better understanding of the ancient social and religious background of our modern Judeo-Christian tradition. Extensively slide illustrated.

**ANTH 3111 - NEW WORLD ARCHAEOLOGY (4 credits)**
What were the Americas like before the arrival of Europeans? This course investigates the prehistory of the western hemisphere with emphasis on the arrival and expansion of hunter-gatherer societies throughout the New World. Explore ancient Native American cultural adaptations from the Ice Age to today’s global warming within the diverse and dynamic habitats of early times. Students will gain a broader appreciation of American Indian culture and diversity, as well as its extraordinarily long record of survival and achievement.

**ANTH 3114 - ANTHROPOLOGY OF HEALTH & HEALING (4 credits)**
Health and illness will be studied as an interrelationship of biology, ecology, and culture in antiquity and contemporary societies. Among concepts of health and healing explored in Euro-American and non-Western cultures are: What is “normal”? What causes disease? Who can heal? What treatments are provided? What impact does modernization have on these cultural patterns?

**ANTH 3180 - CULTURES OF NEW YORK CITY (4 credits)**
This course explores the cultural diversity of New York City from an anthropological perspective. The focus will be on how different groups
use urban public spaces, e.g., ethnic and religious communities within the city and urban subcultures. Students will use readings to inform their own ethnographic research on the cultures of New York.

**ANTH 3193 - PEOPLE OF THE MIDDLE EAST (4 CREDITS)**
A survey of the social and religious diversity of the Middle East. Among the topics addressed are ethnic and tribal communities, gender relations and the honor code, urban-rural relations and local and national politics.

**ANTH 3197 - PEOPLE OF SOUTH ASIA (4 CREDITS)**
This course explores the people, history, culture, and politics of South Asia.

**ANTH 3340 - ANTHROPOLOGICAL PERSPECTIVES ON RACE & ETHNICITY (4 CREDITS)**
A cross-cultural, interdisciplinary consideration of the concepts of race and ethnicity, this course examines racial and ethnic categories and explores how they form, how society gives them meaning and the circumstances under which they change.

**ANTH 3343 - GHETTOS AND GATED COMMUNITIES (4 CREDITS)**
How do humans order their urban landscapes? Do different cultures segregate certain peoples in the urban landscape? Do cultures exclude certain groups from certain neighborhoods? Students will become acquainted with ghettos and gated communities in different cultures around the world and compare them with their own to discover what they share and don’t share. Students will learn how anthropologists study global urban communities. Topics to be covered in this course are urbanization, creation of ghettos and gated communities, influence on the urban landscape from gender, political, economic, social, and global forces.

**ANTH 3346 - DRUGS, CULTURE & SOCIETY (4 CREDITS)**
This course examines the relationship among drugs, politics, and society from a cross-cultural perspective. Includes discussion of the use of mind-altering and habit-forming substances by “traditional societies”; the development of a global trade in sugar, opium, and cocaine with the rise of capitalism; and the use and abuse of legal and illegal drugs in the U.S. and other selected countries.

**ANTH 3351 - COMPARATIVE CULTURES (4 CREDITS)**
This course will survey the diversity of cultures in the world and the processes that have produced similarities and differences among and within various geographic areas. Some of the central topics of discussion include human adaptation and adaptability, social change, modernization and ideas of development in small scale as well as in complex societies today.

**ANTH 3354 - RACE, IDENTITY & GLOBALIZATION (4 CREDITS)**
The course will explore the power of racial discourses in the production of global difference over the last five decades. Particular emphasis will be placed on the work of James Baldwin to understand the insights of the North American civil rights movement, and its global influence since the 1960s. The civil rights movement coalesced at an important moment of global historical questioning, and along with the African and Caribbean national liberation movements, anti-Vietnam War protests, feminist and gay struggles, and the student uprisings in Europe and Latin America, marked a particular manner in which to rethink global concepts such as democracy, citizenship, transnational identity, and political consciousness. The objective of the course is to make use of Baldwin’s racial, national, and global reflections to understand the global effects of the progressive movements initiated five decades ago.

**ANTH 3365 - POLITICAL ANTHROPOLOGY (4 CREDITS)**
This course examines the contributions made by sociocultural anthropology to political thought (especially theories of state and community) through a reading of ethnographies of conflict, both classic and recent. We will consider the role of language, ritual, and violence in the life of political groups. We will also ask how situations of war and illegality can stress and even alter the conceptual boundaries of “the human.”

**ANTH 3373 - ENVIRONMENT & HUMAN SURVIVAL (4 CREDITS)**
This course is an inquiry into the biological and cultural processes by which human populations have adapted to the world’s diverse ecosystems. Particular attention is devoted to issues of group survival in difficult habitats and the environmental impact of preindustrial and recently Westernized cultures.

**ANTH 3391 - VAMPIRES AND KINSHIP (4 CREDITS)**
Vampire stories have been around for at least a century, during which time they have been used transculturally to express different ideas about life and death, mortality and divinity. In recent decades, there seems to have been a new resurgence of vampire stories both in film and literature, i.e., Blade, Interview with the Vampire, Cronos, The Historian, etc. The course will explore these modern blood narratives as they express contrasting ideas about how kinship, community, and ultimately modern ideas about the global self are being articulated and reworked.

**ANTH 3392 - ZOMBIES, COMMODITIES & CAPITALISM (4 CREDITS)**
This course explores the relationship with the dead in Western imagination. It examines the evolution of the zombie idiom throughout the Western hemisphere over the last century with emphasis on the role of the zombie in the voodoo religious tradition of Western Africa and the Caribbean, and how this transnational synergetic belief was transplanted to other regions of the Americas. The role of horror films will also be assessed to understand the manner in which this African cultural practice has been used recently to assess new forms of modernization and global capital. The goal is to understand how the zombie cultural metaphor expresses profound spiritual anxieties about the human spirit in an age of global capital, representing the manner in which everything, particularly human labor, is commodified in the ever transforming nature of transnational capitalist.

**ANTH 3470 - PEOPLE & CULTURES OF LATIN AMERICA (4 CREDITS)**
This course surveys the diversity of Latin America as a continent and as a complex mixture of peoples and cultures with an increasing presence in the United States. It will place particular emphasis on the discussion of ethnicity, race, gender, religion, artistic production, and economic and political inequality. The aim of the course is to understand the cultural and social particularities of contemporary Latin America and to place them in a global context.

**ANTH 3490 - ANTHROPOLOGY OF POLITICAL VIOLENCE (4 CREDITS)**
Political violence happens everyday, whether we endure it personally or
hear about it through the media. But seldom do we ask ourselves what it is. This course investigates the nature of political violence and articulate its many forms from the anthropological perspectives of gender, class, ethnicity, economics, and, of course, politics. Specific areas of study include Northern Ireland, Germany, Sudan, Palestine, Mexico, Argentina, China, Australia, and the U.S.. The course will discuss the motivations for action (or inaction) by governments, elites, and insurgents, and students will get to know some of the organizations working against political violence. Field trips will include visits to the United Nations, the United Holocaust Museum, and Ground Zero. Podcasts, news broadcasts, movies, and audio documentation of events will provide further access to examples of global political violence.

**ANTH 3510 - MUSEUMS: CULTURES ON DISPLAY (4 CREDITS)**
This course will explore the purposes museums serve and the meanings museums create in New York City and throughout the world. We will consider practices of collecting and displaying both objects and people, and we will cover both the historical development of museums and contemporary museums-related controversies. The course will frequently meet at New York City museums for in-situ learning experiences.

**ANTH 3520 - FORENSIC INV HUMAN SKELETON (4 CREDITS)**
To understand how the human skeleton is utilized to identify the deceased and sometimes solve crimes, knowledge of skeletal biology and anatomy is paramount. This course has two primary objectives: to provide basic but solid knowledge of the human skeleton and to explain the application of that knowledge to forensic anthropology. Students can expect to obtain a critical understanding of human skeletal anatomy, and forensic osteology, as well as the ability to think critically about the recent media glamorization of forensic practice.

**ANTH 3610 - FAMILIES IN ECONOMIC CRISIS (4 CREDITS)**
At times in U.S. history, millions of American families have been in economic crisis. Such crises have significantly altered patterns of household composition and social relations, especially regarding jobs, home, and family life. This course will examine theories and policies of economic conditions and labor market trends across a broad spectrum of income brackets and culturally diverse households, including housing, alternative living arrangements, educational access, job security, occupational and industry-specific employment and unemployment trends, and customs and traditions of marriage and social relations between the sexes. The course will use a comparative and historical approach by reviewing the influence of the Great Recession on American families as compared to the impact of previous recessions (for example, the mid-1970s, the early to mid-1980s; and early 1990s). Readings will be drawn from the social sciences in such disciplines as cultural anthropology, political economy, sociology, and gender and sexuality studies.

**ANTH 3615 - URBAN ANTHROPOLOGY (4 CREDITS)**
This course will introduce you to some of the key issues in urban anthropology with a focus on culture, politics, and power. We will investigate topics such as poverty, gentrification, globalization, race and class, popular culture, and social change in cities as diverse as Chicago, Tokyo, Rio de Janeiro, London, China, India, and New York, among others.

**ANTH 3722 - PRIMATE ECOLOGY (4 CREDITS)**
This course is an introduction to primates. Through lectures, readings, discussions, and observation projects, students will investigate the emergence of the order and explore the diversity of primates around the world. The course will address issues of ecological adaptation, social organization, and conservation, especially of the species most threatened by extinction, and it will illustrate how habituation projects make it possible to conduct effective field studies. The evolutionary basis of the special characteristics of primates will be discussed, as well as the question of what nonhuman primate behavior can tell us about ourselves.

**ANTH 3725 - CULTURE AND CULTURE CHANGE (4 CREDITS)**
Selected issues in the relationship of human behavior and culture. Issues dealt with in this course include the concept of culture, culture and the individual, culture contact, and culture change. (Every other year)

**ANTH 3726 - LANGUAGE, GENDER AND POWER (4 CREDITS)**
An examination of how everyday language use is constituted by cultural ideas about gender, power and identity. Various theoretical frameworks are analyzed through ethnographic case studies which include Mexico, Malagasy, Senegal, Hungary, Nepal and the United States. We focus on issues such as prestige, politeness, inequality and hierarchy, language shift, multilingualism, code-switching and literacy.

**ANTH 4999 - TUTORIAL IN ANTHROPOLOGY (4 CREDITS)**
Supervised individual study project.

**Sociology**

**SOCI 1025 - SOCIOLOGY OF AMERICAN CULTURE (3 CREDITS)**
A course for international students that introduces them to the study of American culture and identity; readings from the social sciences, literature, and history.

**SOCI 1100 - INTRO TO SOCIOLOGY (3 CREDITS)**
An introduction to sociology with a focus on its nature as a scientific discipline. The analysis of society through the use of sociological theories, concepts, and methods. This course serves as a prerequisite to all other sociology courses and seeks to stimulate students to continue to deepen their understanding of societies.

**SOCI 2200 - SOCIOTOLOGY OF CULTURE (4 CREDITS)**
“Culture” is a people’s entire way of life expressed in language, art, law, religion, and other collective practices such as work, leisure, sports, food, and dress. Aspects of contemporary cultures including multiculturalism group identity, and global consciousness are studied.

**SOCI 2410 - INEQUALITY: CLASS, RACE, AND ETHNICITY (4 CREDITS)**
The recent history of the U.S. as a nation of distinct socioeconomic classes and the persistence of racial and ethnic conflict as a factor affecting inequality.

**SOCI 2420 - SOCIAL PROBLEMS & RACE ETHNICITY (4 CREDITS)**
This course explores the historical and contemporary issues surrounding the impact that race and ethnicity have in society. Students will examine how racial and ethnic criteria often guide important economic, political, and social decisions that affect access to resources by various groups and which usually have major consequences for the individual.
SOCI 2505 - RELIGION & SOCIAL CHANGE (4 credits)
The course explores questions about religion and social change in domestic and international contexts and how religious institutions adapt to changes in gender roles, urbanization, migration, and religious and ethnic pluralism. What roles have religious movements, including fundamentalism, played in modernization? Students examine under what conditions religion is compatible with the global spread of democracy, environmentalism, or individualist conceptions of human rights.

SOCI 2570 - SOCIOLOGY OF FUNDAMENTALISM (4 credits)
The attack on the twin towers of New York, the assassination of doctors and bombing of abortion clinics, and the proliferation of suicide bombers and suicide cults are examples of true believers—Muslim, Jew, Christian, and Hindu—at war with others in the name of faith. Dissent seems to be considered a heresy, and dogmatism seeks domination over democracy. Using film, selected readings, and occasional guest speakers, this course examines why in the 21st century—the most technologically advanced, pluralistic, and globally unified era in the history of humanity—fundamentalism has become a dominant force on the world stage.

SOCI 2600 - INTRO TO SOCIAL WORK & WELFARE (4 CREDITS)
Introduction to values, knowledge, and skills of social work professions. Focus on historical and contemporary rules and relations of social work profession. Also includes social welfare history and policy.

SOCI 2606 - SOCIAL SCIENCE STATISTICS (4 CREDITS)
Introduces the student to the basic concepts of both descriptive and inferential statistics. Both models will be presented, their assumptions delineated, and their application to research in the social sciences emphasized.

SOCI 2620 - ORGANIZING FOR CHANGE (4 CREDITS)
The course will focus on both the history and the process of community organizing, with a particular focus on the Bronx. Different methods of community organizing, including organizing by geographic community, issue, job, and shared identity, will be examined, and students will learn to create economic and demographic profiles of an area to identify potential issues in that area. Specific examples of various organizing efforts will show how such efforts have resulted in community development projects and revitalization. The value of these projects will be critically analyzed and the tension between community organizing and community development will be examined.

SOCI 2650 - BASIC RESEARCH METHODS (4 CREDITS)
A survey of the basic tools for data collection and research design. Focus on decisions involved in the selection of the research problem, research design, and the interpretation of data. Methods to be explored include participant observation, survey analysis, content analysis, and the case study approach.

SOCI 2690 - URBAN RESEARCH METHODS (4 CREDITS)
This course provides an overview of and hands-on approach to many of the research methods useful for urban planners, policymakers, and public administrators. Topics covered include the use of census data for describing, estimating, and projecting local area populations; survey research; evaluation research; field research; and social experiments.

SOCI 2701 - INTRO TO CRIMINAL JUSTICE (4 CREDITS)
An overview of the criminal justice system: law, its sociology, and its social and political functions. A critical examination of law enforcement agencies, the judicial system, and corrections.

SOCI 2703 - SOCIAL DEVIANCE (4 CREDITS)
The study of how deviance is closely related to social power and social class. Deviance from, or conformity to, social rules or norms raises the question, Who rules? The study of deviance has been particularly concerned with issues of class, race, ethnicity, gender, and sexuality.

SOCI 2716 - SOCIAL CHANGE (4 CREDITS)
Various theories of social change will be considered, in keeping with the aim of the course, which will be to develop a frame of reference for studying change in the “advanced” and “developing” societies of the modern world.

SOCI 2800 - SOCIOLOGICAL THEORY (4 CREDITS)
A survey of classical and contemporary theory that gives students a grasp of the history, nature, and significance of theory for the study of contemporary societies and sociocultural processes.

SOCI 2845 - DRUGS, LAW & SOCIETY (4 CREDITS)
This course examines the social organizations of illegal commerce in narcotics and other drugs, looking at this transnational business from the point of production to the points of consumption throughout the world.

SOCI 2847 - THE 1960s: SEX, DRUGS, AND ROCK & ROLL (4 CREDITS)
The 1960s was one of the most tumultuous eras in American history, marked by a revolutionary movement led by youth struggling for freedom on many levels. African Americans, with white support, struggled against the oppression of racial segregation of the South in the civil rights movement; young people sought sexual freedom and the right to experiment with drugs; musicians broke away from the restraints of traditional pop and folk songs and created rock and roll; politically minded youth attacked the traditional institutions of political and economic power by protesting against the war in Vietnam; women challenged traditional male attitudes that confined them to domesticity or inferior status in the workplace and in society; gays organized against the repressive laws and prejudices against homosexuality. Using films, music and writings from the era, this course will show how all of these social strands intertwined.

SOCI 2850 - METHODS OF SOCIAL RESEARCH I (4 CREDITS)
Students are introduced to the fundamentals of empirical research while actively being involved in the research process by conducting their own survey. The first course includes a survey of different methodologies used by social scientists. Students gain hands-on experience in writing a literature review, specifying a research question, developing research hypotheses, designing a questionnaire and collecting data through interviewing.

SOCI 2851 - METHODS OF SOCIAL RESEARCH II (4 CREDITS)
The second course focuses on data analysis. Students learn simple descriptive and inferential statistics in conjunction with how to use the computer. These skills provide the basis for obtaining answers to research...
questions and testing hypotheses so that students can write their final research reports.

**SOCI 2852 - FIELDWORK: SOCIOLOGY/ANTHROPOLOGY**  
(4 CREDITS)
This course examines the distinctive research method of fieldwork or ethnography as practiced by sociologists and anthropologists. The course will introduce students to the history and development of fieldwork, its goals, and various techniques, and to relevant ethical issues. The course will consist of lectures and also a “laboratory” component, in which students will conduct and report on their own fieldwork assignments.

**SOCI 2853 - THE ETHNOGRAPHIC APPROACH**  
(4 CREDITS)
This course introduces students to ethnographic research methods, including the practical, ethical, and logistical implications of conducting ethnographic fieldwork. Students will have an opportunity to conduct independent research and write a seminar paper based on this research.

**SOCI 2925 - MEDIA: CRIMES, SEX, AND VIOLENCE**  
(4 CREDITS)
An analysis of mass media reporting, presentation, and explanation.

**SOCI 2960 - POPULAR CULTURE**  
(4 CREDITS)
This course will investigate the nature of contemporary popular culture. How do people spend their “spare time”? Does this vary with social class? Is sport the new religion? And how does this differ from that of earlier periods and simpler societies? (Every year)

**SOCI 2965 - SCIENCE FICTION & SOCIAL CRISIS**  
(4 CREDITS)
In a dreamworld inhabited by battle weary heroes and heroines who confront alien forces, where machines find human beings disposable wizards’ spells sometimes fail, and madmen create monsters that threaten humanity, we enter a realm in which science fiction often stands as a metaphor for the human condition, resurrecting quasi-mythological perceptions that have all but vanished in our nonfictional scientific world. Through the use of selected readings, feature films, and lectures, this course will examine the sociological insights that science fiction films and literature offer about how we live our lives in the “here and now” of the postmodern world.

**SOCI 3003 - ART AND SOCIETY**  
(3 CREDITS)
The study of culture particularly the art world allows us to understand the arts not only as aesthetics experiences but also as institutional, economics, social, and political phenomena. Incorporating methods and insights from sociology and anthropology, and drawing on the resource of the immediate context of New York City’s cultural communities and institutions, the course will introduce students to issues in and methods for cultural analysis. The analysis of art worlds will include 1) a consideration of the intentions of creative agents or producers; 2) the distribution of these objects within particular systems; and 3) the reception and interpretation of these objects by and within particular social groups or communities.

**SOCI 3017 - INEQUALITY IN AMERICA**  
(4 CREDITS)
A study of the ways in which inequalities of wealth, power, and prestige are institutionalized in complex societies. Social class and social status as they relate to other aspects of social organization and affect the life chances of individuals.

**SOCI 3020 - IDENTITIES AND INEQUALITIES**  
(4 CREDITS)
Why do men earn more than women? Why do blacks and Latinos earn high school diplomas at a much lower rate than Asian Americans? Why did the confirmation hearing of Judge Sonya Sotomayor stroke debates about mediocrity? Why did it take until 2008 for the U.S. to elect its first nonwhite president? These questions all revolve around privileges, stereotypes, and discriminations associated with race, gender, class, ethnicity, and sexuality. In this course, we will discuss how these dimensions of identity (along with our age, ability, status, nationality, etc.) structure our experience of the world and our life chances, and we will learn how sociologists make sense of differences and inequality in American society.

**SOCI 3021 - SOCIOLOGY OF MEDICINE**  
(4 CREDITS)
This course explores the social context of health, disease, and illness in American society. Thematic issues include the experience of illness, the medical (and other healing) professions, healthcare policy, and the relations between providers and patients. The effects of social inequality on health and healthcare delivery are probed throughout the course.

**SOCI 3030 - HIV/AIDS IN AFRICA**  
(4 CREDITS)
HIV/AIDS is both a biological and a social phenomenon. This course will examine the history and social evolution of the global pandemic as well as contemporary and future issues. Topics covered include the history and epistemology of HIV/AIDS, the social construction of the disease, demographic impacts, heavily affected social groups, such as orphans, and the global humanitarian and development response to the African HIV/AIDS pandemic. Students will acquire a better understanding of the varied issues related to HIV/AIDS; their emergence; and effects on different individuals, groups, and societies in Africa.

**SOCI 3046 - INTERNATIONAL SOCIOLOGY**  
(4 CREDITS)
An examination of the impact of globalization on worldwide social development goals; the formation of transitional families in Africa, Asia, the Americas, and Europe; family strategies of migration for social and economic gain; and policies to safeguard the human rights of transitional families.

**SOCI 3052 - ETHICS OF MODERN SELFHOOD**  
(4 CREDITS)
The modern and postmodern self or identity examined as a series of personal and moral conflicts and dilemmas.

**SOCI 3102 - CONTEMP SOCIAL ISSUES & POLICIES**  
(4 CREDITS)
Global issues such as world hunger, human rights, and nuclear war, as well as American issues concerning inequalities of wealth, civil rights, crime, family, and the role of government, are examined in this course. In addition to gaining an understanding of the social, political, and economic dimensions of these issues, students will carefully consider underlying value principles and religious ethics.

**SOCI 3110 - GLOBAL CONFLICT: WARS & RELIGION**  
(4 CREDITS)
Around the world, religion motivates both peace and justice efforts as well as lethal conflict. In this course, we explore the sociological context of these paradoxical dynamics and the promise of world movements aimed at a dialogue and nonviolence. An interdisciplinary perspective will introduce the student to the classical sociological studies of religion
This course will examine, discuss, and debate how power is distributed within and amongst groups on the local, national, and international levels. Some of the topics explored include the elite, pluralist, Marxist, realist, and corporatist perspectives; trends in democratization, voting, and political participation; the ideologies and utopian visions that sometimes motivate political action; the role of the media and special interest groups as agents of political socialization; and the global dominance of the West.

SOCI 3160 - THE MODERN CITY (4 CREDITS)
In this course students will examine the formation and structure of contemporary cities in the United States and the Third World. The current urban situation will be put in perspective by understanding city origins, urbanization, and the causes of urban growth and change.

SOCI 3240 - VOCATION: HEALTHCARE PROVIDER (4 CREDITS)
This course examines the sociological and theological aspects of the healthcare profession. Specifically, this course explores some of the common ways in which individuals are called to the healthcare profession, as well as the experiences that both reinforce and provide challenges to their vocation. By the end of the course, students will have explored in some depth how structural components of health care, healthcare delivery systems, and their own personal sources of ultimate concern intersect to help shape understandings of healthcare as both a profession and a vocation.

SOCI 3255 - SOCIOLOGY OF MEDIA (4 CREDITS)
This course examines the role of the media, particularly the news media, as a dominant institution in a contemporary democratic society. Students will examine news media content, the structure of news media organizations, and the relationship of news media organizations to other dominant institutions. The materials used for examination will be a variety of contemporary case studies.

SOCI 3256 - POLITICAL SOCIOLOGY IN FILM (4 CREDITS)
Film has played a central role in shaping the political landscapes of the 20th and 21st centuries and our collective understanding of them. The objective of this course is to enable students to read and analyze global and domestic politics through the medium of film and provide them with a firm grasp of theoretical and empirical issues in contemporary world politics from a sociological perspective. This course makes use of documentary, short films, and feature-length films to interrogate key themes in political sociology and analyze the most important political developments of our time. It also aims to provide students with an appreciation of the complex relationship between art and politics, history and mythology. Substantive areas of study will include, (1) terrorism and war (including civil war, military intervention, and the Cold War); (2) globalization, human rights, and “development”; (3) transnational and domestic social movements; (4) democratic and undemocratic political regimes; and (5) colonialism and imperialism. Readings will be drawn primarily from the field of sociology but also from political science, history, and film and cultural studies.

SOCI 3300 - RACE AND MIXED RACE (4 CREDITS)
The origins of race, its historic role and social construction are examined. Ancient and modern day ideas are explored. Contrasts between the United States and Latin American conceptions of race and mixed race are analyzed. Future implications are discussed.
economic power, as well and individual self-conceptualizations and social hierarchies than biological or genetic differences. Our goal is to typologies of race are actually more reflective of power dynamics and and social sciences, law, and literature to examine how “scientific” system in the U.S. We will draw on a variety of texts from natural approaches to gender and crime, the role of the criminal law, and our responses to crime and victimization. Issues of race, class, and sexuality also will be raised.

This course concerning the evolution of racial typologies and classification (4 credits)
SOCI 3406 - RACE & SOCIAL CONSTRUCT (4 CREDITS)
This course concerns the evolution of racial typologies and classification system in the U.S. We will draw on a variety of texts from natural and social sciences, law, and literature to examine how “scientific” typologies of race are actually more reflective of power dynamics and social hierarchies than biological or genetic differences. Our goal is to understand the continuing significance of race in terms of social and economic power, as well and individual self-conceptualizations and identity politics.

This course explores the meaning of race, ethnicity and citizenship in the incorporation of black, white, Latino and Asian immigrants into the US, both historically and comparatively.

SOCI 3408 - DIVERSITY IN AMERICAN SOCIETY (4 CREDITS)
An examination of historical and contemporary diversity in the United States. Diversity is defined according to ethnicity, race, religion, class, and other relevant social groups. A comparison of the situation of old and new ethnic and immigrant groups will be made with special attention to factors affecting integration into the society.

SOCI 3410 - MIGRATION & GLOBALIZATION (4 CREDITS)
The study of immigration and migration has become more important as the movement of people around the globe has increased in magnitude and frequency. The course will focus on migration in the context of globalization, that is, the growing integration of economics and societies around the world. We will also give attention to assimilation, transnationalism, the state, and the regulation of immigrants and selected topics such as gender, culture and family.

SOCI 3415 - DEVELOPMENT & GLOBALIZATION (4 CREDITS)
This course will examine development and globalization issues. Initially taking a broad theoretical approach and then delving into specific nation-state case study examples, students will be challenged to consider how globalization in terms of technology-based interconnectedness, cultural Westernization, economic liberalization, and political/social democratization is changing the lives of people throughout the world. Aspects of integration, assimilation, and reactionary movements and trends will be explored.

SOCI 3416 - MODERNIZATION & DEVELOPMENT (4 CREDITS)
This course will examine how Western culture has driven and guided the discourse and process of global development. Related social consequences are many, and the diversity of experiences in different regions and nations will be explored. Topics will include theories of social dependency, bureaucratization, corporate influence and the role of transnational companies, neoliberal education, women's changing roles, and migration.

SOCI 3418 - CONTEMPORARY IMMIGRATION: A GLOBAL PERSPECTIVE (4 CREDITS)
Over the past decades, immigration has again transformed the United States. It is also producing significant changes in other countries, from the European nations that used to send their citizens to the United States more than a century ago to oil-rich Middle Eastern states and developing nations. This class explores multiple questions related to immigration: Why do people migrate across international borders? Can states control migration, especially “unwanted” migrants? We examine the policies that let some people in, while keeping others out, and then consider incorporation, the process by which foreign “outsiders” become intergrated in their new home. Are immigrants and their children becoming part of the U.S. mainstream? What is the mainstream? The arrival of newcomers also affects the cultural, economic, political, and social dynamics of the countries and communities that receive them. How do sociologists evaluate and theorize immigrant intergration? Finally, the course looks at topical debates around membership, including
SOCI 3427 - HISPANICS IN THE U.S. (4 CREDITS)
Explores the Hispanic mosaic in the U.S. Special emphasis is given to Hispanic education, culture, and assimilation; the political significance of Hispanics; issues of gender, color and race; and work and the changing economy.

SOCI 3456 - MODERN AMERICAN SOCIAL MOVEMENTS (4 CREDITS)
Social movements in 20th-century America have been vehicles of political protest, social change, and sometimes resistance to change. Under what circumstances are social movements successful and what has been their impact on American institutional life and popular culture? In addition to a general and theoretical assessment of social movements, this course introduces students to particular movements that have formed over such issues as alcohol consumption, racism, war, and abortion.

SOCI 3500 - CONTEMPORARY FAMILY ISSUES (4 CREDITS)
This class focuses on the sociology of the family by exploring issues relating to the status and functioning of families in contemporary United States society. The issues examined include sexuality, childbirth, divorce and remarriage, domestic violence, and links between generations and the current state of social policy.

SOCI 3504 - WORK AND FAMILY (4 CREDITS)
This course explores the relationship between people's work and family lives, and why work-family conflict has increased in recent years. We discuss the causes and consequences of work-family conflict, with consequences including workers' psychological and physical well-being, child development and well-being, workplace productivity, and issues related to employees recruitment and retention. We study how work-family issues are affected by current trends in society and the economy and labor market, and we look at the role of work flexibility policies in reducing work-family conflict.

SOCI 3506 - DIVERSITY IN AMERICAN FAMILIES (4 CREDITS)
This course focuses on the forms and structures of the family with emphasis on practices and ideologies, and how they vary by race/ethnicity, immigration status, gender, and sexuality.

SOCI 3601 - URBAN POVERTY (4 CREDITS)
This course deals with contemporary issues and problems in cities, with a special focus on residential segregation and urban poverty.

SOCI 3602 - URBAN SOCIOLOGY (4 CREDITS)
One of the most significant developments in human history has been the development of cities. This course will examine the evolution and contemporary characteristics of cities in sociological perspective. The course includes a descriptive overview of the growth and development of cities and a discussion of the current state of urban America. Particular attention will be paid to New York City. We will also analyze various theoretical approaches to understanding urbanization, such as the human-ecological and Marxist theories.

SOCI 3603 - URBAN AMERICA (4 CREDITS)
This course offers an introduction to urban sociology and to the study of American urban society. Particular attention will be paid to New York City. Topics include the rise of “global” cities like New York; metropolitan growth and inequality, urban policy, and politics; patterns of class, racial, and ethnic group formation; and local community organization.

SOCI 3610 - THE FAMILY (4 CREDITS)
The study of American family patterns within the context of cultural variations throughout the world. Course will examine past myths about the American family; present trends in American family life, such as changing sex roles, new concepts of child rearing, and adjustment of kin networks to metropolitan settings; and newly emerging forms of marriage and the family.

SOCI 3621 - SOCIAL ISSUES DOCUMENTARY FILMMAKING (4 CREDITS)
With wars and terrorism rampant throughout the globe, polarization in religion and politics, challenges to sexual freedom and democratic social movements, explosions of unimaginable wealth amidst unbearable poverty, and countless other social narratives both hidden and apparent, it is the documentary filmmaker in the trenches who records, analyzes, and preserves in word and image the momentous events taking place here and now. This course looks at the role of documentary filmmakers in today's society as they capture and expose to public view the great upheavals of our times and the power struggles that lie behind them.

SOCI 3670 - HISPANIC WOMEN (4 CREDITS)
An examination of the changing roles of Hispanic women with regard to Hispanic men, motherhood, the labor force experience, sexual awareness, media myths, political and economic power and women's liberation. The structural position and changing concepts of Hispanic women in the Americas will be examined through the lenses of analytical work and literature.

SOCI 3675 - LATINA WOMEN: IMMIGRATION & INEQUALITY (4 CREDITS)
This course provides an introduction to feminist as well as gender theories which now explain the stratification of women in both U.S. and Latino societies. In addition, students are introduced to U.S.-based Latino as well as Latin American literatures and the different dimensions or tools through which gender, socialization, and power stratification are measured. The objective of the course are: to examine the historical processes that have structured the identity of Latina women as part of a minority group; to review and provide synthesis of existing feminine and gender paradigms on power inequality; and to provide critical analysis of the applicability of these models in understanding the current integration of Latina and immigrant women in American society.

SOCI 3701 - INTRO TO CRIMINAL JUSTICE (4 CREDITS)
The course provides students with an overview of the three major areas of the United States criminal justice system: law enforcement, courts and corrections. The course takes a critical approach to the criminal justice system by questioning, challenging, and examining all sides of various problems and issues. Class format will be a blend of lectures, discussion, presentations, and class exercises. Police ride-alongs and a courtroom visit also will be arranged for those interested.

SOCI 3708 - LAW & SOCIETY (4 CREDITS)
How and when did law originate? What functions does law serve to the
society and to the individuals within that society? Students will examine theories of jurisprudence and alternative sociological perspectives dealing with selected legal and constitutional issues in the United States and Europe. Particular attention is focused on legal policy and social change.

**SOCI 3711 - AMERICAN CRIMINAL JUSTICE SYSTEMS (4 CREDITS)**

This seminar course focuses on the administration of criminal justice and its relation to society, the police, prosecutor, defense attorney, judge, jury, and correction agency. Observations at the courthouse allow for examination of constitutional rights, plea bargaining, jury selection, insanity defense, and media coverage.

**SOCI 3713 - CRIMINOLOGY (4 CREDITS)**

This course surveys the state of knowledge and theories explaining criminal behavior and attempts to control it by society. Although the sociological perspective on crime is emphasized, class discussion and the text attempt to examine the subject from a multidisciplinary point of view, especially with respect to legal, biological, and psychological views of crime.

**SOCI 3714 - TERRORISM AND SOCIETY (4 CREDITS)**

This course examines the history and societal causes of terrorism in its many forms, and the state’s and society’s counterterrorist response. Among issues to be examined are the nature of terrorist ideology and the source of support for, and opposition to, terrorism among the people that terrorists claim to represent. Other issues to be examined are prevention preparedness, and emergency responses to terrorist attacks, and political, civil, and human rights challenges faced by countries dealing with terrorism in the 21st century.

**SOCI 3720 - U.S. PRISON COMMUNITY (4 CREDITS)**

This course presents a critical look at the history, nature, and function of the United States corrections system, with an emphasis on the adult prison system. We will focus on how the prison community shapes the lives of staff, prisoners, and their families; how the prison community influences prisoners’ readjustment to life on the outside; and, finally, what officials can do to make the prison a more civilized and civilizing institution.

**SOCI 3806 - INTERPERSONAL BEHAVIORS AND GROUP PROCESSES (4 CREDITS)**

Groups we associate with and the organizational settings in which we interact provide important contexts that shape what we do and even the identities we assume in everyday life. The study of social roles, selves, and identities.

**SOCI 4902 - INTERN SEM: COMMUNITY ORGS (4 CREDITS)**

Through this course, students will work at specially arranged internships in Bronx-based agencies and organizations. Class discussions will focus on linking and integrating student’s work experiences with the major issues and problems challenging the nation’s cities as well as with current social problems.

**SOCI 4960 - SEM: CONTEMP ISSUES U.S. IMMIGRATION (4 CREDITS)**

Immigration patterns have significantly affected the development of U.S. society since its inception in the 1990’s, United States experience a record number of new immigrants, and the post 2000 period is maintaining a high volume of immigration, perhaps heading to another record. This course uses a sociological perspective to address various impacts of immigration in US society.

**SOCI 4961 - URBAN ISSUES & POLICIES (4 CREDITS)**

A discussion of urban issues and policies.

**SOCI 4970 - COMM SERVICE & SOCIAL ACTION (4 CREDITS)**

This course will deepen students understanding of the meaning of community service and social action in America and challenge them to confront the moral issues and social commitments necessary to be members of a just democratic society.

**SOCI 4971 - DILEMMAS OF MODERN SELF (4 CREDITS)**

Modern selfhood or identity is studied as a series of conflicts or dilemmas: What is a self today? What are the special problems of ourselves as modern and postmodern subjects?

**SOCI 4999 - TUTORIAL IN SOCIOLOGY (1 CREDIT)**

Supervised individual study. Provides an opportunity for students to work closely with an individual faculty member on a specific topic or project.

### Theatre and Visual Arts

**Chair:** Margid  
**Director:** Maguire (Theatre); Lawton (Visual Arts)  
**Adviser:** Storey (Rose Hill Visual Arts)  
**RH:** KE B7, (718) 817-0907  
**LC:** LL 423, (212) 636-6303  
**Web:** [www.fordham.edu/theatre](http://www.fordham.edu/theatre), [www.fordham.edu/varts](http://www.fordham.edu/varts)

### Faculty

**Professors:** Conlon, Kalina, Maguire  
**Associate Professors:** Cathcart, Goldstein, Lawton, Margid, Street  
**Assistant Professors:** Jones, McArver, Stone, Storey  
**Artists in Residence:** Apicella-Hitchcock, Drance, S.J., McLaren, Ruble, Saito, Sheehan  
**Computer/Video Tech:** Pella-Woo  
**Galleries Director:** Stephan Apicella-Hitchcock  
**Theater Production:** Bodurtha, Brothers, Zay  
**Adjunct Faculty (visual arts):** Brown, Capaldi, Compton, Craft, Despommier, Fishman, Griffin, Krughoff, Lambert, Lamia, Lanfranco, McKee, Meadows-Rogers, Moore, Pella-Woo, Portada, Puckett, Schachter Shaw, Shumaker, Vanderberg, Williams, Wilner  
**Adjuncts (theatre):** Baldi, Benko, Ciccarello, Dennis, DiMaggio, Gil-Sheridan, Freeman, Greenfield, Haring, Jenness, Kimmel, Meneses, Sang, Skybell, Sosnowski, Topol, Vest, Von Stuelpnagel, Withers, Zandarski

### Overview

#### Theatre

The theatre program is committed to teaching the whole person and fostering rigorous intellectual, creative, and socially engaged artists. Guided by a faculty of eminent theatre professionals in New York, the theatre capital of the U.S., the program embraces the ideals of building community by working as a theatre company. The training is designed in a liberal arts

context to value artistic excellence, critical thinking, and a diverse vision of theatre from the classical to the experimental. By exposing our students to international artists, advancing a global awareness that celebrates tolerance and diversity, and stressing the need to expand the role of art to make a contribution to the wider culture, we strive to create leaders in the arts.

**Visual Arts**

The study of visual arts provides students with technical knowledge and skills as well as a critical and historical understanding of the field. The visual arts at Fordham are open to all students and are taught within the context of a liberal arts education. Students are given a knowledge base particularly suitable to today's visually oriented world and job market. Classes are small, with considerable one-on-one contact with the instructor. Critique is emphasized in all classes, and students are given the resources to develop and take full advantage of their creativity. Engagement in New York City's culture, museum and gallery tours, studio visits, and visiting artist lectures are integral parts of each concentration's curriculum. In addition, students are encouraged to explore on their own and to take advantage of all that New York City has to offer as the arts capital of the country. There is opportunity for senior thesis projects, study abroad, internships, and tutorials in each area of concentration.

**Contribution to Core**

The Department of Theatre and Visual Arts contributes VART 1101 (Urbanism) and THEA 1100 (Invitation to the Theatre) as courses to fulfill the fine arts requirement. VART 4300 (Representation in Art) is recommended for visual arts majors to satisfy their Values Seminar/EP4 requirement, but it is not required. It does not count as an elective toward the visual arts major.

**Architecture and Theatre Design**

To prepare students for professional careers in architectural, lighting, set, urban, environmental, industrial, interior, costume, exhibition, and theatre design, major students in Visual Arts (Architecture) and Theatre (Design and Production) share drawing and 3D-design foundation courses, and are encouraged to sample a wide range of specialized upper-level offerings across the full breadth of the design disciplines. Advisement is especially crucial in these programs, so that the students needs and capabilities are best matched by course selections and sequences both in these majors and in the core.

**Program Requirements**

**Theatre Major**

(HEGIS code 1007) Program code 23010

The major in theatre is available at Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in theatre only if their schedules are sufficiently flexible to permit them to take day courses at the Lincoln Center campus.

The theatre program at Fordham is a B.A. program offering four pre-professional tracks for theatre majors: performance, directing, playwriting, and design and production. Admission into the performance track is by audition only. Admission into the directing, playwriting, and design and production tracks is by interview and a review of portfolio work (directing and design and production) and writing samples (playwriting). Students should visit the theatre website to obtain extensive information regarding the program and to schedule an audition or interview via www.fordham.edu/theatre.

**Policies and Procedures**

Acceptance as a theatre major or minor includes a lab requirement each semester. If a student fails to complete a lab contract, then he or she loses eligibility to participate in any production (mainstage or studio) the following semester. If a student fails to complete a lab contract twice, then he or she may be dropped from the program.

The theatre program has a policy called warn/cut. In cases when the faculty has doubts about whether a student should continue in his or her track, a warning is given. Then the student has another semester to dispel the questions. If the evaluation remains unchanged after the following semester, then the student has the option of remaining a theatre minor, but must choose another major.

Completing Theatre History I, II, and III may replace one advanced disciplinary course in literature.

Theatre majors are exempt from the fine arts requirement in the Common Core Curriculum. The minimum acceptable grade in a major course is C-.

**Theatre Tracks**

**Performance Track (13 courses, 52 credits)**

Foundation courses required of all majors:

1.2. Collaboration I and II
3. Text Analysis
4-6. Theatre History I, II, and III

Performance Track Required Courses:

7-10. Acting I, II, III, and IV
11. Actor's Vocal Technique I and II
12. Movement for the Actor I and II
13. One advanced acting course taken from the following:
Creating a Character**
Acting Shakespeare**
The Actor and the Text**
Acting and the Image**
Acting for the Camera**
Clown and Improvisation**

**These courses are advanced acting courses and are open to performance majors only. During junior and senior year, many theatre majors take more than the required number of electives for their particular track. This is permitted as long as all Fordham College Core requirements have been completed.

Performance track courses include:

THEA 2080-Collaboration I
THEA 2090-Collaboration II
THEA 2000-Theatre History I: The Greeks
THEA 2100-Theatre History II: The Medieval to the Restoration
THEA 2200-Theatre History III: The "Moderns" to the Present
THEA 2010-Acting I
THEA 2511-Theatre and Social Justice in Latin America
THEA 2700-Acting II  
THEA 2750-Performing Italian  
THEA 2751-Advanced Performing Italian  
THEA 3000-Acting III  
THEA 3011-Text Analysis  
THEA 3017-Song as Scene  
THEA 3030-Actor's Vocal Technique I  
THEA 3040-Actor's Vocal Technique II  
THEA 3050-Movement for the Actor I  
THEA 3060-Movement for the Actor II  
THEA 3080-Movement for the Actor III  
THEA 3095-Stage Combat  
THEA 4100-Acting IV  
THEA 4000-Creating a Character  
THEA 4010-Creating a Character II  
THEA 4021-Acting and the Image  
THEA 4022-Acting and the Image II  
THEA 4025-Flying Solo  
THEA 4100-Acting Shakespeare  
THEA 4120-Acting Shakespeare II  
THEA 4200-The Actor and the Text  
THEA 4201-The Actor and the Text II  
THEA 4250-Acting for the Camera  
THEA 4260-Acting for the Camera II  
THEA 4301-Performance and the Art (for B.F.A. dance majors only)  
THEA 4302-Russian Theatre Workshop  
THEA 4305-Clown and Improvisation  
THEA 4400-Senior Audition I  
THEA 4410-Senior Audition II  
THEA 4600-Projects: Acting

Costume Design*  
Sound Design*  
Stage Hair and Makeup*  
Drafting*  
Advanced Drafting*  
Model Making*  
Model Making II*  
Design Production Workshop II*  
Design Production Workshop III*  
Lighting Design*  
Lighting Design II*  
Stage Management  
Stage Management II  
Theatre Management  
Projects Set Design*  
Projects Costume Design  
Projects Lighting Design  
Projects Stage Management

* These courses are open to Visual Arts majors. See Theatre Design and Architecture section.

One or two courses offered in art history and visual arts may be substituted with permission from your theatre adviser in advance, including Intro to Digital Photography, Visual Thinking, Painting I, Design & Sculpture, Film/Video I, Intro to Digital Design Tools, Abstraction, Collage and Mixed Media, Architectural Design, Issues in Architecture.

Design and production track courses include:
THEA 1151-Drawing: Architecture & Stage  
VART 1161-Form and Space  
THEA 1210-Intro to Fashion Design  
THEA 2070-Theatre Design  
THEA 2080-Collaboration I  
THEA 2090-Collaboration II  
THEA 2000-Theatre History I: The Greeks  
THEA 2100-Theatre History II: The Medieval to the Restoration  
THEA 2200-Theatre History III: The Moderns to the Present  
THEA 2211-Stage Hair and Makeup  
THEA 2230-Costume Design  
THEA 2231-Drafting  
THEA 2232-Advanced Drafting  
THEA 2251-Model Making  
THEA 2252-Model Making II  
THEA 2800-Stage Management  
THEA 2810-Stage Management II  
THEA 2900-Theatre Management  
THEA 3011-Text Analysis  
THEA 3205-Page to Stage  
THEA 3430-Sound Design  
THEA 3980-Set Design  
THEA 3372-Lighting Design  
THEA 3373-Lighting Design II  
THEA 4511-Design Production Workshop I  
THEA 4521-Design Production Workshop II  
THEA 4531-Design Production Workshop III

Design and Production Track (14 courses, 50-54 credits)
Foundation courses required of all majors:
1-2. Collaboration I and II  
3. Text Analysis  
4-6. Theatre History I, II, and III

Design and production track required courses:
7. Drawing: Architecture & Stage*  
8. Form and Space*  
9. Theatre Design*  
10. Page to Stage*  
11. Design Production Workshop I  
12-14. Choose three courses from the list below based on your area of focused concentration in set design, costume design, lighting design or stage management:
Form and Space*  
Set Design*
THEA 4110-Projects: Light Design
THEA 4210-Projects: Costume Design
THEA 4220-Projects: Set Design
THEA 4230-Projects Stage Management

Playwriting Track (13 courses, 52 credits)
Foundation courses required of all majors:
1-2. Collaboration I and II
3. Text Analysis
4-6. Theatre History I, II, and III

Playwriting track required courses:
1-6. Playwriting (This course will be taken six times)
7. One design course (student and adviser will determine which class based on student's interest plus level of skill and experience in design).

Playwriting track courses include:
THEA 2080-Collaboration I
THEA 2090-Collaboration II
THEA 2000-Theatre History I: The Greeks
THEA 2100-Theatre History II: The Medieval to the Restoration
THEA 2200-Theatre History III: The Moderns to the Present
THEA 3011-Text Analysis
THEA 3700-Playwriting

Directing Track (13 courses, 50-52 credits)
Foundation courses required of all majors:
1-2. Collaboration I and II
3. Text Analysis
4-6. Theatre History I, II, and III

Directing track required courses:
7-8. Acting I and II
9. Introduction to Directing
10. Page to Stage
11-12. Directing Production Workshop I and II

Directing track courses include:
THEA 2010-Acting I
THEA 2070-Theatre Design
THEA 2045-Introduction to Directing
THEA 2080-Collaboration I
THEA 2090-Collaboration II
THEA 2000-Theatre History I: The Greeks
THEA 2100-Theatre History II: The Medieval to the Restoration
THEA 2200-Theatre History III: The Moderns to the Present
THEA 2700-Acting II
THEA 3011-Text Analysis
THEA 3205-Page to Stage
THEA 4510-Directing Production Workshop I
THEA 4520-Directing Production Workshop II
THEA 4530-Directing Production Workshop III

Theatre Minor
The minor in theatre is available at Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may minor in theatre only if their schedules are sufficiently flexible to permit them to take day courses at the Lincoln Center campus.

A student can officially declare a theatre minor in his or her sophomore year only after declaring a major.

The minor requires eight courses, for a total of 32 credits as follows:
1. Invitation to Theatre
2. Acting for Nonmajors*
3-5. Theatre History I, II, and III
6-8. Three theatre electives
Plus three semesters of lab hours

*Another theatre elective may be substituted for Acting for Nonmajors for minors not interested in performance.

Courses open to non-theatre majors:
THEA 1100-Invitation to Theatre
THEA 1151-Drawing: Architecture & Stage
THEA 1210-Intro to Fashion Design
VART 1161-Form and Space
THEA 2000-Theatre History I: The Greeks
THEA 2045-Introduction to Directing
THEA 2070-Theatre Design
THEA 2015-Acting for Nonmajors
THEA 2100-Theatre History II: The Medieval to the Restoration
THEA 2200-Theatre History III: The Moderns to the Present
THEA 2211-Stage Makeup and Hair
THEA 2230-Costume Design
THEA 2231-Drafting
THEA 2232-Advanced Drafting
THEA 2251-Model Making
THEA 2252-Model Making II
THEA 2540-The Irish Theatre
THEA 2545-Contemporary Irish Drama
THEA 2750-Performing in Italian
THEA 2751-Advanced Performing in Italian
THEA 2800-Stage Management
THEA 2810 Stage Management II
THEA 2900-Theatre Management
THEA 3017-Song as Scene
THEA 3095-Stage Combat
THEA 3372-Lighting Design
THEA 3373-Lighting Design II
THEA 3420-Sound Design
THEA 3700-Playwriting
THEA 3980-Set Design
THEA 4025-Flying Solo
THEA 4045-Young, Gifted, and Black (fulfills Pluralism requirement)

Visual arts majors pursuing an architecture concentration and theatre majors in the design and production track share foundation courses THEA 1151- Drawing: Architecture & Stage and VART 1161- Form and Space. Major elective courses also overlap, as described in each program.

Visual Arts Major
(HEGIS Code 1002) Program Code 06074
The major in visual arts is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Lincoln Center.

The department offers five concentrations:
1. Architecture
2. Film and video
3. Graphic design
4. Painting and drawing
5. Photography

A major consists of a minimum of 10 three- or four-credit courses in addition to the Common Core requirements. It is the opportunity to practice the visual arts within a rigorous liberal arts setting that distinguishes the visual arts program at Fordham.

There are four major core requirement courses:
1. Art History Introduction (ARHI 1100) (students in Architecture concentration take VART 1101-Urbanism)
2. Visual Thinking (VART 1135)
3. Drawing I (VART 1150); Architecture students take THEA 1151–Drawing: Architecture & Stage
4. One of the following: History of Photography (VART 3535); Modern Architecture (ARHI 2540); 20th-Century Art (ARHI 2550); Seminar: Avant-Garde Film/Video (VART 3257); Issues in Architecture (ARHI 3351); Seminar: Contemporary Architecture (ARHI 3540); Contemporary Art (ARHI 3555); Museums/Methods (ARHI 3100); Seminar: Modern Art (ARHI 4540); Graphic Design History (VART 2105); Art, Design, and Politics (VART 3030) Contemporary Design Practices (VART 4540).

It is strongly recommended that majors start taking visual arts foundation courses in their freshman year, completing the first three of the above requirements before the end of sophomore year. Majors concentrating in Architecture may take VART 1101-Urbanism in place of Art History Introduction and THEA 1151-Drawing: Architecture & Stage in place of Drawing I. The Senior Seminar (VART 4600) is taken in the senior year. In addition, one of the following art history courses may also be applied as an elective for the visual arts major: Modern Architecture (ARHI 2540), Seminar: Contemporary Architecture (ARHI 3540), 20th-Century Art (ARHI 2550), Seminar: Modern Art (ARHI 4540), History of Photography (VART 2535), Graphic Design History (VART 2150), Museum/Methods (ARHI 3100). Please note: This extra art history course is in addition to the second art history requirement of the major core. Students who choose this option will have three art history courses—the introductory course and two modern courses—counted toward their major. No course in which the student earns a grade of D may be used toward a departmental major or minor.

Architecture
VART 1101-Urbanism
THEA 1151-Drawing: Architecture & Stage
VART 1160-Architectural Language
VART 1161-Form and Space
VART 2050-Designing the City
VART 2051-Intro to Urban Design Analysis
VART 2055-Environmental Design
VART 2085-Sustainable New York
VART 3055-Ecology for Designers
VART 3056-Urban Environmental Design
VART 3070-Architectural Design*
ARHI 3540-Seminar: Contemporary Architecture
VART 4090-Senior Project: Architecture
VART 4600-Senior Seminar in Studio Art
VART 4999-Tutorial: Visual Arts
ARHI 2540-Modern Architecture
THEA 2230-Costume Design
THEA 2232-Advanced Drafting
THEA 2251-Model Making
THEA 2252-Model Making II
THEA 3372-Lighting Design
THEA 3373-Lighting Design II
THEA 3980-Set Design
THEA 4511-Design Production Workshop I
VART 4090-Senior Project: Architecture
VART 4540-Contemporary Design Practices
VART 4600-Senior Seminar: Visual Arts

Architectural Design is the primary studio course for pre-architecture students, and may be taken up to four times, with different assignments.

Students of architecture will be encouraged to register for theatre design courses and learn set construction in the Fordham Theatre Company's scene shop.

Film and Video
VART 1265-Film/Video I
VART 2265-Film/Video II
VART 3257-Seminar in Avant-Garde Film/Video
VART 3258-Film and Video Installation
VART 3261-Documentary Film/Video Production
VART 3262-Narrative Film/Video Production
VART 3263-Studio Production Workshop
VART 3264-Community Media Workshop
VART 3265-Seminar: Film/Video
VART 3266-Experimental Film/Video Production
VART 3267-Film and the City
VART 4219-Senior Project: Film/Video
VART 4600-Senior Seminar in Studio Art
ARLU 4999-Tutorial in Visual Arts
VART 555-Film and the City (graduate section)

Graphic Design
VART 2003-Graphic Design & Digital Tools
VART 2105-Graphic Design History
VART-2400- Fundamentals of Website Design
VART 2500-Typography and Design
VART 2550- Book design & the Printed Page
VART 2600-Graphic Design Concepts
VART 2700-Logos, Branding & Presentation
VART 2800-Perspective on Graphic Design
VART-3030-Art Design and Politics
VART 3250-Design and the Web
VART 4216-Senior Project: Graphic Design
Programs of Study at FCRH, FCLC, PCS

VART 4600-Senior Seminar: Visual Arts
VART 4999-Tutorial in Visual Arts

Painting and Drawing
VART 1055-Figure Drawing I
VART 1150-Drawing I
VART 1180-Painting I
VART 2121 Abstraction
VART 2130-Painting II
VART 2140-Collage and Mixed Media
VART 2150-Drawing II
VART 2545-Projects and Concepts
VART-3030-Art Design and Politics
VART 3156-Painting III
VART 4214-Senior Project: Drawing
VART 4215-Senior Project: Painting
VART 4600-Senior Seminar: Visual Arts
VART 4999-Tutorial in Visual Arts

Photography
VART 1124-Photography I
VART 1128-Introduction to Digital Photography
VART 2185-Photography II
VART 2195-The Photographic Book
VART 2196-Large Format Photography
VART 2537-Contemporary Issues in Photography
VART 3001-Documentary Photography: Japan
VART 3182-Digital Photography II
VART 3186-Photography III
VART 3500-Documentary Photography: Italy
VART 3535-History of Photography
VART 4220-Senior Project: Photography
VART 4600-Senior Seminar: Visual Arts
VART 4999-Tutorial in Visual Arts

Visual Arts Minor
The minor in visual arts is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham College of Professional and Continuing Studies at Rose Hill and Lincoln Center.

The minor in visual arts is designed for students who would like a creative component to supplement a major in a related field, such as communication and media studies, art history, urban studies, or computer and information sciences. A minor in visual arts might also serve as a creative complement to majors that would appear at first glance to be unrelated, such as psychology, natural sciences, English, or anthropology. A minimum of six courses must be taken for a minor. This will consist of two required courses Visual Thinking (VART 1135) and one art history course, plus four visual arts courses. Students should check with their adviser to see which art history course would be appropriate. Some required courses may only fit into a minor’s schedule if taken at Lincoln Center. The Art History Introduction (ARHI 1100) satisfies the University’s fine arts core and is strongly recommended.

Double Major: Art History and Visual Arts
A double major is a desirable choice for students who want the solid background in the humanities that art history offers in tandem with a broad foundation in the visual arts. Rose Hill students should be aware that some of the courses necessary for completing the double major may be offered only on the Lincoln Center campus. For the double major, a total of 15 courses is necessary, and includes the two foundation courses, Art History Introduction (ARHI 1100) and Visual Thinking (VART 1135); Drawing I (VART 1150) is also required, and it is suggested these three requirements be completed by the end of sophomore year. So that they understand the intersection of art historical theory and contemporary practice, students are also required to take either Museum/Methods (ARHI 3100) or Contemporary Art in NYC (ARHI 3560). As an art history Capstone, students must take the Art History Senior Seminar (ARHI 4600).

In addition to these five courses, five upper-level visual arts electives are required. It is assumed that the student will choose courses in more than one visual arts concentration and will pursue advanced courses in at least one of the concentrations. Finally, five upper-level art history electives (2000-level and above) are required, following the distributional requirements of the art history major: one in Ancient/Medieval art, a second in Renaissance/Baroque, one chosen from a basket of 20th-century courses (20th-Century Art, Contemporary Art History, Seminar: Modern Art, History of Photography, Modern Architecture, Seminar: Contemporary Architecture, Environmental Art, Modern Latin-American Art), a fourth Global Studies art history course, and an art history elective of the student’s choice. No course in which the student earns a grade of D may be used toward a departmental major or minor.

FCRH students can choose to major in visual arts and concentrate in any of the given fields, and although architecture is equally represented at RH and at LC, faculty and facilities dedicated to graphic design, painting and drawing, and especially photography and film/video are more extensive at Lincoln Center than at Rose Hill. FCRH majors may anticipate taking certain advanced courses in these concentrations at Lincoln Center.

Pre-Architecture
Fordham’s pre-architecture program is designed to prepare students for professional training in architecture, interior design, landscape architecture, historic preservation, urban and regional planning, and urban design. Most graduate schools do not specify a particular major for admission, but a concentration in architecture within a visual arts major is generally recognized as an appropriate and useful preparation for all the environmental design professions. At Lincoln Center, architecture students share foundation and elective courses with the theatre design students. At Rose Hill, certain minor programs may be of special interest to pre-architecture students, for example engineering physics and business administration. Pre-architecture, an introduction to the environmental design professions, is available as a visual arts major or art history major, but also as a visual arts minor in association with majors in environmental policy, urban studies, or engineering physics. For graduate school application advice and admission requirements, please refer to Pre-Architecture under the Pre-Professional Programs of Study section in the Programs of Study chapter of this undergraduate bulletin. For students who plan to work immediately after graduation, this concentration will support careers in real estate, construction, and community development. Students leave the program with highly sought skills in computer-aided drafting and design (CAD). Adviser: Colin Cathcart. www.fordham.edu/architecture.
Program Activities

Center and Lipani Galleries
The Center and Lipani Galleries are maintained by the faculty for professional and student art exhibitions. Gallery Director: Stephan Apicella-Hitchock. Website: http://fordhamuniversitycentergallery.com/home.html

Honors in Visual Arts
To graduate with honors, a visual arts student must complete and exhibit a senior project. Majors wishing a senior exhibition must have their work reviewed by the visual arts faculty in the spring of their junior year. After this junior review, students approved for a senior exhibition will be assigned an adviser and will be admitted to Senior Seminar (V ART 4600) in the fall of their final year. Students who do not qualify for a senior exhibition may with instructor and departmental approval still complete a senior thesis and/or a portfolio.

Travel Awards
A travel award and a visual arts award are given in honor of Susan Lipani. The travel awards are offered to juniors for summer study abroad prior to senior year. A portfolio award in honor of James Storey is offered to a senior whose work over her or his years at Fordham has shown evidence of exemplary talent and potential.

Junior Review
In the spring of their junior year, visual art majors wishing to do a seminar thesis will submit a portfolio of their work for faculty review. The purpose of this review is to determine admission to the Senior Seminar: Visual Arts (V ART 4600). A subsequent review in the following fall will determine if a student will receive a senior exhibition.

Courses Planned for Fall 2012–Spring 2014
Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, ER for Fordham School of Professional Studies at Rose Hill, and EL for Fordham School of Professional Studies at Lincoln Center.

Theatre
THEA 1100-Invitation to Theatre (R, L, ER, EL)
THEA 1151-Drawing: Architecture & Stage (L)
THEA 1210- Intro to Fashion Design (L)
THEA 2000-Theatre History I: The Greeks (L)
THEA 2010-Acting I (L)
THEA 2015-Acting for Nonmajors (R, L, ER, EL)
THEA 2045-Introduction to Directing (L)
THEA 2070-Theatre Design (L, EL)
THEA 2080-Collaboration I (L)
THEA 2090-Collaboration II (L)
THEA 2100-Theatre History II: The Medieval to the Restoration (L)
THEA 2200-Theatre History III: The Moderns to the Present (L)
THEA 2211- Stage Makeup & Hair (L)
THEA 2230-Costume Design (L)
THEA 2231- Drafting I (L)
THEA 2232-Advanced Drafting (L)
THEA 2251-Model Making (L)
THEA 2252-Model Making II (L)
THEA 2700-Acting II (L, ER)
THEA 2750-Performing Italian (Rome, ISAP)
THEA 2751-Advanced Performing Italian (Rome, ISAP)
THEA 2800-Stage Management (L)
THEA 2810-Stage Management II (L)
THEA 2999-Independent Study (L)
THEA 3000-Acting III (L)
THEA 3011-Text Analysis (L)
THEA 3017-Song as Scene (L)
THEA 3030 and 3040-Actor’s Vocal Tech I and II (L)
THEA 3050 and 3060-Movement for the Actor I and II (L)
THEA 3081-Advanced Movement III (L)
THEA 3095-Stage Combat (L)
THEA 3100-Acting IV (L)
THEA 3205-Page to Stage (L)
THEA 3300-Theatre, Creativity, and Values (L)
THEA 3372-Lighting Design (L)
THEA 3373-Lighting Design II (L)
THEA 3430-Sound Design (L)
THEA 3700-Playwriting (L)
THEA 3980-Set Design (L)
THEA 4000-Creating a Character (L)
THEA 4010-Creating a Character II (L)
THEA 4025-Flying Solo (L)
THEA 4045-Young, Gifted, and Black (R, L, ER, EL)
THEA 4050-Projects: Theatre Management (L)
THEA 4100-Acting Shakespeare (L)
THEA 4120-Acting Shakespeare II (L)
THEA 4110-Projects: Lighting Design (L)
THEA 4210-Projects: Costume Design (L)
THEA 4220-Projects: Set Design (L)
THEA 4230-Projects: Stage Management (L)
THEA 4250-Acting for the Camera (L)
THEA 4260-Acting for the Camera II (L)
THEA 4301-Performance and Art (L)
THEA 4305-Clown and Improvisation (L)
THEA 4400-Senior Audition I (L)
THEA 4410-Senior Audition II (L)
THEA 4411-Senior Audition III (L)
THEA 4510-Directing Production Workshop I (L)
THEA 4511-Design Production Workshop I (L)
THEA 4520-Directing Production Workshop II (L)
THEA 4521-Design Production Workshop II (L)
THEA 4530-Directing Production Workshop III (L)
THEA 4531-Design Production Workshop III (L)
THEA 4600-Projects: Acting (L)
THEA 3900-Professional Internships
THEA 4999-Tutorial in Theatre

Visual Arts
VART 1055-Figure Drawing I (L)
VART 1101-Urbanism (R, L, EL)
VART 1124-Photography I (L, EL)
VART 1128-Intro to Digital Photography (R)
VART 1135-Visual Thinking (R, L, ER, EL)
VART 1150 - Drawing I (R, L, ER, EL)
VART 1160 - Architectural Language (R)
VART 1161 - Form and Space (L, EL)
VART 1180 - Painting I (R, L, ER, EL)
VART 1218 - Design and Sculpture (R, L, EL)
VART 1265 - Film/Video I (L, EL)
VART 2003 - Graphic Design & Digital Tools (R, L, EL)
VART 2050 - Designing the City (R, L, EL)
VART 2051 - Intro to Urban Design Analysis (R, L)
VART 2055 - Environmental Design (R, L, EL)
VART 2085 - Sustainable New York (Summer)
VART 2105 - Graphic Design History (L)
VART 2121 - Abstraction (R, L, EL)
VART 2130 - Painting II (R, L, EL)
VART 2140 - Collage and Mixed Media (R, L, EL)
VART 2150 - Drawing II (R, L, EL)
VART 2185 - Photography II (L, EL)
VART 2195 - The Photographic Book (L)
VART 2196 - Large Format Photography (L)
VART 2265 - Film/Video II (L, EL)
VART 2400 - Fundamentals of Website Design (L, EL)
VART 2500 - Typography and Design (R, L, EL)
VART 2545 - Projects and Concepts (L)
VART 2537 - Contemporary Issues in Photography (L, EL)
VART 2550 - Book Design & the Printed Page (R, L EL)
VART 2600 - Graphic Design Concepts (L, EL)
VART 2700 - Logos, Branding & Presentation (L, EL)
VART 2800 - Perspective on Graphic Design (L, EL)
VART 3030 - Art Design and Politics (L, EL)
VART 3055 - Ecology for Designers (LR)
VART 3056 - Urban Environmental Design (L, R)
VART 3070 - Architectural Design (R, L)
VART 3156 - Painting III (L)
VART 3182 - Digital Photography II (L)
VART 3186 - Photography III (L)
VART 3250 - Design and the Web (L, EL)
VART 3257 - Seminar in Avant-Garde Film/Video (L, EL)
VART 3258 - Film/Video Installation (L, EL)
VART 3261 - Documentary Film/Video Production (L, EL)
VART 3262 - Narrative Film/Video Production (L, EL)
VART 3266 - Experimental Film/Video Production (L, EL)
VART 3267 - Film and The City (L)
VART 3535 - History of Photography (L)
VART 4090 - Senior Project: Architecture (L)
VART 4200 - Art and Ethics (R, L, EL)
VART 4300 - Representation in Art (L, EL)
VART 4540 - Contemporary Design Practices (L, R)
VART 4600 - Senior Seminar: Visual Arts (EL)
VART 4999 - Tutorial in Visual Arts (R, L, EL)
VART 5555 - Film and the City (graduate section) (L, EL)

Course Descriptions

Theatre

THEA 1100 - INVITATION TO THEATRE (3 CREDITS)
This course guides the student on an experiential tour of mounting a theatrical production. The role of the playwright is defined and writing styles are explored; each student writes a short scene. The function of the director is demonstrated by analyzing multiple stagings of the same text; each student directs a scene. The actor is a primary element of theatre; each student acts a scene. The designer creates the physical world where the play breathes; each student will conceive a design. Interwoven with the production elements will be a survey of theatre history. Attendance at selected Fordham and professional productions.

THEA 1151 - DRAWING: ARCHITECTURE & STAGE (4 CREDITS)
Work in pencil, ink, charcoal, and other graphic media with an emphasis on proportion, scale, contrast, drawing the human figure in space, and movement sequences. Work with computer drawing tools for conceptual diagramming, linear perspective, and storyboard. Design projects outside of class times will be required. This course is intended for theatre/design and visual arts/architecture students. Satisfies foundation drawing requirement in the visual arts major core. Open to nonmajors. Satisfies prerequisite for Drawing II.

THEA 1210 - INTRO TO FASHION DESIGN (3 CREDITS)
Introduction to Fashion Design examines fashion as art and business through its history and from the late 19th century to the perspective of the contemporary designer. The class will focus on a basic understanding of style, trend, and social context, while developing the tools and techniques available to the designer in the creative process of crafting new looks. Students will try their hands at drawing, draping, trendspotting, and developing a collection while becoming familiar with shape, pattern, fabric and fiber, and construction details.

THEA 2000 - THEATRE HISTORY I: THE GREEKS (4 CREDITS)
The course explores the major developments in the ancient Greek theatre, focusing on the plays of Aeschylus, Sophocles, and Euripides. To enrich our context, we will read primary Greek texts including The Iliad and The Odyssey, and contemporary responses to the Greeks from writers such as Wole Soyinka, Adrienne Kennedy, and Derek Walcott. The course is open to nonmajors.

THEA 2010 - ACTING I (3 CREDITS)
The course aims to strip away preconceived notions of acting, forge a visceral understanding of the unity of body and voice, demonstrate that expanding the imagination is the highest skill of the craft, and explore the nature of transformation; theatre is an art of radical change. Required vocal lab.

THEA 2015 - ACTING FOR NONMAJORS (4 CREDITS)
Introductory acting technique for non-theatre performance majors. Emphasis on developing and freeing the voice, body, imagination, and emotions. Activities of the course include vocal and body warm-ups, theatre games and exercises, improvisation, and scene work.

THEA 2045 - INTRODUCTION TO DIRECTING (4 CREDITS)
This class introduces students to some of the basic tools of theatre directing by having them craft several short pieces that explore ways of using space, movement, gesture, light, sound, objects, and spoken words to communicate a story to an audience. Open to Nonmajors.

THEA 2080 - COLLABORATION I (4 CREDITS)
First semester of a full-year course for all theatre majors. The class
introduces students to the areas of acting, directing, playwriting, and design with focus on the art of collaboration.

THEA 2090 - COLLABORATION II (4 CREDITS)
Second semester of a full-year course for all theatre majors. The class introduces students to the areas of acting, directing, playwriting, and design with a focus on the art of collaboration.

THEA 2100 - THEATRE HIST II: MEDIEVAL AGE TO THE RESTORATION (4 CREDITS)
The course explores the major developments in theatre from 1588 to 1720. We use major works as a focus, including the plays of Hrotsvitha, Marlowe, Shakespeare, Webster, Ford, Calderón de la Barca, Chikamatsu, Molière, Racine, Congreve, and Centlivre. We explore their context (when, where, and why they were written), the lives of the playwrights, and the culture and the politics of their society. The course is open to nonmajors.

THEA 2200 - THEATRE HIST III: MODERN TO PRESENT (4 CREDITS)
The course explores the major developments in theatre from 1879 to the present using major plays of Ibsen, Strindberg, Chekhov, Wedekind, Stein, Brecht, O’Neill, Artaud, Genet, Kennedy, Beckett, Soyinka, Mishima, Churchill, and the movements of performance art and butoh. We explore their context—when, where, and why they were written—the lives of the playwrights, and the culture and the politics of their society. The course is open to nonmajors.

THEA 2211 - STAGE MAKEUP AND HAIR (4 CREDITS)
An introduction to stage makeup, including planning and executing a variety of makeup styles and techniques. From fantasy to old age, bruises to animal stylization, students will be challenged not only to design makeup but create characters to inform their makeup choices. Other topics will include hairstyless and basic prosthetics.

THEA 2230 - COSTUME DESIGN (3 CREDITS)
Costume Design explores how the design of the clothes is essential to not only the world of the play but to each individual character, keeping in mind the environment they will inhabit. While learning how to break down a text, we explore character development as well as an emotional response to the play so that visual and historical research can be done. Through research, sketches, and rendering, students gain a process for articulating their ideas.

THEA 2231 - DRAFTING (3 CREDITS)
Introductory course in drafting focusing on mechanical drawing and the importance of scale, line weight, and lettering. We begin with orthographic projection and explore how to communicate the design idea through ground plan, section, and elevation. Open to visual arts majors.

THEA 2232 - ADVANCED DRAFTING (4 CREDITS)
Advanced course in drafting utilizing Vectorworks software to create computer-drafted ground plans, sections, and elevations of architectural objects in a theatrical space. Prerequisite VART 1161. Open to visual arts majors.

THEA 2251 - MODEL MAKING (3 CREDITS)
An introductory model making class focusing on creating a scenic model in half-inch scale. Beginning with building a model box from plans then constructing walls, show decks, and portals. This involves exploring different materials along with their textures and completing the model with props, furniture, and figures.

THEA 2252 - MODEL MAKING II (3 CREDITS)
A continuation of Model Making I.

THEA 2700 - ACTING II (4 CREDITS)
Introduction to scene study and text analysis for the actor using the Stanislavsky approach. Work on scenes chosen from realistic plays. Students will study character development by exploring psychological objectives and how they are embodied in physical actions.

THEA 2750 - PERFORMING ITALIAN (4 CREDITS)
Students will advance their fluency in Italian by learning to act in Italian plays in summer resident in Rome. With Joseph Perricone of Fordham's Department of Modern Languages, the students will explore structure and grammar, and expand their vocabulary by reading, writing, and speaking in a full-immersion mode. The goal of the course is to help students master the fine skills of diction and delivery in Italian. Students will be taught using carefully annotated texts with detailed grammatical explanations, and will be provided with audio CDs of the texts to practice listening and speaking beyond class. The acting will be taught by Matthew Maguire, director of Fordham's Theatre Program, using plays by Nobel-prize winning authors Dario Fo and Luigi Pirandello. Acting is an exciting way to learn a language because one's need to master the language is motivated by the desire to inhabit the imaginary circumstances created by great playwrights. The project will be enhanced by trips to Roman theatres, and the Opera at the baths of Caracalla. This course satisfies the Italian core and elective credit in the theatre major and minor.

THEA 2751 - ADVANCED PERFORMING ITALIAN (4 CREDITS)
In this advanced version of Performing Italian, students will study in Rome. They will explore additional dramatic texts, including plays by Ruzzante, Goldoni, Gozzi, and De Filippo. Critical, theoretical readings from D’Amico, Strehler, and Albertazzi, among others. The student will also do additional advanced scene study workshops outside of regular scheduled class.

THEA 2800 - STAGE MANAGEMENT (4 CREDITS)
A study of the organizational responsibilities and practical skills needed by stage managers to bring a production through auditions, rehearsals, and performances. Students stage manage a studio theatre production or main-stage production. Also crew work on load in and strike for main-stage production. (Alternate years)

THEA 2810 - STAGE MANAGEMENT II (4 CREDITS)
A continuation of Stage Management I.

THEA 2900 - THEATRE MANAGEMENT (4 CREDITS)
An introduction to the managerial aspects of American theatre. Topics include history of theatrical production and management in America, defining and understanding the differences between commercial and nonprofit theatre, basic management functions, types of theatre managers, forming a production company, understanding the actors' unions and contracts, organizing a nonprofit theatre company, artistic policy choices, staffing, casting, theatrical tours, the role of the producer and presenter, budget planning, box office, fundraising, marketing and
THEA 2999 - INDEPENDENT STUDY (2 CREDITS)
Independent research and readings with supervision from a faculty member.

THEA 3000 - ACTING III (4 CREDITS)
Continuation of intensive scene study based on the Stanislavsky system. Techniques of scene analysis, scoring, and appropriate rehearsal procedures will be covered. Performance majors only.

THEA 3011 - TEXT ANALYSIS (4 CREDITS)
Through careful, intensive reading of a variety of plays with different dramatic structures and aesthetics, students begin to see that options exist for interpreting a script.

THEA 3017 - SONG AS SCENE (4 CREDITS)
Learn how to effectively present musical material by exploring the text and combining it with sure vocal technique. An accompanist is present at each class, and different types of songs will be explored—ballad, up tempo, comic/character, and pop/rock. Acting exercises will be used to fully flesh out the songs. Seamless transitions from scene to song to scene will be examined. The notion of singing as simply acting on pitch will be stressed. Open to nonmajors and minors.

THEA 3030 - ACTOR'S VOCAL TECH I (2 CREDITS)
Vocal exercises for the actor to help release the voice, develop larger breathing capacity, and gain agility in articulation. Work on developing physical ease while exploring varieties of vocal projection through speech, song, and text. (Every fall)

THEA 3040 - ACTOR'S VOCAL TECH II (2 CREDITS)
Advanced exploration of the voice.

THEA 3050 - MOVEMENT FOR THE ACTOR I (2 CREDITS)
This course will include: 1) vigorous physical training to develop physical stamina along with yoga breath-work and stretches to increase flexibility, agility, focus and concentration; 2) butoh-influenced image work to develop body awareness and sensitivity as well as stimulate movement by images exercised by one's imagination; 3) creating characters by exploring the center, weight, rhythm, colors, and temperament of the character; and 4) individual and group improvisational exercises to learn to trust and act upon organic impulses.

THEA 3060 - MOVEMENT FOR THE ACTOR II (2 CREDITS)
Continuation of Movement I. This course will include 1) continuation from Movement I of developing physical stamina and intensifying breath and yoga work; 2) continuation of Movement I based on Butoh-influenced image work; 3) deeper exploration of character work and also taking the character out of the naturalistic realm to invite another layer of understanding on a more unconscious level; and 4) exploring abstract movement; and 5) Creating group and solo pieces.

THEA 3081 - ADVANCED MOVEMENT III (3 CREDITS)
The class focuses on composition for physical theatre and dance theatre and the creation of solo and group pieces. The instructor and the students decide on a theme to be explored in the class. Students create individual pieces as well as write, choreograph, direct for a larger ensemble. The class will culminate in a public showing of the class work. Prerequisite: THEA 3060.

THEA 3095 - STAGE COMBAT (4 CREDITS)
Students will learn to become familiar with the concepts, techniques, and safety practices of stage combat. Each class begins with a warm-up stretch and then moves into strengthening and isolation work. Each class also ends with work on original, ongoing choreography.

THEA 3100 - ACTING IV (4 CREDITS)
This is a scene study course with an emphasis on integrating Stanislavsky technique with non linear, non realistic texts. The actors will work with playwrights outside the canon of mainstream realism, such as Samuel Beckett, Gertrude Stein, Naomi Wallace, Erik Ehn, Heiner Müller, Adrienne Kennedy, Richard Foreman, Ruth Margraff, Caryl Churchill, Lisa D’Amour, Daniel Alexander Jones, and Suzan-Lori Parks. Work with heightened movement and voice extends the actors’ vocabulary.

THEA 3205 - FROM PAGE TO STAGE (4 CREDITS)
This is a class primarily for directing and design students in how to collaborate to translate words on a page into a vision for production. Using a classic realist text as a model play, students will discuss the work in class, do visual and dramaturgical research, and work in teams to develop design ideas, sketches, and models. The focus will be on uncovering and releasing one’s own personal vision of the play as well as on how to collaborate to achieve a collective vision. Outside readings and video screenings of other directors’ and designers’ work complement students’ own investigations into the focal text. In addition to working with the designers to articulate production approaches, directing students will also cast actors and rehearse scenes from the play outside of class. The semester will culminate in a final evening presentation of the scenes and design work.

THEA 3232 - SHAKESPEARE: TEXT & PERFORMANCE (4 CREDITS)
This course will study Shakespeare’s plays first as texts and then as performance, focusing on the literary and historical aspect of a play, and then the same play as a theatrical script for realization in a performance setting. Through close readings from these widely disparate points of view, we will try to grasp how the theater acts to engage audiences and create meanings, and how time and culture are expressed in both text and performance. We’ll investigate questions about adaptation; authorship; the status of “classic” texts and their variant forms; and the transition from manuscript, book, and stage to film and digitally inflected forms of media. Assignments will include readings, memorization, essays, and presentations. The final project can be an essay, the student’s short video of a Shakespeare excerpt, or a brief performance.

THEA 3300 - THEATRE, CREATIVITY, VALUES (4 CREDITS)
This Senior Values course is designed to give students an opportunity to examine and reflect upon creativity and the theatre. How does creativity mark the distinctness of the human person? How does human creativity point to the presence and action of God? What purpose does the theatre serve for society? Emphasis is placed on personal integration of philosophical principles and personal technique and craft. Open to theatre majors and minors only.
THEA 3373 - LIGHTING DESIGN II (4 CREDITS)
Continuation of lighting design and practical applications of light in architecture, interiors, installations, and photography.

THEA 3430 - SOUND DESIGN (4 CREDITS)
Explore the conceptual and technical components of sound design, including critical listening, production organization, fundamental engineering, and script analysis. From the physics of sound waves to the finess of cueing, Sound Design covers the foundations of the field. The class will touch on topics in acoustics, system design, vocal reinforcement, sound effects, playback and audio development software, and the role of sound design in the rehearsal and tech process. The goal is to develop the conceptual rigor and practical technique to support a small production with an integral audio component.

THEA 3700 - PLAYWRITING (4 CREDITS)
This playwriting workshop is the cornerstone of the playwriting program. It intentionally welcomes writers of many levels of experience to one dynamic space. The goals of the workshop are to teach basic craft and create an environment that will guide the writers’ explanation of their individual voices. We concentrate on four major issues: storytelling, character, structure, and language.

THEA 3800 - INTERNSHIP (3 CREDITS)
Supervised placement for students interested in work experience.

THEA 3980 - SET DESIGN (4 CREDITS)
Set Design examines how the design of an environment must capture the world for the play and delineates a place for the characters to exist and reverberate within. It is essential to the storytelling aspect of an overall production for a designer and a director. While learning how to break down a text, we explore character development as well as an emotional response to the play so that visual research can be done. Through models, sketches, and computer montage rendering, students hone their process for articulating their ideas.

THEA 3999 - INDEPENDENT STUDY (3 CREDITS)
Independent research and reading with supervision from a faculty member.

THEA 4000 - CREATING A CHARACTER (4 CREDITS)
Advanced scene study employing exercises and exploration specifically designed to give the actor a technique with which to develop a distinct characterization.

THEA 4001 - CREATING A CHARACTER II (4 CREDITS)
A continuation of the work in Creating a Character I. Advanced scene study employing exercises and exploration specifically designed to give the actor a technique with which to develop a distinct characterization. Prerequisite: THEA 4000.

THEA 4025 - FLYING SOLO (4 CREDITS)
This will be an intensive, practical course for students interested in creating a short solo performance piece. Creative work will be accompanied by in-depth documented research into the student’s particular area of interest. In addition to their creative work, each student will be responsible for a substantive research project on a performance artist, assigned to them by the instructor.

THEA 4045 - YOUNG, GIFTED, AND BLACK (4 CREDITS)
This interdisciplinary course will explore themes of political, social, and personal transgression and transformation in the cultural tradition of black American theatre and performance from the Harlem Renaissance, through the black arts movement to the present. The interrelationship of text, music, and movement will be highlighted to underscore significant aesthetic innovations and also to allow for a discussion of plays, playwrights, and performers in the fullest possible context. This course is cross-listed with African American Studies and counts for Pluralism.

THEA 4100 - ACTING SHAKESPEARE (4 CREDITS)
An investigation of the various historical and contemporary techniques of acting Elizabethan verse through close textual analysis and in-class performance of scenes from Shakespeare's plays.

THEA 4120 - ACTING SHAKESPEARE II (4 CREDITS)
Advanced scene and text work in Shakespeare.

THEA 4250 - ACTING FOR THE CAMERA (4 CREDITS)
Introduces the actor to the techniques of acting for the mediums of television and film, including issues of scale, angle, and material.

THEA 4260 - ACTING FOR THE CAMERA II (4 CREDITS)
A continuation of Acting for the Camera.

THEA 4301 - PERFORMANCE AND ART (3 CREDITS)
Explore the conceptual and technical components of sound design, including critical listening, production organization, fundamental engineering, and script analysis. From the physics of sound waves to the finess of cueing, Sound Design covers the foundations of the field. The class will touch on topics in acoustics, system design, vocal reinforcement, sound effects, playback and audio development software, and the role of sound design in the rehearsal and tech process. The goal is to develop the conceptual rigor and practical technique to support a small production with an integral audio component.

THEA 4302 - RUSSIAN THEATRE WORKSHOP (2 CREDITS)
This course conducted in Moscow includes work in acting, movement, dance, voice, Russian theatre history, and a study of the current Russian theatre. It is taught by the faculty of the Moscow Art Theatre School.

THEA 4400 - SENIOR AUDITION I (2 CREDITS)
Prepares students to audition for professional theatre companies, agents, casting directors, and graduate schools. Students develop two audition pieces (one classical, one contemporary) and also learn to prepare cold readings. Guidance also provided in the preparation of pictures and professional resumes. Performance majors only. (Fall, senior year)

THEA 4410 - SENIOR AUDITION II (2 CREDITS)
Preparation of the Senior Showcase, in which students present scenes, monologues, and songs for producers, agents, and casting directors. Performance majors only.

THEA 4510 - DIRECTING PRODUCTION WORKSHOP I (3 CREDITS)
This course is designed to run with Design Workshop to merge design and directing students in practical production experiences. In the process, students will hone their ability to analyze text, shape a design idea, communicate with artistic collaborators, create working drawings and models, plan a production schedule, and create and manage a budget. The focus is play production and attending and discussing university and professional productions.
THEA 4511 - DESIGN PRODUCTION WORKSHOP I (4 CREDITS)
This course is designed to run with Directing Workshop to merge design and directing students in practical production experiences. In the process, students will hone their ability to analyze text, shape a design idea, communicate with artistic collaborators, create working drawings and models, plan a production schedule, and create and manage a budget. The focus is play production and attending and discussing university and professional productions.

THEA 4520 - DIRECTING PRODUCTION WORKSHOP II (3 CREDITS)
Continuation of Directing Production Workshop I.

THEA 4521 - DESIGN PRODUCTION WORKSHOP II (4 CREDITS)
Continuation of Design Production I.

THEA 4530 - DIRECTING PRODUCTION WORKSHOP III (3 CREDITS)
Continuation of Directing Production Workshop II.

THEA 4531 - DESIGN PRODUCTION WORKSHOP III (4 credits)
Continuation of Design Production Workshop II.

THEA 4800 - INTERNSHIP (4 CREDITS)
Supervised placement for students who are interested in work experience.

THEA 4999 - TUTORIAL THEATRE & DRAMA (1 CREDIT)
Independent research and reading with supervision from a faculty member.

Visual Arts
VART 1055 - FIGURE DRAWING I (4 CREDITS)
The study of the figure through direct observation. Various techniques of rendering and diverse media will be explored.

VART 1101 - URBANISM (3 CREDITS)
A historical introduction to the issues, principles, and processes of urban design and development in Western societies. Lectures will trace the evolution of selected cities (from ancient Athens to contemporary Los Angeles) taking into consideration the design decisions that have affected our built environment and urban culture. (Satisfies fine arts core requirement).

VART 1124 - PHOTOGRAPHY I (4 CREDITS)
Instruction is offered in basic camera and darkroom techniques of black-and-white photography. Class will also include critiques of students’ work and discussions of aesthetic questions pertaining to photography. Students should have adjustable cameras. Additional darkroom hours required.

VART 1128 - DIGITAL PHOTOGRAPHY (4 CREDITS)
This class is an introduction to the fundamentals of digital photography. Assignments throughout the semester encourage students to explore some of the technical and aesthetic concerns of the medium. Photoshop is used as the primary editing tool. A 3.2 or higher megapixel camera is required.

VART 1135 - VISUAL THINKING I (4 CREDITS)
A foundation course in visual communication. The course will cover the following topics: visual perception, composition, light and color, drawing perspective, words and images, graphic design, photography, and photo montage.

VART 1150 - DRAWING I (4 CREDITS)
Work in pencil, ink, charcoal, and other graphic media designed to involve students in various approaches and attitudes toward representation and expression in drawing.

VART 1160 - ARCHITECTURAL LANGUAGE (4 CREDITS)
Introducing the basic language of 3D form and space making, this studio course involves students in the process of architectural vision, critique, analysis, and creation. Emphasizing short, elementary in-class assignments, students learn to use the same tools—sketching, diagramming, scale model making, and computer modeling and animation—used by design professionals to shape our world. Offered at FCRH only; equivalent to VART 1161 at Lincoln Center. Lab fee. All are welcome.

VART 1180 - PAINTING I (4 CREDITS)
An introductory course in painting, emphasizing basic formal and technical concerns. Acrylic paints will be used.

VART 1257 - AVANT-GARDE FILM/VIDEO (4 credits)
This studio course will explore the practice of current avant-garde film and video from a visual arts perspective. Various artists’ strategies for creating challenging work will be considered, including the use of abstraction, appropriated imagery, autobiographical detail, disjunctive sound image relationships, and other aesthetic choices. The course will include field trips to view current experimental films and videos at museums, film festivals, and art galleries.

VART 1265 - FILM/VIDEO I (4 credits)
An introduction to film/video production techniques used to make short projects. Students will study composition, lighting, and editing in creating their own Super 8 mm film and digital-video work.

VART 2003 - GRAPHIC DESIGN & DIGITAL TOOLS (4 CREDITS)
Formerly Introduction to Digital Tools. In this class students will be introduced to the language of graphic design and the nuances of visual communication. The course includes hands-on assignments, tutorials, discussions, and weekly assignments. Adobe Creative Suite: Photoshop, Illustrator, and InDesign, will be taught and used as digital tools.

VART 2050 - DESIGNING THE CITY (4 credits)
A creative and practical course in urban design, focusing on the relationship between people and the built environment. Although urban design is a visual discipline, its roots and purposes are interdisciplinary, combining high ideals with hard realism. Readings, tours, and research examine the historical roots of current urban design problems and practices. Seminar discussions highlight the goals: regenerative neighborhoods and lively public places. Smart growth, sustainable communities, and new urbanism are contrasted with suburban sprawl and auto-centered development. Students use Mac-based CAD software to visualize great new public places in New York—practicing the imaginative art of the possible. Visits during office hours are recommended. Field trips and lab fee are required. Recommended to urban studies and environmental policy students, but open to all.
VART 2051 - URBAN DESIGN ANALYSIS (4 CREDITS)
This class will help students to understand the essentials of street, neighborhood, city, and region, through diagramming, captioning, drawing, information mapping, and photo-annotation. These essentials include issues of morphology, scale, technology, repetition, transportation, resource, infrastructure, and regulation—all of which may be evaluated according to selected readings in philosophy, nature, demography, science, sustainability, geography, and urban and environmental politics. Prerequisite: VART 1101-Urbanism, or the equivalent with permission.

VART 2055 - ENVIRONMENTAL DESIGN (4 CREDITS)
This introductory course explores the physical relationship between mankind and nature. Lecture presentations, tours, and readings will outline the histories and forms of settlement patterns, landscapes and gardens, and our increasing interest in sustainable development, renewable energy, and conservation. Sketching, site analysis, idea generation, design and model-building in landscape settings. Intended for visual arts, urban studies, environmental policy and science students, but open to all. Office hours visits recommended. Required field trips and lab fee.

VART 2085 - SUSTAINABLE NEW YORK (3 credits)
An intensive summer workshop in big city "green" design. Intended for majors in visual arts, environmental studies, and/or urban studies, this course might interest anyone concerned about New York City's future in an era of rising energy costs and environmental risk. Walking tours; field trips; reading program and discussion; visits to buildings, parks, and construction sites; illustrated presentations; guest speakers from state and city agencies, NGOs, nonprofits, and private sector innovators. At least one day each week will be based at Solar One, located on the East River at 23rd Street, or the Science Barge in the Hudson River at 44th Street. By term's end, each student will present an independent research or design project.

VART 2105 - GRAPHIC DESIGN HISTORY (4 CREDITS)
This course will explore through lectures, research assignments, and discussion the history of graphic design from the Lascaux caves and medieval manuscripts to contemporary digital design. The focus will be on the development of graphic design as a profession, the influence of the modernist traditions on design today, and how design history overlaps with the histories of art, photography, and architecture.

VART 2121 - ABSTRACTION (4 CREDITS)
Abstract thinking is routinely employed to navigate the complex structures of our world. Abstract art, the major art form of the last century, has tried in many different ways to come to grips with this situation. This course, rather than treating abstraction as a style, considers it as a way of thinking visually—as a structure for creativity and expression. Working across material disciplines, the course will employ painting, drawing, three-dimensional work, and depending on the students' interests, photography and video.

VART 2130 - PAINTING II (4 CREDITS)
Intermediate instruction is offered in painting. Emphasis will be placed on developing individual approaches to the solving of creative problems within the context of 20th-century historical and critical concerns.

VART 2140 - COLLAGE AND MIXED MEDIA (4 CREDITS)
A course emphasizing the formal, material, and thematic exploration inherent in collage and mixed-media techniques. Different visual disciplines and approaches will be combined to produce two- and three-dimensional work.

VART 2150 - DRAWING II (4 CREDITS)
An advanced course in drawing, emphasizing creative solutions to visual problems. A variety of materials and techniques will be used.

VART 2185 - PHOTOGRAPHY II (4 CREDITS)
This course is a continuation and expansion of the basic photographic methods acquired in Photography I. The technical aspects of exposure and printing will be further refined; however, the primary emphasis will focus on expanding student ability to articulate meaning photographically and the development of a refined photographic vision.

VART 2190 - DOCUMENTARY PHOTOGRAPHY (4 CREDITS)
Students will work on three projects of their choosing: two short-term assignments and one semester-long exploration. Classes will consist of critiques, slide and film presentations, and occasional guest lecturers.

VART 2196 - LARGE FORMAT PHOTOGRAPHY (4 CREDITS)
Large format-view camera technique, which produces large negatives and permits extraordinary image control, will be taught along with medium photography in this intermediate-level class. Students will work on short, specific technical assignments as well as a long-term individual project.

VART 2265 - FILM/VIDEO II (4 CREDITS)
Advanced film/video production techniques will be explored as students complete several projects over the course of the semester. Students will shoot 16mm film and video and learn sound design and postproduction digital effects.

VART 2400 - FUNDAMENTALS OF WEBSITE DESIGN (4 CREDITS)
This class will introduce the key concepts in designing and building websites from an aesthetic and technical perspective. Through lecture, critical analysis and hands-on assignments, students will learn how to design and build a creative and effective website. The focus of the class will be on presenting and exploring the fundamental industry standard programming language and website practice: HTML, CSS, Navigational Structures, interactivity and Information Architecture.

VART 2500 - TYPOGRAPHY AND DESIGN (4 CREDITS)
Structured as a lab course, the history and implementation of typography will be introduced through lectures and a series of set projects and exercises. The importance of typography in graphic design and how typography can be used as graphic elements is the main focus of the class. Through research, presentations and discussion students will explore how typography is used professionally and creatively.

VART 2537 - CONTEMPORARY ISSUES IN PHOTOGRAPHY (4 CREDITS)
This course is a practical introduction to contemporary critical issues in photography. Students will generate a series of film based or digital projects informed by class readings and gallery visits. Class sessions will be comprised of regular critiques and discussions of theoretical readings.
VART 2545 - PROJECTS AND CONCEPTS (4 credits)
A multimedia studio course that emphasizes creative solutions to a varied series of visual problems. The student will be able to use painting, drawing, collage, photography, sculpture, and video, as well as installation and performance to make artworks that "think out of the box."

VART 2550 - DESIGNING BOOKS, “ZINES” & CHAPTERBOOKS (4 CREDITS)
All students with an interest in self-publishing are welcome to the class. The focus will be on the design, layout, and production of a publication from cover to the copyright page. You will learn through weekly assignments and readings about design, type, paper, and binding techniques. We will look at and critique the numerous “indie” publications available and the final product will be a self-published book, “zine,” or chapterbook.

VART 2600 - GRAPHIC DESIGN CONCEPTS (4 CREDITS)
In this second-level design class, the focus will be on both the practical and creative aspects of the graphic design process. Assignments will include in-depth assignments that are practical and conceptual. Emphasis will be placed on creativity, concept, the articulation of ideas, process, writing skills, and preparation of files for output, as well as presentation, craftsmanship, and typography.

VART 2700 - LOGOS, BRANDING & PRESENTATION (4 CREDITS)
This advanced-level class will focus on two main projects: The development of a graphic identity system for a product or company, and information graphics, the visualization and design of data and information. The emphasis will be on research and learning to prepare and present a design brief. Prerequisite: VART 2600.

VART 2800 - PERSPECTIVE ON GRAPHIC DESIGN (4 CREDITS)
This seminar course is open to all students interested in graphic design. Class will include visits to designers’ studios, slide lectures, assigned readings, and written essays. We will look at the role of the designer in society both in the past and present, and examine the art of graphic design. Social responsibility in the context of a designer’s ability to educate, inform and propagandize, and deceive will also be examined. Prerequisite: VART 2500 or permission of instructor.

VART 2999 - TUTORIAL (2 CREDITS)
Independent research and readings with supervision from a faculty member.

VART 3001 - DOCUMENTARY PHOTOGRAPHY: JAPAN (4 CREDITS)
This intensive class is designed as a platform for intermediate and advanced-level students to further develop their photographic production with an emphasis on generating documentary projects focusing on the people, culture, and architecture of Japan. The megacity of Tokyo will serve as the starting point for our investigations, with image-making itineraries that will take us from the cosmopolitan ward Shinjuku, to the center of youth culture in Shibuya; and from the cutting-edge fashion districts of Harajuku to the temples and shrines of Asakusa. The course will conclude in New York City during the spring semester where participants will work together with the instructor to edit, design, and produce a professional-quality book of the photographic projects including essays detailing the richness of their experience abroad.

VART 3025 - BOOK DESIGN & THE PRINTED PAGE (4 CREDITS)
The student will learn the fundamental principles, structures, and typographic guidelines that are followed when designing a book or magazine. Projects will include designing a magazine, book jacket, and interior page layouts. The final project is an independent book or magazine. Prerequisite: VART 2600 or permission of instructor.

VART 3030 - ART DESIGN AND POLITICS (4 CREDITS)
This class is open to all students who are interested in using visual communication as a tool to effect social and political change. Students will investigate how graphic design is used to educate, inform, and persuade an audience through the use of visual language and a responsible, well-crafted message. Historic and contemporary examples of social and political art will be explored through research, lectures, and discussions. Assignments include developing an independent project based on a student’s choice of medium from research papers, advertising, media, public art, community service, and activism to curating of an exhibition.

VART 3055 - ECOLOGY FOR DESIGNERS (4 CREDITS)
An introduction to functional ecosystems, and the application of that knowledge to the redesign of the urban built environment. Energy use patterns, resource management, water cycles, productivity, food production, and systems integration will be inspected, leading to the proposition of a hypothetical urban ecosystem, which may include water recycling, habitat restoration, biomimicry, renewable energy, and vertical farming.

VART 3056 - URBAN ENVIRONMENTAL DESIGN (4 credits)
This studio design course explores sustainable design strategies for outdoor spaces and infrastructure at a range of scales. Individual and team studio assignments will introduce students to current “green” design practices in urban landscape architecture and urban and regional design, supplemented with readings, lectures, and field trips. Sketching, design, idea generation, modeling and computer graphic techniques are included. Intended for visual arts, urban studies, environmental policy and science students, with VART 2055 or VART 3055 recommended in preparation, but not required.

VART 3070 - ARCHITECTURAL DESIGN (4 credits)
A design studio course that may be taken up to four times, with different project assignments each time. This is the primary studio course for pre-architecture students. Informed by contemporary design theory, students synthesize site, environmental, urban, precedent, and programmatic requirements in the design of small public buildings or installations. A major design project is prefaced and interspersed with shorter exercises in analysis, skill building, critique, and fabrication. Portfolios layouts are also prepared. Field trips, lab fee, and office hours consultations are required. Prerequisite: at least one of VART 1160, 1161, 2050, 2051, 2055, or 2085; or permission.

VART 3080 - ARCHITECTURAL STUDIO A (4 credits)
Formerly AR 3070 - Architectural Design III. An advanced studio in architectural design, with individualized instruction tailored to each student’s major and design interests. Major design projects assigned may emphasize environmental design, interior design, landscape design, installation, urban design, furniture design, or architectural design. Students in this class will assist in the critique of beginning students’
work. Portfolio preparation. Field trips, lab fee, and office hours visits are required.

VART 3090 - ARCHITECTURAL STUDIO B (4 credits)
An advanced studio in architectural design, with individualized instruction tailored to each student's major and design interests. Major design projects assigned may emphasize environmental design, interior design, landscape design, installation, urban design, furniture design, or architectural design. Students in this class will assist in the critique of beginning students' work. Portfolio preparation. Field trips, lab fee, and office hours visits are required.

VART 3156 - PAINTING III (4 credits)
Individual instruction is offered with group critiques and seminar discussions.

VART 3186 - PHOTOGRAPHY III (4 credits)
Continuation of studies in photography at the advanced level.

VART 3250 - DESIGN AND THE WEB (4 credits)
In this advanced-level class, students will learn how to design websites that maximize the mediums and limitations of technology. The class will explore the new directions websites are moving in, critically study websites that are successful both commercially and as a visual art form. The focus will be on how a website can be designed without sacrificing typography or good design.

VART 3257 - SEMINAR: AVANT-GARDE FILM/VIDEO (4 credits)
This studio course will explore the practice of current avant-garde film and video from a visual arts perspective. Various artists' strategies for creating challenging work will be considered, including the use of abstraction, appropriated imagery, autobiographical detail, disjunctive sound image relationships, and other aesthetic choices. The course will include field trips to view current experimental films and videos at museums, film festivals, and art galleries.

VART 3258 - FILM/VIDEO INSTALLATION (4 credits)
Students will create their own film/video installations using multiple monitors, film loops, and mixed sound. At the end of the semester the work will be presented in a gallery show.

VART 3261 - DOCUMENTARY FILM/VIDEO PRODUCTION (4 credits)
Students will plan, shoot, and edit a short nonfiction film.

VART 3262 - NARRATIVE FILM/VIDEO PRODUCTION (4 credits)
Students will plan, shoot, and edit a short fiction film.

VART 3267 - FILM AND THE CITY (4 credits)
In making their own short documentary film sketches, students will consider how the urban milieu has been framed historically using moving images. Students will use video cameras to reveal the city as a dynamic, vibrant organism whose changes can be catalogued and reflected creatively in short films.

VART 3500 - DOCUMENTARY PHOTOGRAPHY: ITALY (4 credits)
This intensive class will introduce you to the basic and advance techniques of image production with a major emphasis on generating documentary projects directly relating to the people, architecture, and culture. The cosmopolitan city of Rome, rich in artistic history, will serve
will encourage students to be critical, active and engaged artists and viewers.

**VART 4540 - CONTEMPORARY DESIGN PRACTICES (4 CREDITS)**
A comparative case study approach to understanding contemporary practices in industrial design, architecture, interior design, landscape architecture, urban design, and urban and regional planning. The great monuments in postwar design in these fields will be studied in terms of the individual and collective decision-making that brought them about. The interlocking roles of creativity, collaboration, and consultancy; codes of ethics and safety; promotion and media; design tools, especially the computer and the web; client relations; scheduling and estimating; social responsibility; ecological and sustainable principles; contracts; research and development; business structures, profit, and getting paid; and professional organizations (AIA, IDSA, NAAB, ASLA, ASID, APA, EPDA, etc) in contemporary design processes will all be inspected. Guest lectures, tours of construction sites, and/or design shops will supplement lectures, seminar sessions, and student research. Seniors only. Prerequisites: eight credits of VART, or 12 credits of ARHI, or Social History of Architecture, or Environmental Ethics, or permission of the instructor.

**VART 4600 - SENIOR SEMINAR: STUDIO ART (4 CREDITS)**
This is a course for senior visual arts students who wish to have a senior project exhibition. The seminar will discuss critical issues relating to the making, presentation, and interpretation of contemporary art.

**VART 4800 - INTERNSHIP (4 CREDITS)**
Supervised placement for students who are interested in work experience.

**VART 5070 - URBAN ARCHITECTURAL DESIGN (4 CREDITS)**
A creative studio/seminar course. Students will synthesize contextual, artistic, environmental, and functional requirements in the design of public spaces and buildings using models, sketches, diagrams, and computer modeling. A term project—often related to the student's research interests—is prefaced and interspersed with shorter exercises in contextual analysis, skill building, urban theory, and architectural critique. Field trips, workshops, lab fee, and office hours critiques are required.

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**Theology**

Chair: T. Tilley,
Associate Chair: Hornbeck (RH), Hogan (LC)
RH: DU 151, (718) 817-3420, Fax: (718) 817-5787
LC: LL 924, (212) 636-6381, Fax: (212) 636-7153
Web: www.fordham.edu/theology

**Faculty**

Distinguished Professor: Johnson
Karl Rahner Chair in Theology: (open)
James and Nancy Buckman Chair in Applied Christian Ethics:
Hilkert Andolsen
Avery Cardinal Dulles, S.J., Chair in Catholic Theology: T. Tilley

**Professors:** Fisher, B. Hinze, C. Firer Hinze, Lienhard, Nasuti, Papanikolau, M. Tilley, Viladesau,
**Associate Professors:** Callaway, Demacopoulos, Dunning, Hill Fletcher, Hogan, Kubicki, Kueny, Lee, O’Connell, Scirghi
**Assistant Professors:** Camosy, Davis, Hawkins, Hornbeck, B. Moore, O’Connell, C. Peppard, M. Peppard, Reklis, Seitz
**Lecturer:** Denniston
**Professors Emeriti:** Collopy, Dillon, Heaney, D. Moore, Pereira, Schaefer, Shelley

**Overview**
The discipline of theology explores the big questions: What does it mean to be human? How shall we live? What does it mean to believe in (or reject) the existence of God? Why are there so many religions? Christian theology tackles these questions by engaging a variety of disciplines, including history, philosophy, and literary studies. It works critically and appreciatively to discover, interpret, and understand the evolving beliefs and practices of Christianity. In light of Fordham’s Jesuit heritage and Catholic identity, the department focuses on the rich diversity within the Catholic tradition. Coursework emphasizes the mutual influence of faith and culture historically and in the present. New York City provides a valuable resource, especially for engaging in dialogue with other faith traditions of the world. Located in the poorest U.S. congressional district (Fordham’s Bronx Campus) and bordering census tracts of both the highest and lowest income levels in Manhattan (at Lincoln Center), our locations in New York City invite faculty and students to repeatedly make the connections between the world’s religious and moral teachings and the realities of social injustice.

Majoring in theology provides an excellent liberal arts education. Theology majors learn the crucial skills of thinking critically and analytically, writing persuasively, communicating effectively, and working with others cooperatively. They learn how to interpret classic and contemporary texts, to understand ritual, to analyze and evaluate moral norms, and to explore patterns of authority in the tradition and in the cultures it inhabits. Electives allow students to shape the major in light of their own interests.

The department offers a variety of activities each semester, including guest speakers, a movie series, musical events, study trips, informal gatherings with faculty, retreats, and museum visits. All theology majors and minors are invited to attend regular seminars at which faculty and graduate students present their current work.

The department also has a chapter of Theta Alpha Kappa, the national honor society for religious studies and theology.

**Contribution to Core**
The study of theology at Fordham provides an intellectually sophisticated engagement with the Christian tradition. All freshmen in Fordham College and the Gabelli School of Business take THEO 1000-Faith and Critical Reasoning, which introduces students to the academic study of religion as well as the intellectual foundations of theological questions past and present. All sophomores/juniors take one core theology course numbered THEO 3000-3799 with the attribute Sacred Texts & Traditions, which introduces students to the historical-critical study of the scriptures.
or the classical texts of one or more religious traditions. The theology department offers courses that fulfill American Pluralism, Global Studies, Eloquencia Perfecta 3, Interdisciplinary Capstone, and Values Seminar (Eloquencia Perfecta 4) requirements.

**Program Requirements**

**Theology Major**  
(HEGIS Code 1510) Program Code 06110

The major in theology is available at Fordham College at Rose Hill, Fordham College at Lincoln Center and Fordham School of Professional Studies at Lincoln Center.

Theology majors are members of the theological community formed by the department's faculty and graduate students. The theology major offers students foundational study in the disciplines of biblical studies, historical theology, and systematic theology. The program requires 10 courses. It is structured so as to bring together two elements: content, a consideration of traditional theological themes, such as God, Christ, Church, ethics and liturgy; and method: , various aspects of Christianity are approached through distinct methods, which may or may not be engaged in doing theology per se, but whose end results are relevant to theology. Building on the core curriculum and its tier system, the major in theology is likewise structured in several tiers.

**Tier One: Course Requirements of All Majors**  
The first tier consists of the following four requirements: THEO 1000-Faith and Critical Reason; one Sacred Texts and Traditions course; and two courses from the three-course sequence THEO 3832–3834-Christian Thought and Practice.

**Tier Two: Concentrations**  
The second tier consists of five courses, which allow students to concentrate in one of four fields; other fields may be added in the future. The rationale for these four fields is primarily methodological; each concentration fosters a distinct set of scholarly skills and centers around unique sets of questions. The course requirements for each concentration are as follows; where elective courses are indicated, students will choose elective courses from any of the offerings of the theology department.

**Theological Studies: This concentration consists of systematics, ethics, liturgy, and historical courses and fosters critical capacities for thinking about fundamental questions such as God, the human person, truth, and society, as well as questions about how to live. It requires two Sacred Texts and Traditions courses, chosen in such a way that these two courses and the Sacred Texts and Traditions course required in the Core Curriculum, each major will take one course on the Old Testament, one on the New Testament, and one on the sacred texts of a non-Christian tradition; and three electives.**

**Faith and Culture: This concentration focuses on the dynamics of religious beliefs and practices as an area of human experience shared across time and cultures and seeks to develop a broader understanding of the phenomenon of religion as practiced by persons of various faiths. It requires THEO 3870-Religion as Human Experience; a course on the Old Testament or New Testament if not already taken in the first tier; a course on a major non-Christian religious tradition; and either two or three electives, such that the total number of courses a student takes in this concentration will be five.**

**American Catholicism: This concentration focuses on the theology, history, and practice of Roman Catholicism in the United States. It requires AMCS 3000–3001-Catholic Studies Seminar; a course chosen from the offerings of the theology department which focuses on American Catholicism; and two electives. Concentrators in American Catholicism take at least one course in either of the testaments of the Christian Bible, if not already taken in the first tier. If a student in this concentration took a non-biblical course in the first tier, the biblical course taken in this concentration would count as an elective.**

**Tier Three: Capstone Seminar**  
The third tier consists of a Capstone course to be taken by all majors, THEO-3860-Contemporary Conversations in Theology. This course crowns the requirements for the major by focusing on a common theological theme. The theme of the course and the works utilized will depend on the expertise of the instructor; it includes a 25 to 30 page final paper.

**Theology Secondary Major**  
The secondary major is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

The secondary major comprises eight courses: Faith and Critical Reason, one Sacred Texts and Traditions course, any two of the three Christian Thought and Practice courses described above in the first tier of the major, and four theology electives. Secondary majors are strongly encouraged, but not required, to take as an elective the Capstone Seminar described above in the third tier of the major.

**Theology Minor**  
The minor in theology is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

The minor in theology allows students to focus on areas that complement their major. It consists of six courses: Faith and Critical Reason, one Sacred Texts and Traditions course, any one of the three Christian Thought and Practice Courses described above in the first tier of the major, and three theology electives. There is no requirement for a student minoring in theology to take the Capstone Seminar described above in the third tier of the major. Discretion for admitting minors to the seminar will rest jointly with a student’s adviser and the faculty member teaching the seminar.
Early Admission to the Master's Program

The accelerated M.A. program in theology allows theology majors presently enrolled in Fordham College at Rose Hill and Fordham College at Lincoln Center to attain both a bachelor's degree and a master's degree in theology in five years. Graduate courses begin in the student's senior year, providing her or him with advanced training and enriching the undergraduate experience. An additional year of study permits the student to complete all of the theology department's requirements for the degree of master of arts. For further information, contact an associate chair.

Program Activities

The department offers a variety of activities each semester, including guest speakers, a movie series, musical events, study trips, informal gatherings with faculty, retreats, and museum visits. All theology majors and minors are invited to attend the monthly faculty seminar at which faculty present their current work.

Courses Planned for Fall 2012–Spring 2014

Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, ER for Fordham School of Professional Studies at Rose Hill, EL for Fordham School of Professional Studies at Lincoln Center, and EW for Fordham School of Professional Studies at Westchester.

THEO 1000-Faith & Critical Reasoning (R, L, ER, EL, EW)
THEO 1006-Sin and Salvation in Medieval Theology (R)
THEO 1999-Tutorial I
THEO 2999-Tutorial II
THEO 3100-Intro to Old Testament (R, L, EL)
THEO 3105-The Torah (L, EL)
THEO 3120-The Prophets (R, L)
THEO 3200-Intro To New Testament (R, L, El, Er, EW)
THEO 3205-The Four Gospels (R)
THEO 3212-The Gospel of John (R)
THEO 3220-The Parables of Jesus (R)
THEO 3230-Life And Letters of Paul (R, L)
THEO 3250-Jesus In History and Faith (L)
THEO 3255-The Jesus of History (R)
THEO 3310-Early Christian Writings (R, L)
THEO 3314-St. Augustine Of Hippo (R)
THEO 3316-Byzantine Chistianity (R, L)
THEO 3320-Augustine, Aquinas & Luther (R)
THEO 3330-Medieval Theology Texts (R, L)
THEO 3360-Reformation Texts (R)
THEO 3375-American Religious Texts (L)
THEO 3390-Church In Controversy (R)
THEO 3542-Catholic Social Teaching (R, L)
THEO 3546-The Bible and Social Justice (R)
THEO 3610-Christ in World Cultures (R)
THEO 3620-Great Christian Hymns (R, L)
THEO 3700-Scriptures of the World (R)
THEO 3711-Sacred Texts of the Middle East (R, L)
THEO 3713-Classic Jewish Texts (L)
THEO 3715-Classic Islamic Texts (R, L)
THEO 3720-Hindu Lit & Ethics (R, L)
THEO 3724-Classic Buddhist Texts (R, L)
THEO 3730-Sacred Books of the East (R, L)
THEO 3800-Internship
THEO 3816-Christian Mystical Theology (R, L)
THEO 3822-The Bible in Western Culture (R)
THEO 3826-Women in the Bible (L)
THEO 3827-The Bible and Human Sexuality (L)
THEO 3832-Christian Thought and Practice I (R, L)
THEO 3833-Christian Thought and Practice II (R, L)
THEO 3834-Christian Thought and Practice III (R, L)
THEO 3835-Martyrs, Monks, and Madmen (L)
THEO 3836-Cappadocian Theology (R)
THEO 3847-Latino and Latina Theology (R)
THEO 3848-Theologies of Liberation (R)
THEO 3849-Eschatology (R)
THEO 3855-Environmental Ethics (L)
THEO 3857-Theologies of Sexuality and Gender (L)
THEO 3858-Gender and Asceticism (L)
THEO 3860-Contemporary Conversations in Theology (L, R)
THEO 3861-Works of Mercy, Work for Justice (R, L)
THEO 3863-Vocation of the Healthcare Provider (R)
THEO 3865-Ethics of Relationships (L)
THEO 3870-Religion as Human Experience (R, L)
THEO 3871-Religion and Film (R, L)
THEO 3876-Muslims in America
THEO 3877-Religion & The American Self (L)
THEO 3878-Religion and American Politics (L)
THEO 3880-Practical Theology (R)
THEO 3952-Ethics of Modern Selfhood (R)
THEO 3981-Catholic Studies Seminar I (R)
THEO 3982-Catholic Studies Seminar II (R)
THEO 3993-Wartime Religion in U.S. History (L)
THEO 3997-Catholic Studies Seminar (R)
THEO 3999-Service Learning: 3000 Level
THEO 4005-Women and Theology (R, L)
THEO 4008-Religion and Ecology (R)
THEO 4011-The Nt & Moral Choices (L)
THEO 4015-Values and Sexuality (R, L)
THEO 4020-A Faith that Imagines Justice (L)
THEO 4025-Marriage in 21st Century (R)
THEO 4030-Moral Aspects of Medicine (R)
THEO 4035-Professional Responsibilities (R)
THEO 4045-Eucharist, Justice and Life (R)
THEO 4050-Orthodox Christian Ethics (R)
THEO 4060-Religion and Public Life (L)
THEO 4070-Orthodox Christian Ethics (R)
THEO 4084-Human Nature after Darwin (L)
THEO 4089-God and Evils (R)
THEO 4999-Tutorial

Course Descriptions

THEO 1000 - FAITH & CRITICAL REASON (3 CREDITS)
An introductory theology course designed to acquaint students with the analytical study of religion and religious experience, and to give them some critical categories of evaluating the history of theological discourse. The
The academic study of some of the forms, concepts, experience, and theological formulations found in Christianity and various other traditions will be introduced.

**THEO 1004 - IGNATIAN THEOLOGY: 21st CENTURY (3 CREDITS)**
Can religious faiths hold up under the pressure of critical reason in the 21st century? Do theological concepts have any relevance for people living in the real world? By actively engaging in service to the Bronx community and investigating the work of Ignatius of Loyola and those who have followed him, this course will pursue these questions. We will trace the way Jesuit thinking offers a response through patterns of mission, theology, poetry, and practice. Service hours required. Selected sections will be offered as Eloquentia Perfecta seminars.

**THEO 1005 - MYSTICAL POLITICAL FAITH (3 CREDITS)**
In the modern period, religious faith has been either rejected as irrelevant or marginalized as a purely public affair. Students in this course will explore contemporary and historical example of faith as profound encounter with Absolute Mystery that is also the source of and hope for personal and social transformation. Along with a variety of texts, special attention will be paid to the variety of mystical political expressions of faith present in NYC, including houses of worship, agents and institutions dedicated to social change, works of art, cinema, and theater.

**THEO 1006 - SIN & SALVATION IN MEDIEVAL THEOLOGY (3 CREDITS)**
This Manresa seminar will provide a survey of Christian understandings of sin and salvation in the medieval West, ca. 400-1500. Theologians whose writings on these topics will be considered include Augustine, Anselm, Peter Lombard, Thomas-Aquinas, Bonavenhue, John Duns Scotus, and Martin Luther.

**THEO 3100 - INTRO TO OLD TESTAMENT (3 CREDITS)**
History, literature, and religion of ancient Israel.

**THEO 3105 - THE TORAH (3 CREDITS)**
Study of different types of literature found in the first five books of the Hebrew Bible and of the methods for its interpretation. This course will focus on the process by which this material moved from oral tradition to written literature to sacred scripture in Israel.

**THEO 3120 - THE PROPHETS (3 CREDITS)**
A study of prophecy in the Bible from its origin in the religious practices of the ancient Near East to the final literary shape of biblical books. Moses, Elijah, Amos, Hosea, Jeremiah, Isaiah, and Ezekiel are among the figures to be studied.

**THEO 3200 - INTRO TO NEW TESTAMENT (3 CREDITS)**
Christianity began as a Jewish movement. Jesus’ followers worshipped the God of Israel and ordered their lives according to the Torah and other sacred texts. As Christians separated themselves from the synagogue, they began composing texts proclaiming the Gospel. This course will engage questions about the origin, development, and authority of the Christian canon while reading parts of the New Testament in the historical context of first-century Hellenistic Judaism and the religious context of the canon.

**THEO 3205 - THE FOUR GOSPELS (3 CREDITS)**
The gospels of Matthew, Mark, Luke, and John as separate and distinct testimonies to Jesus. Their Jewish and Hellenistic backgrounds. The parables, Sermon on the Mount, and other teachings of Jesus. A reading of other, non-canonical gospels, such as the gospel of Thomas. The quest for the historical Jesus. Crucifixion and resurrection. Early Christologies.
THEO 3300 - MEDIEVAL THEOLOGY TEXTS (3 CREDITS)

Historical and critical study of classic theological texts of Augustine, Pseudo, Dionysius, Anselm, Bonaventure, and Thomas Aquinas. Doctrine of God, the human person, and Christ; relation of theology and philosophy.

THEO 3360 - REFORMATION TEXTS (3 CREDITS)

This course will examine major Protestant and Catholic texts from the 16th century with attention to their religious, social, and theological context and their importance for their respective ecclesial communities.

THEO 3375 - AMERICAN RELIGIOUS TEXTS (3 CREDITS)

A critical and contextual reading of classical texts in American religions history, focusing on diverse traditions and the crucial importance of religious perspectives to American culture, society, and self understanding.

THEO 3390 - CHURCH IN CONTROVERSY (3 CREDITS)

A study of the Catholic Church’s written responses to some of the major controversies and secular ideologies in the modern world. Some of these include the rationalism of the Enlightenment, 19th-century liberalism and nationalism, the varieties of socialism, and various forms of 20th-century totalitarianism.

THEO 3542 - CATHOLIC SOCIAL TEACHING (3 CREDITS)

This course is an introduction to modern Catholic social teaching. Major papal and conciliar documents will be read and critically examined from various Christian and non-Christian perspectives. Their relation to contemporary social issues will be explored.

THEO 3546 - BIBLE AND SOCIAL JUSTICE (3 CREDITS)

A study of social justice in the Hebrew and Christian scriptures that involves historical, literary, theological, and ethical interpretations. Students will explore key biblical texts that address themes such as poverty, war, justice, power, and marginalization in historical context, within a history of interpretation and in light of contemporary practice and theory.

THEO 3610 - CHRISTIANITY IN WORLD CULTURES (3 CREDITS)

At the center of the Christian tradition stands the person of Jesus Christ. Yet from a global perspective, Christianity takes many forms in its many contexts. This course examines the ways in which the Christian faith interacts with diverse world cultures and asks the central question, how do cultural differences shape contemporary interpretations of Jesus as the Christ?

THEO 3620 - GREAT CHRISTIAN HYMNS (3 CREDITS)

This course will examine the poetry of Christian hymnody, beginning with the New Testament to the present, to unpack the rich and divergent theology expressed through its language and symbol, metaphor, and doxology.

THEO 3700 - SCRIPTURES OF THE WORLD (3 CREDITS)

An introduction to the inspired writings that have molded the religious life of humankind.

THEO 3711 - SACRED TEXTS OF THE MIDDLE EAST (3 CREDITS)

First, an introduction to selected sacred literature of Ancient Egypt, Mesopotamia, and Israel, with attention to the social and historical contexts of the writings. Then, a similar consideration of selected readings from the New Testament of Christianity and the Mishnah and Talmud of Judaism. Finally a study of the Quran, the rise of Islam, and some early Muslim writings.

THEO 3713 - CLASSIC JEWISH TEXTS (3 CREDITS)

An exploration of Jewish beliefs through close readings of the Bible and post-Biblical Jewish texts (Mishnah, Talmud, midrash, liturgy). The course will focus on Jewish methods of biblical interpretation, legal discussion, and the relationships between texts, practice, and theology in Jewish tradition.

THEO 3715 - CLASSIC ISLAMIC TEXTS (3 CREDITS)

This course explores the sacred texts of Islam including the Quran, and Hadith, medieval philosophical, liturgical, and legal texts.

THEO 3720 - HINDU LITERATURE & ETHICS (3 CREDITS)

This course involves a study of the four aims of life (purusharthas) in Hinduism: kama (enjoyment), artha (material gain), dharma (sacred law), and moksha (liberation). Readings, drawn from a variety of classic and modern Hindu texts, will be viewed in their historical contexts as developments in the evolution of Hinduism.

THEO 3724 - CLASSIC BUDDHIST TEXTS (3 CREDITS)

This course is an in-depth study of the Buddhist textual tradition starting with the early sectarian canon in South Asia and progressing through Chinese Buddhism to Japan, with a strong emphasis on Zen Buddhism. We will explore these religious texts in terms of their historical, cultural, and artist contexts.

THEO 3816 - CHRISTIAN MYSTICAL THEOLOGY (4 CREDITS)

Mystical theology is the study of mystics’ experiences, and what they reveal about God, our world, and ourselves. Our course will begin with the roots of Christian spirituality in the Old Testament and the Greek philosophers, then trace its story through New Testament mysticism as embodied in Jesus and expressed by St John, St Paul, and the Apocalypse, the great spiritual writers of the First Church (Ignatius of Antioch and Irenaeus Lyons, above all); the spirituality of the Greek Fathers (especially Gregory of Nyssa and Athanasius); the founders of medieval Western mysticism (Dionysius the Areopagite and Benedict, preeminently), and then chronicle of mystical experience: the early Medieval; Anselm, Bernard and the New Orders; Francis, Bonaventure, and the great 12th- and 13th-century poets of Divine Love: Hildegarde, and the German heritage; the great Counter Reformation mystics, especially Teresa and Juan de la Cruz; and the modern mystics, culminating in Simone Weil, T. S. Eliot, and Mother Teresa.

THEO 3822 - THE BIBLE IN WESTERN CULTURE (4 CREDITS)

Study of selected biblical narratives that have troubled readers and affected culture through the ages. Topic include theories of reading, effects of history on biblical interpretation, art as exegesis, the hidden influences of past readings. Texts include the stories of Adam and Eve, the sacrifice of Isaac, David and Bathsheba, Jonah, and Jeremiah. Interpretations are studied in historical sequence to provide students with a model for investigating a biblical text of their own choosing.

THEO 3826 - WOMEN IN THE BIBLE (4 CREDITS)

In this course, we will employ various traditional exegetical and recent feminist tools to examine figures from both the New and Old Testaments including Eve, Sarah, Hagar, Ruth, Elizabeth, and the Samaritan women as well as figures from the extra-Biblical Apocrypha.

THEO 3827 - THE BIBLE AND HUMAN SEXUALITY (4 CREDITS)

This course examines key biblical texts that have figured in discussions of human sexuality from antiquity to the present. In particular, it will explore...
how shifting paradigms of interpretation in different historical periods have informed the reading of the Bible in relation to sexual ethics, identity, and practice.

**THEO 3830 - CLASSIC CHRISTIAN TEXTS I (4 CREDITS)**
A selective study of the writings of prominent Christian theologians from the Church fathers through the Middle Ages focusing on early beliefs concerning God, the church, and the sacraments.

**THEO 3831 - CLASSIC CHRISTIAN TEXTS II (4 CREDITS)**
This course is a continuation of THEO 3830 and explores the central theological topics of Christianity as they develop in texts from the period extending from the Reformation to the present.

**THEO 3832 - CHRISTIAN THOUGHT & PRACTICE I (4 CREDITS)**
Christian Thought and Practice I surveys the variety of Christian thought and practice from the beginning of Christianity to the late antique period. The course aims to encourage a critical examination of such theological themes as God, Christ, grace, church, sacraments, and ethics. Topics will be situated within the broader historical study of social, economic, political, and cultural forces. Students will engage a wide range of Christian texts, art, rituals, and other artifacts, including classical theology, sermons and literature. Engagement with traditional Christianity by everyday Christian men and women, reflected in such genres as memoirs, ethnography, and historical writing will be studied, as well as influential philosophical critiques of Christianity.

**THEO 3833 - CHRISTIAN THOUGHT & PRACTICE II (4 CREDITS)**
Christian Thought and Practice II surveys the variety of Christian thought and practice from the late antique period through the Middle Ages. The course aims to encourage a critical examination of such theological themes as God, Christ, grace, church, sacraments, and ethics. Topics will be situated within the broader historical study of social, economic, political, and cultural forces. Students will engage a wide range of Christian texts, art, rituals, and other artifacts, including classical theology, sermons and literature. Engagement with traditional Christianity by everyday Christian men and women, reflected in such genres as memoirs, ethnography, and historical writing will be studied, as well as influential philosophical critiques of Christianity.

**THEO 3834 - CHRISTIAN THOUGHT & PRACTICE III (4 CREDITS)**
Christian Thought and Practice III surveys the variety of Christian thought and practice from the Reformation to the present. The course aims to encourage a critical examination of such theological themes as God, Christ, grace, church, sacraments, and ethics. Topics will be situated within the broader historical study of social, economic, political, and cultural forces. Students will engage a wide range of Christian texts, art, rituals, and other artifacts, including classical theology, sermons and literature. Engagement with traditional Christianity by everyday Christian men and women, reflected in such genres as memoirs, ethnography, and historical writing will be studied, as well as influential philosophical critiques of Christianity.

**THEO 3835 - ENVIRONMENTAL ETHICS (4 CREDITS)**
Since the early 20th century, enduring moral and theological questions of human relationality and responsibility—previously only applied to individuals and human communities—have expanded to include the environment. In this class we will chart the genesis of environmental ethics from a historical point of view; identify and analyze significant claims and developments in environmental philosophy, ethics, and theology, especially vis-à-vis insights from ecology; and assess the importance of notions of value and justice in the first decades of the 21st century.

**THEO 3837 - GOD AS TRINITY (4 CREDITS)**
This course will explore the reasons Christians conceptualize God as Trinity.

**THEO 3838 - THEOLOGIES OF LIBERATION (4 CREDITS)**
This course will explore the challenge of living Christian values in a global community marked by severe poverty, structural injustice, and the threat of ecological devastation. The study of the values of Jesus, Catholic social teaching and various Christian theologies of liberation will inform the students' consciences on issues of economic justice, the distribution of wealth and power, and the proper use of the earth's resources.

**THEO 3839 - ESCHATOLOGY (4 CREDITS)**

**THEO 3849 - GENDER AND ASCETICISM (4 CREDITS)**
This course treats issues of sexuality and bodily discipline such as the distinction between gender and sex, images of male and female, monasticism, fasting, voluntary poverty. Most examples will be taken from the literature and practices of Late Antiquity (pre-Middle Ages).

**THEO 3855 - ENVIRONMENTAL ETHICS (4 CREDITS)**
This course examines Christian theologies of sexuality and gender, exploring both the historical roots and the contemporary implications of different ways of thinking theologically about what it means to be a sexed, gendered, and sexualized human being. A required Service Learning component will provide an opportunity for students to interrogate the complex structures (ecclesial/theological, political, economic, and otherwise) that shape the experiences and possibilities of sexual minorities in an urban metropolis in the 21st century.

**THEO 3857 - THEOLOGIES OF SEXUALITY & GENDER (4 CREDITS)**
This course will explore the reasons Christians conceptualize God as Trinity.

**THEO 3858 - GENDER AND ASCETICISM (4 CREDITS)**
This course treats issues of sexuality and bodily discipline such as the distinction between gender and sex, images of male and female, monasticism, fasting, voluntary poverty. Most examples will be taken from the literature and practices of Late Antiquity (pre-Middle Ages).

**THEO 3860 - CONTEMPORARY CONVERSATIONS IN THEOLOGY (4 CREDITS)**
Conceived as a Capstone course for theology majors and minors, this course examines recent methodological developments in the disciplines of theology and religious studies with particular emphasis on their intersection with contemporary critical theory. Particular topics to be engaged may include hermeneutics, historiography, secularism, the human subject, gender/sexuality, and the problem of political and/or moral action.

**THEO 3861 - WORKS OF MERCY, WORK FOR JUSTICE (4 CREDITS)**
This course examines the debates about the difficulties people have in making a living and about the practices of charity (works of mercy) and the justice advocacy of individuals, religious communities, and voluntary associations.
THEO 3863 - VOCATION OF THE HEALTHCARE PROVIDER (4 CREDITS)
This course examines the sociological and theological aspects of the healthcare profession. Specifically, this course explores some of the common ways in which individuals are called to the healthcare profession, as well as the experiences that both reinforce and provide challenges to their vocation. By the end of the course, students will have explored in some depth how structural components of healthcare, healthcare delivery systems, and their own personal sources of ultimate concern intersect to help shape understandings of healthcare as both a profession and a vocation.

THEO 3865 - ETHICS OF RELATIONSHIPS (4 CREDITS)
The course examines how culture affects the relationships that constitute what it means to be human. Topics include human dignity and dating, the virtues of friendship, intimacy, and spirituality; God and gender; justice/charity and financial responsibility; sexual ethics; and marriage and family.

THEO 3870 - RELIGION AS HUMAN EXPERIENCE (4 CREDITS)
Religion as Human experience aims to foster a broad knowledge of religion as a dimension of human experience. Through a consideration of various types of religions experience in a variety of different cultural contexts, this course will also introduce students to a selection of thinkers who try to define, comprehend, or critique religion.

THEO 3871 - RELIGION & FILM (4 CREDITS)
The study of faith and doubt portrayed in cinema. Students will view and analyze films that present struggles of the human spirit, the secular portrayal of the Christ figure, the role of the secular “messiah” or hero in Western society, the conflict between religious and secular authority, and the dilemmas of moral choice.

THEO 3876 - MUSLIMS IN AMERICA (3 CREDITS)
This course will examine the history and experience of Muslims in the United States from the time of the slave trade to the present day. Through a close analysis of both primary and secondary materials, students will explore the rich diversity of US Muslim communities and their multi faceted contributions to the global ummah and the formation of an “American Islam.” Particular emphasis will be given to the impact of 9/11 and the “war on terror” on the representations, challenges, and the experience of Muslims in America.

THEO 3877 - RELIGION & THE AMERICAN SELF (4 CREDITS)
A course in historical theology that examines the role of religion in the formation of American social and political culture. The course will utilize various interpretive approaches to uncover how the American self is both the most religious and the most secular in the industrialized West.

THEO 3878 - RELIGION & AMERICAN POLITICS (4 CREDITS)
This interdisciplinary seminar explores the nexus of religion and American public life. After treating topics related to electoral politics (e.g., candidate religion, voter religion, “value voters,” religious rhetoric), students will then engage a series of hot topics that encompass (and often combine) both religious and political discourse. The goal is to provide students with two alternative yet complementary methods of analyzing the intersection of religion and American politics—one from a political science perspective and one from a theological perspective.

THEO 3880 - PRACTICAL THEOLOGY (4 CREDITS)
This course teaches ways of analyzing the practice of faith. It studies multiple models for what it means to link how people live with what they believe.

THEO 3952 - ETHICS OF MODERN SELFHOOD (4 CREDITS)
The modern and postmodern self or identity, examined as a series of personal and moral conflicts and dilemmas.

THEO 3993 - WARTIME RELIGION IN U.S. HISTORY (4 CREDITS)
This course explores American religion during the Civil War, World Wars I and II, the War in Vietnam, and the War in Iraq. The anxieties and passions of wartime open up dialogue on the “justice” of particular conflicts, but they also prompt reflection on more basic questions of human meaning, suffering, loss, and death, and the sources and boundaries of selfhood.

THEO 3994 - RELIGION & VIOLENCE (4 CREDITS)
This course examines how religious symbols, sacred texts, rituals, rhetoric, and institutions can be appropriated for violent ends. Through an examination of primary religious texts, students will examine potential sources for violent religious ideologies; such as monotheism; favored sons; purity codes; martyrdom; radical dichotomies between self and other; competition for shared sacred space; and messianic, eschatological, or apocalyptic drama. These paradigms will then be tested through several case studies, such as mass suicides at Jonestown, the troubles in Northern Ireland, the persecutions of the Falun Gong, the rise of the Taliban and al-Qaeda, and other movements in human history where violence was suffered or perpetrated under the guise of legitimate religious expression.

THEO 3995 - RELIGION & THE AMERICAN SELF (4 CREDITS)
A course in historical theology that examines the role of religion in the formation of American social and political culture. The course will utilize various interpretive approaches to uncover how the American self is both the most religious and the most secular in the industrialized West.

THEO 3999 - TUTORIAL (1-3 CREDITS)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

THEO 4000 - SENIOR THESIS COLLOQUIUM (4 CREDITS)
This course is designed as a Capstone to the Theology major. In it, students will conceive, research, and write their senior theses under the guidance of the colloquium director.

THEO 4005 - WOMEN AND THEOLOGY (4 CREDITS)
An examination of feminist/womanist approaches to the mystery of God.

THEO 4008 - RELIGION AND ECOLOGY (4 CREDITS)
A course to study the earth as a matter of ethical and religious concern. Starting with biblical texts and classical doctrines, students will analyze the resources of the Jewish/Christian traditions that value the natural world.

THEO 4011 - THE NEW TESTAMENT & MORAL CHOICES (4 CREDITS)
This course will examine the principles of Christian living that emerge in the testimonies of Jesus and Paul as recorded in the New Testament, and explore the ways in which they might apply these principles critically and responsibly in moral discernment of some of today’s most debated and troublesome alternatives.
THEO 4012 - MORAL CHOICES OF THE FIRST CHRISTIANS (4 CREDITS)
An exploration of how the first Christians made choices in all areas of life, including birth, sex, death, business, legal matters, and politics. The course seeks to elicit a “grammar” of early Christian morals.

THEO 4020 - FAITH THAT IMAGINES JUSTICE (4 CREDITS)
Throughout the semester, we will explore a variety of reasons why “the arts” serve an increasingly important function in our contemporary culture, where our ability to imagine and create “the good life” has become increasingly difficult, given religious and cultural pluralism, isolated individualism, capitalist consumerism, and fragmenting tribalism. We will also examine the validity of the claim that religion/faith needs the arts and the arts needs religion/faith if either is to be authentic, relevant, vibrant, and socially efficacious.

THEO 4025 - MARRIAGE IN 21ST CENTURY (4 CREDITS)
An ethical examination of Christian marriage.

THEO 4030 - MORAL ASPECTS OF MEDICINE (4 CREDITS)
The course examines the role of faith in the moral issues raised by advancements in medical science. The course will survey issues such as reproductive technologies, the patient-physician relationship, euthanasia and physician suicide, healthcare reform, AIDS, and the human genome project.

THEO 4035 - PROFESSIONAL ETHICS (4 CREDITS)
Applies ethical concepts and theories from religious ethics to professional and organizational life. Special attention is given to professional and corporate social responsibilities.

THEO 4450 - LITURGICAL THEOLOGY (4 CREDITS)
This course will study the Roman Catholic liturgy, its history and theology. We come to understand a culture in part by examining its rituals. Through the lens of, the liturgy-its scripture, symbols and sacraments- we get a closer look at the story of the church.

THEO 4455 - EUCHARIST, JUSTICE, AND LIFE (4 CREDITS)
This course explores the intrinsic relationship between celebrating the liturgy, especially the eucharist, and living lives of justice, peace, and social responsibility. Such topics as world poverty, hunger, immigration, violence, global warming, and the care of the planet will be examined.

THEO 4570 - ORTHODOX CHRISTIAN ETHICS (4 CREDITS)
This course will explore the two-thousand year tradition or Orthodox Christian Ethics. Students will be asked to resolve modern moral dilemmas by reading ancient Orthodox texts and their modern commentators. As such, the purpose of the course is twofold: 1) to develop an understanding of Christian ethics within an Orthodox theological perspective; 2) to develop the ability to make ethical judgments and to reflect critically on those judgments on established Orthodox theological principles.

THEO 4600 - RELIGION AND PUBLIC LIFE (4 CREDITS)
The course explores the role of religion in public life, focusing primarily on American democracy and its separation of church and state. The course will focus on religion's voice in public debate over issues such as health, poverty, and biomedical and economic issues, whether specifically religious arguments and language should have place in public discourse, and the role of discourse in a pluralistic society.

THEO 4848 - HUMAN NATURE AFTER DARWIN: THEOLOGICAL, POLITICAL, AND SCIENTIFIC PERSPECTIVES (4 CREDITS)
This course enters contemporary theological, political and scientific debates about how to conceptualize human nature after Darwin. We read Epicurus, Lucretius, Augustine, Aquinas, Darwin and contemporary theologians, political theorists and scientists.

THEO 4849 - GOD AND EVILS (4 CREDITS)
This course analyzes biblical, theological, and literary texts and evaluates the ways in which these texts understand how to characterize the various forms of evils in the world, account for God's allowing these evils in creation, and how humans can and should work to remedy those evils.

THEO 4999 - TUTORIAL (1-3 CREDITS)
Independent research and reading with supervision from a faculty member.

INTERDISCIPLINARY PROGRAMS

American Catholic Studies Program
Director: C. Hinze (theology)
RH: DU 260, (718) 817-0662
LC: 33 W.60 St., (212) 636-6398
Web: www.cacsfordham.edu

Overview
The Francis and Ann Curran Center for American Catholic Studies (CACS) offers an honors undergraduate certificate program in American Catholic studies. The six-course certificate offers an interdisciplinary approach to the study of American Catholic culture, history and theology. This interdisciplinary study is achieved through a sequence of required and elective courses offered in the art history, English, history, Latin American and Latino studies, music, philosophy, political science, sociology and anthropology, and theology departments of the Faculty of Arts and Sciences and the Gabelli School of Business.

The CACS certificate program offers undergraduates an opportunity to study the complex reality of American Catholic culture from a rigorously interdisciplinary standpoint, in the process helping students to hone their critical and analytical skills in analyzing often diverse ideological, racial and ethnic, socioeconomic, and geographical loyalties all claiming to be genuinely “American” and “Catholic.”

Admission to the CACS program is selective, a 3.5 cumulative grade point average on a 4.0 scale, and an interview with one of the program directors being required for admission. All students are designated as “Scholars in Catholic Studies: An Honors Certificate at Fordham” on their official transcripts.

Program Requirements
American Catholic Studies Certificate
The certificate in American Catholic studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and the Gabelli School of Business.
The certificate program is comprised of six courses: a yearlong, two-semester seminar required of all students, and four “basket” courses chosen from existing courses: one course from either the art history, music, or English departments; one course from either the history, Latin American and Latino studies programs; one course from either the philosophy or sociology departments; and one course from either theology or philosophy.

In addition to the six courses, all concentrators are expected to participate in the one-credit Discernment Seminar (below) and to contribute up to six hours every week to a community service project in our neighborhood through a variety of programs sponsored by the Community Service Office.

Cross-Listed Courses from Other Departments
AFAM 3150-Peoples and Cultures of the Caribbean
AFAM 3130-Racial and Ethnic Conflict
AFAM 3151-Caribbean Immigrants in the U.S.
ARHI 2255-Latin American Art
COMM 3425-History of Film 1950-Present
ENGL 4089-Seminar: Merton and O’Connor
ENGL 4129-Four Modern Catholic Writers
HIST 5945-Race, Ethnicity, and Americanism
HIST 3260-Medieval Ireland to 1691
HIST 1400-Introduction to Latin American History
HIST 3755-Ethnic America
HIST 3965-Colonial Latin America
HIST 4800-New York People and Communities
LALS 3314-Literature of the Encounter
MLAL 3015-Latin American/Latino Cultures
PHIL 3118-Issues of Life and Death
PHIL 3301-Problem of God
PHIL 3557-Confessions of Augustine
PHIL 3730-American Philosophy
PHIL 3870-Critical Social Theory
POSC 3221-Law on Religion and Morals
POSC 3440-Gender Politics and the Christian Tradition
POSC 4200-Seminar: American Public Policy
POSC 4250-Seminar Urban Public Writers
THEO 3995-Religion and American Self
THEO 3455-Theologies of Liberation
THEO 3412-Theology of Liberation
THEO 3281-Religion in America
THEO 3865-Ethics of Relationships
THEO 3991-Catholics in America
THEO 3995-Religion and the American Self
THEO 3982-Catholic Studies Seminar II (R)
THEO 3981-Catholic Studies Seminar I (R)
THEO 3991-Catholic Studies Seminar I (R)
THEO 3865-Ethics of Relationships
THEO 3412-Theology of Liberation
THEO 3281-Religion in America
THEO 3865-Ethics of Relationships
THEO 3991-Catholics in America
THEO 3995-Religion and American Self
THEO 3995-Religion and the American Self
THEO 3982-Catholic Studies Seminar II (R)

Program Activities
Ignatian Discernment
All concentrators are required to participate in the Discernment Seminar. These monthly seminars, inspired in structure by the Spiritual Exercises of St. Ignatius of Loyola, have two aims: to encourage students to reflect deeply and critically on the challenges that confront the contemporary world, and to ask them to consider how they might deploy their intellectual abilities and other talents in the service of a more just and humane society. In this process, students learn how to communicate effectively, efficiently, and memorably their views on the multifaceted global issues of our time. The goal is that concentrators will emerge from these seminars not only more aware of the needs of the world but also more capable of contributing to their resolution. Recent topics have included the shortage and unequal distribution of economic resources, public apathy in an age of renewed nuclear proliferation, and strategies for communicating clearly about highly complex topics. In the second semester of their junior year, concentrators will have the opportunity to begin to prepare applications for such nationally and internationally prestigious fellowships as the Rhodes, Marshall, Gates, and Jack Kent Cooke scholarships. Those concentrators who elect to do so will work closely with the Curran Center’s Associate Director of Prestigious Fellowships and Fordham’s St. Edmund Campion Institute as they proceed through the application process.

Career Advising
Vocational counseling, broadly conceived, is offered to all concentrators. All concentrators are invited and expected, beginning in their sophomore year, to meet with members of the Center’s staff to discuss summer plans and postgraduation goals. To aid its students in their educational and career goals, the center offers receptions to bring students into contact with alumni and others currently working in the academic, legal, business and not-for-profit fields.

Communitas Dinners
All concentrators are expected to attend monthly “community” dinners, to which outside speakers are invited to bring forth topical issues for general discussion (e.g., issues of politics and religion, public policy questions, career issues and discernment, etc.).

Lectures
Students are strongly encouraged to attend the lectures sponsored by the Center at both the Rose Hill and Lincoln Center campuses. These lectures cover a wide range of issues and concerns (religion, politics, literature, etc.) and offer an opportunity for students to meet personally with speakers.

Courses Planned for Fall 2012–Spring 2014
Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill.

AMCS 3101-The Discernment Seminar (R)
AMCS 3333-American Catholic Fictions (R)
AMCS 3340-Catholicism & Democracy (R)
AMCS 3777-Jesuit Conspiracy in America (R)
AMCS 3981-Catholic Studies Seminar I (R)
AMCS 3982-Catholic Studies Seminar II (R)
Course Descriptions

AMCS 3101 - THE DISCERNMENT SEMINAR (1 CREDIT)
The seminar serves as a point of entry to the American Catholic Studies certificate program and an opportunity to reflect deeply and critically on the pressing global challenges. Taken in the spring of the sophomore year, the seminar invites students to explore how to deploy their talents in the service of a more just and humane society. In this process, students learn how to communicate effectively and memorably about the multifaceted global issues of our time.

AMCS 3150 - CATHOLICS & POP CULTURE (4 credits)
An exploration of the intersection of popular devotion and popular culture in the experience of American Catholics, examining the ways in which Catholics are portrayed and participate in popular media and consumer society and how this expresses and/or transforms what it means to be both American and Catholic.

AMCS 3333 - AMERICAN CATHOLIC FICTIONS (4 credits)
This course explores the narratives created by American Catholic artists and the variety of forms their stories take. Emphasis will be on the 20th century and contemporary American Catholic novelists and short story writers, such as William Kennedy, John O'Hara, Flannery O'Connor, Ron Hansen, Mary Gordon, David Plante, and Andre Dubus. In addition, students will engage the work of American Catholic filmmakers (such as Coppola and Scorsese), visual artists (including Mapletonorpe and Warhol), and the music and lyrics of Catholic composers/songwriters (such as Bruce Springsteen). We will consider the content of these visual, musical, and literary narratives in light of their grounding in the specific American and Catholic culture they portray, and we will explore the particular capability of each genre to convey the artist's vision of the possibilities and limitations of the world he or she inhabits and (re) creates.

AMCS 3340 - CATHOLICISM & DEMOCRACY (4 credits)
This course will examine the relationship between Catholicism and democracy, placing particular stress on their relevance to contemporary American political culture. In this context, Catholicism will be understood not only as a religious institution, but as the source of a tradition of communitarian social and political thought, while democracy will be understood not only as a form of government, but also as an ethos shaping American society. Authors and texts will include Alexis de Tocqueville, Orestes Brownson, Dorothy Day, John Courtney Murray, and relevant documents from Vatican II and the American hierarchy. The historic tension between Catholicism and democracy will be the subject of our conversation as will the possibilities for greater harmony between them. In particular, we will explore the possibility that Catholicism's communitarian orientation might serve as a corrective to American individualism and consumerism, while democratic institutions and practices might have something to offer Catholicism.

AMCS 3777 - JESUIT CONSPIRACY IN AMERICA (4 CREDITS)
From colonial times, rumors of Jesuit conspiracies have abounded in American religious and political rhetoric. Jesuits, it was thought, were plotting to win America for the Pope. This course explores the history of the Jesuits in America and the related topics of anti-Catholicism, separation of church and state, Vatican II, Catholic education, divisions within the U.S. Catholic community, past and present, and how Jesuits real and imagined inhabit these stories.

AMCS 3981 - CATHOLIC STUDIES SEMINAR I (4 CREDITS)
This course is the first half of a yearlong interdisciplinary seminar, introducing students to the Catholic Studies concentration, using literary, theological, and historical texts.

AMCS 3982 - CATHOLIC STUDIES SEMINAR II (4 CREDITS)
This course is the second half of a yearlong interdisciplinary seminar, introducing students to the Catholic Studies concentration, using literary, theological, and historical texts.

American Studies

Director: La Bennett (African and African American Studies)
RH: FMH 405D, (718) 817-4773
Web: www.fordham.edu/AmericanStudies

Executive Committee
Cruz-Malave (modern languages and literatures); Cornell (history); McCarthy (sociology); Fisher (theology)

Overview
American studies is the interdisciplinary study of the United States. Majors and minors analyze American history and experience through a variety of different disciplines in order to gain insight into the multiplicity of cultures, ideas, and institutions that make up the nation. They draw on departments and programs, such as African and African American studies, American Catholic studies, art history and music, English, history, Latin American and Latino studies, philosophy, political science, urban studies, and sociology. Those majoring or minorinig in American studies have in common, however, the desire to link these perspectives into a complex view of the nation and its culture.

American Studies is a small program and admission is competitive based on grades, a writing sample, and a faculty reference. Students seeking to enter the program meet with the director to obtain an application and entrance information. We have about 15-20 majors and minors per class.

Program Requirements

American Studies Major
(HEGIS Code 0313) Program Code 78157

The major in American studies is available at Fordham College at Rose Hill and at Fordham College at Lincoln Center.

Accepted students are expected to successfully complete 10 courses in a well-integrated program to be worked out individually in consultation with the program director. All majors enroll in AMST 2000-Major Developments in American Culture (ideally in the sophomore year); AMST 3010-Approaches to American Studies (typically in the first semester of their junior year; and AMST 3500-The Senior Seminar, in the context of which they research and write a senior thesis. In addition to these three required courses, all majors are expected to complete one of three concentrations (four courses) and three open electives.

The three possible areas of concentration are:
1. Cultural Products: The Arts, Literature, Thought & Media. This concentration focuses on American literature, arts, media, and thought, examining their history and place in American culture and society. Students take courses in literature, film, media, music, the visual arts, the performing arts, popular culture, philosophy, and intellectual history.

2. Diversity and Difference. This concentration takes up the problem of American social and cultural pluralism. Students will consider the place of such categories as race, ethnicity, class, gender, and religion in American history. Students will most likely take courses in literature, philosophy, African-American studies, Latino studies, history, political science, urban studies, women’s studies, religion, American Catholic studies, and sociology.

3. Power, Politics, and Institutions. This concentration focuses on American society and institutions, such as politics and religion. Students will primarily take courses in political science, history, sociology, Latino studies, American Catholic studies, African-American studies, and urban studies.

For lists of courses fulfilling each concentration, please check the website.

Students will also be required to demonstrate multidisciplinary diversity. Courses taken to fulfill concentration and open elective requirements must include one course in each of the following four areas:

- American literature
- American art, music, theater, or media
- American religion or philosophy
- American history or social science

These are not additional requirements above the 10 described above; they are rules governing the distribution of courses taken to complete concentration and open elective requirements. For lists of courses fulfilling each multidisciplinary diversity requirement, please check the website.

**American Studies Minor**

The minor in American Studies is available at Fordham College at Rose Hill and at Fordham College at Lincoln Center.

A minor in American studies consists of six courses, including AMST 3010 and five electives cross-listed with the program. These electives should fulfill the multidisciplinary requirements as described in the major.

**Cross-Listed Courses from Other Departments**

The American studies program cross-lists courses from departments across the university. Below is a selected list of courses that the program cross-listed in 2009-2010, and which therefore can be counted toward the major or minor. The array of cross-listed courses changes each year depending on departmental offerings. A current list is available from the program office and on the program website.

- AFAM 3030-African-American Women
- AFAM 3036-Global Black Youth Cultures
- AFAM 3037-Blacks In the Atlantic World
- AFAM 3150-Caribbean Peoples & Culture
- AMCS 3340-Catholicism & Democracy
- AMCS 3649-Women’s Literature, American Tradition
- ANTH 3340-Anthropological Perspectives on Race & Ethnicity
- ARHI 2270-Native American Art
- ARHI 2520-American Art
- COLI 3522-Strange Memories, Strange Desires
- COMM 2525-Digital Media & Cyberculture
- COMM 3103-Versions of Censorship & Freedom of Expression
- COMM 3112-Media Law
- COMM 3309-Children and Media
- COMM 3332-Understanding Television
- COMM 3407-The Science Fiction Genre
- COMM 3601-Class, Taste & Mass Culture
- ECON 3453-Law and Economics
- ENGL 3021-The Graphic Novel
- ENGL 3325-Slavery & 18th-Century Literature
- ENGL 3629-20th-Century Afro-American Literature
- ENGL 3649-Women’s Literature, American Tradition
- ENGL 3672-Toni Morrison
- ENGL 3919-Writing Whiteness
- ENGL 4129-Four Modern Catholic Writers
- ENGL 4501-The City in Literature
- ENGL 4602-Rural America In Literature
- HIST 3653-Gender In Early America
- HIST 3757-The American South
- HIST 3775-The Early Republic
- HIST 3794-The Great Depression
- HIST 3808-New York City Politics
- HIST 3838-History of U.S. Sexuality
- HIST 3950-Latino History
- HIST 3990-North American Environmental History
- HIST 4780-Sem: History of Capitalism
- IRST 3412-Irish America
- MUSC 2022-Broadway Musicals
- MUSC 2031-Rock and Pop Music since WWII
- PHIL 3351-Metaphysics and Race
- PHIL 3722-Native American Philosophy
- POSC 2206-The American Presidency
- POSC 2213-Constitutional Law
- POSC 2214-Civil Rights & Liberties
- POSC 2315-Campaigns and Elections
- POSC 2507-Environmental Politics
- POSC 3121-New York City Politics
- POSC 3404-American Political Thought
- POSC 3406-Democratic Theory
- PSYC 3600-Multicultural Issues
- SOCI 2925-Media Crime Sex Violence
- SOCI 3140-Old and New Minorities In The Us
- SOCI 3300-Race and Mixed Race
- SOCI 3456-Modern American Social Movements
- SOCI 3670-Hispanic Women
- SOCI 3675-Latina Women: Immigration And Inequality
- SOCI 3711-American Criminal Justice Systems
- SOCI 3714-Terrorism and Society
- SOCI 3720-U.S. Prison Community
- SOCI 4970-Community Service and Social Action
Program Applications

The American studies program presents a variety of programs for its students. We take excursions into New York City, such as faculty-led tours of New York City’s waterfronts, the New York Historical Society, Green-Wood Cemetery, and El Museo del Barrio. We sponsor guest lecturers and performers, such as Judith Sloan and Warren Lehrer, authors of Crossing the BLVD: Strangers, Neighbors, and Aliens in a New America, historian Mae Ngai, author of Impossible Subjects: Illegal Aliens and the Making of Modern America, journalist Philip Gourevitch, author of The Ballad of Abu Ghraib, and performance artist Patrick Johnson, who wrote Sweet Tea: Black Gay Men of the South. Many of these events give students an opportunity to make their voices and opinions heard, such as our open forums and salon discussions on topics such as “Wal-Mart: the Price of Doing Business in America” and “Democracy and the Media: The Effects of Journalism on Past and Present Elections.” Perhaps the most highly anticipated day of the year is the Senior Thesis Presentation every December. These events, along with social gatherings each semester, allow American studies students opportunities to socialize with each other and with their faculty.

Courses Planned for Fall 2012-Spring 2014

Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill, and L for Fordham College at Lincoln Center.

AMST 2000-Major Developments in American Culture (R, L)
AMST 3010-Approaches to American Studies (R)
AMST 3500-The Senior Seminar (R)
AMST 4999-Independent Study (R, L)

Course Descriptions

AMST 2000 - MAJOR DEVS IN AM CULTURE (4 CREDITS)
An interdisciplinary history of American cultural traditions. Students will be introduced to major developments in American culture, arts, literature, folknature and the media. Course sets transformations in culture in the context of American political, social, religious, and economic history.

AMST 2800 - AMERICAN LEGAL REASONING (4 CREDITS)
An introduction to American legal reasoning through selected readings. For enrollment, please contact pre-law adviser Erin Burke at erburke@fordham.edu or the American Studies director at amerstudies@fordham.edu. Preference will be given to American Studies majors and pre-law students.

AMST 3010 - APPROACHES TO AMERICAN STUDIES (4 CREDITS)
An introduction to the interdisciplinary perspectives and methods of American Studies. Class will explore the theme of characterizing and defining “America,” with attention to how a distinctive interdisciplinary approach to this theme has shaped the field of American Studies. Students will also develop skills to analyze a wide range of primary materials from an interdisciplinary perspective.

AMST 3500 - THE SENIOR SEMINAR (4 CREDITS)
A team-taught seminar, drawing on faculty in different areas of American Studies, the seminar provides a focused exploration of some aspect of American history and culture and forms the basis of the senior essay. During their senior year, all majors enroll in this course and, in consultation with the director of the program, research and write their senior thesis. For American Studies senior majors only.

Bioinformatics

Director: Y. Li
Adviser: Hsu (computer and information science), Morris (natural science), Thornhill (biological sciences)
RH: Hsu, JMH 402A (718) 817-4483, hsu@cis.fordham.edu
LC: Morris, LL 817A, (212) 636-7530, cjamorris@fordham.edu
Thornhill, Larkin 300, (718) 817-3688

Overview

Please contact the computer and information sciences department chair for additional information on this program.

A minor in bioinformatics is available on both the Rose Hill and Lincoln Center campuses. Bioinformatics an emerging interdisciplinary field fusing mainly biological sciences and computer sciences and encompassing the knowledge and tools of other science disciplines. Bioinformatics studies the sequence, structure, and function of genes and proteins in all living organisms including the human species. When dealing with an influx of raw information, significant amount of effort is spent on how to effectively and efficiently warehouse and access these data and on new methods and algorithms aimed at mining this warehoused data in order to make novel discoveries in biology, medicine, and pharmaceuticals. Some examples of the topics are genomics, proteomics, phylogenetics, functional genomics, algorithm and data analysis, micro array and gene expression, genomic medicine, biomarkers for cancer and disease, drug design and discovery for disease and disorders, database and data mining, network function and organization, and ESL (ethical, societal, and legal) issues.

Program Requirements

Bioinformatics Minor

The minor in bioinformatics will be available at Fordham College at Rose Hill and Fordham College at Lincoln Center.

Computer and Information Science Majors (RH & LC):
Take the following two courses (not required for a computer science or information science major but count toward the natural science core requirements):
BISC or NSCI 1403/1413-Intro Biology I (natural science core)
BISC or NSCI 1404/1414-Intro Biology II (natural science core)

Take the following six courses:
CHEM 1321 or NSCI 1413-General Chemistry I (no lab)
CHEM 1322 or NSCI 1414-General Chemistry II (no lab)
Biostatistics (new course)
BISC 2539/2549-General Genetics (with lab) or NSCI 3033-Genetics (with lab)
BISC 3754-Cell Biology or NSCI 3054-Cell and Development Biology
CISC 4020-Bioinformatics
Computer science majors take the following two courses as electives toward the major:
CISC 2500-Information and Data Management
CISC 3632-Applied Data Mining

Biological Sciences (RH), General Science (RH), and Natural Science (LC) Majors
Take the following courses:
CISC 3500-Database Systems
CISC 3632-Applied Data Mining
CISC 4020-Bioinformatics
Biostatistics (new course)

Biological sciences and natural science majors must also take:
CISC 1400-Discrete Structures
CISC 1600-Computer Science I

General science majors must also take:
CISC 4579-Artificial Intelligence

Biological sciences majors take one of the following two courses as an elective toward their major:
BISC 3754-Cell Biology or BISC 3752-Molecular Biology

General science majors must take the following two courses as electives toward their major:
BISC 2539/2549-General Genetics (with lab)
BISC 3754-Cell Biology or BISC 3752-Molecular Biology

Natural science majors take the following two courses as electives toward their major:
NSCI 3033-Genetics (with lab)
NSCI 4076-Molecular Biology (with lab) or NSCI 3054-Cell and Development Biology

Comparative Literature
Director: GoGwilt (RH), Sogno (LC)
RH: RH: FMH 405F, (718) 817-4732, gogwilt@fordham.edu
LC: LC: LL 915E, (212) 636-7583, sogno@fordham.edu
Web: www.fordham.edu/complit

Executive Committee
Contreras (English), Gosetti-Ferencei (philosophy), Hoffman (English), Kasten (MLL), Mustafa (English), Schreier (MLL), Street (visual arts)

Overview
Comparative Literature (formerly Literary Studies) is a bi-campus, interdepartmental, interdisciplinary program housing the comparative literature major. The program is co-directed, with the assistance of an executive committee. The program periodically consults a board of advisers made up of prominent scholars from various academic institutions.

The comparative literature major is concerned with the study of literature from a broad range of cross-cultural and interdisciplinary perspectives. Students may concentrate on the study of literature in at least two modern or classical languages, or in a different comparative context such as literature and a textual discipline in the humanities or social sciences (e.g., anthropology, philosophy, political science, and others), literature and film, or literature and the creative arts among others. The comparative literature major requires advanced proficiency in at least one classical or modern foreign language, and advanced coursework in at least one Western or non-Western literary tradition other than English.

Contribution to the Core
Comparative Literature offers COLI 2000-Texts and Contexts, which fulfills the core requirement in Literature in English and counts toward the distributive requirement in Eloquenta Perfecta 2. Unless otherwise specified, Nonmajors may take the Program’s elective (major) offerings toward the core requirement in Advanced Disciplinary Courses in Literature. In addition, Comparative Literature offers courses that fulfill the distributive requirements in American Pluralism, Global Studies, Eloquenta Perfecta 3 and 4 (Values) seminars as well as courses that fulfill the Interdisciplinary capstone requirement.

Program Requirements
Comparative Literature Major
(HEGIS code 1503) Program Code 06105

The major in Comparative Literature is available at Fordham College at Rose Hill, Fordham College at Lincoln Center and Fordham School of Professional and Continuing Studies at Lincoln Center. NOTE: Comparative Literature students may take major courses at Fordham School of Professional and Continuing Studies at Lincoln Center, provided that these courses are offered under the COLI subject heading, or are officially cross-listed.

Early in their program of study and in consultation with the Comparative Literature major adviser, students choose to take courses and write their thesis in one of the following concentrations:

- Literature across the languages
- Literature and diaspora studies
- Literature and the humanities, sciences or social sciences (e.g., anthropology, philosophy, political science or the natural sciences among others)
- Literature and film or media
- Literature and the creative arts
- Comparative theories.

The major in comparative literature consists of 10 courses to be distributed as follows:

1. COLI 3000-Theories of Comparative Literature—An introduction to theory and methods in comparative literary studies. (ENGL 3045-Theory for English Majors may be substituted for COLI 3000.)
2. Seven elective courses to be distributed as follows:
   a. At least two courses offered by the Comparative Literature program, numbered COLI 3001 and above.
   b. At least two courses offered by the departments of Modern
Literature majors and minors, under the guidance of a faculty adviser, and the Program offers a broad range of activities for undergraduates:

**Program Activities**

The Program offers a broad range of activities for undergraduates: Bricolage, Fordham’s Journal of Literary Studies, is edited by comparative literature majors and minors, under the guidance of a faculty adviser, and showcases critical essays by students on literature, culture, film, the arts, and theory; the Comparative Literature Club organizes social activities (e.g., theater outings); invited speakers offer lectures, talks, and seminars either designed for or open to undergraduates; the program regularly sponsors film screenings in conjunction with courses and lectures.

**Awards**

Theses written by comparative literature majors and minors are eligible for the Katie Fraser Prize for Excellence in Comparative Literature (for majors) and the Literary Studies Prize for Work in Comparative Literature (for minors).

**Internships**

Students who wish to pursue an internship and receive college credit for it should contact the comparative literature major adviser and Career Services to identify internship opportunities relevant to their field of study and professional interests. To receive college credit, students sign up for a 2-credit tutorial with the major adviser, and provide weekly reports on their experience, in addition to meeting with the adviser on a regular basis during the semester. Requirements may vary depending on the type of internship. In some cases, students may be eligible for more credits depending on the relevance of the experience to their course of study, and contingent on the completion of a substantial final project.

**Honors in Comparative Literature**

Honors in comparative literature is awarded on the basis of grade point average in the major (3.5), and the quality of the senior thesis and its presentation at the Senior Project Roundtable.

**Courses Planned for Fall 2012–Spring 2014**

Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill, and L for Fordham College at Lincoln Center.

- COLI 2000-Texts and Contexts (R, L)
- COLI 3000-Theories of Comparative Literature (R, L)
- COLI 3100-World Cinema Masterpieces (R)
- COLI 3122-The Eternal Feminine (L)
- COLI 3210-The Adolescent as Hero (L)
- COLI 3215-The War Novel (L)
- COLI 3216-Lost Illusions (L)
- COLI 3250-Representing the Spanish Civil War (R)
- COLI 3429-Women and the Rise of the Novel (L)
- COLI 3434-The Avant-Gardes: Europe and Latin America (R)
- COLI 3450-The City in Literature and Art (L)
- COLI 3464-Literature and Medicine in the Ancien Regime (L)
- COLI 3530-Trauma, Memory, and Interrupted Narratives (L)
- COLI 3642-Writers of the Asian Diaspora (R)
- COLI 3664-Postcolonial Literatures (L)
- COLI 3690-Women Writing Africa (R)
- COLI 3815-Gender and Text (L)
- COLI 3912-Literature of the Americas (R)
- COLI 4001- Novel: Theory, and Form (L)
- COLI 4011-Narrating Childhood (L)
- COLI 4020-Literature, Film, and Development (L)
- COLI 4126-Ten Short Films about Morality (R)
COLI 4204 - Joseph Conrad and the Future of English (R)
COLI 4205 - Comparative Studies in Revolution (R)
COLI 4412 - Representing Art in Literature (L)
COLI 4998 - Senior Thesis Tutorial (R, L)
COLI 4999 - Tutorial in Comparative Literature (R, L)

**Course Descriptions**

**COLI 3000 - Theory of Comparative Literature (4 credits)**

A review of theories and methods of comparative literary studies, using literary theory and criticism as primary readings in conjunction with primary works of literature, drawing from a range of literary traditions.

**COLI 3100 - World Cinema Masterpieces (4 credits)**

World Cinema Masterpieces provides a close analysis of style, narrative, structure, and visual texture in selected masterworks of major European, Asian, and American directors. Directors under consideration include Renoir, Carne, Lang, Welles, Ophuls, Hitchcock, Bresson, Kurosawa, Ray, Bergman, Rossellini, Fellini, Truffaut, Tarkovsky, Kieslowski, Fassbinder, and Altman.

**COLI 3471 - Pirandello in Context (4 credits)**

A study of the narrative, theatre, and theoretical essays of Luigi Pirandello (1867-1936; Nobel Prize 1934) in the context of the literary, cultural, and social developments in early 20th-century Italy and Europe.

**COLI 4205 - Comparative Studies in Revolution (4 credits)**

This interdisciplinary Capstone Seminar engages students in a series of literary and historical studies of revolutionary (and counter-revolutionary) movements (e.g., the Haitian revolution of 1791, the Indian Rebellion of 1857, and the events of 1965 in Indonesia). Examining historical documents, works of fiction, literary theory, and historiography, the seminar will investigate how the disciplines of history, literary criticism, and cultural studies more generally, seek to explain revolutionary historical change. Particular attention will be paid to the authority of textual evidence placed within interdisciplinary, cross-cultural, and multimedia contexts.

**Environmental Policy**

**Director**: Van Buren  
**Co-Director**: Cathcart (LC)  
**RH**: Van Buren, CO 111, (718) 817-3301, evanburen@fordham.edu  
**LC**: Cathcart, LI, SL245, (718) 237-2786, c.cathcart@kisscathcart.com  
**Web**: www.fordham.edu/ep

**Executive Committee**

Andersen, Bender, Botton, Cathcart, Fleisher, Davenport, Farland, Galizzi, Gilbert, Green, Isaak, Johnson, Johnson, Jones, LaBennett, Livesey, McLeod, Panetta, Peppard, Robinson, Stoll, Takoshiban, Vali, van Buren, Vernon, Werner

**Overview**

The environmental policy major, located at the Rose Hill and Lincoln Center campuses, is an innovative, interdisciplinary environmental studies program at the interface of the social sciences, natural sciences, and humanities which has been designed to address the societal causes and effects of real world environmental problems such as climate change and prepare students for rewarding environmental careers in the private, public and nonprofit sectors.

The major offers a rigorous academic and professional degree in general environmental studies, as well as specialized concentrations and career tracks, involving internships, study abroad, original research, and an alumni career advisory board in the following areas:

- **Environmental Law**
- **Environmental Politics, Government & Regulation**
- **Sustainable Business & Environmental Economics**
- **Green Architecture & Sustainable Urban Planning**
- **Conservation Biology & Urban Ecology**
- **Environmental Organizations**
- **Parks and Recreation**
- **Organic Agriculture & Food Security**
- **Environmental Education, K-12**
- **Public Health and the Environment**
- **Environmental Communications and Media**
- **Environmental Philosophy, Religion & Ethics**
- **Environmental History & American Studies**
- **Environmental Art & Literature**

Alumni have been accepted to prestigious graduate programs at Yale, Columbia, and London School of Economics, and environmental law programs at Pace, Fordham, and Vermont, and have successfully found employment in the government, private and nonprofit sectors. The program typically has 50-60 majors enrolled, and graduates approximately 20 students per year.

Located in New York City—one of the most vibrant centers of environmental education and urban ecology in the world—our program allows students to gain professional internship experience and academic credits in environmental organizations such as Bronx River Alliance (New York Department of Parks), Wildlife Conservation Society (Bronx Zoo), New York Botanical Garden, American Museum of Natural History, and Environmental Consortium of Hudson River Colleges and Universities, as well as in study abroad and summer programs from the Caribbean to Africa.

Our program reflects Fordham University’s mission of “men and women for others” and “respect for the environment” in that students have the opportunity to serve the greater good in the areas of environmental literacy, stewardship, sustainable development, and environmental justice, effecting positive change as citizens in a world characterized by complex scientific, economic, political, and ethical interactions and processes.

We invite you to join our program and find your educational and career path.

Students should officially declare the major in the freshman year and contact the program director for advising about the seven required freshman and sophomore courses. The major can also be declared in the sophomore or junior year.

**Program Requirements**

**Environmental Policy Major**

(HEGIS code 4903) Program Code 32792

The major requires 14 courses, up to 10 of which can count toward the core curriculum through appropriate course selection. In the list
of courses below, R stands for Fordham College at Rose Hill, and L for Fordham College at Lincoln Center.

Students should officially declare the major in the freshman year and contact the program director to receive advising on the seven required courses. The major can also be declared in the sophomore or junior year.

**Freshman and Sophomore Introductory Environmental Policy Course (Seven Courses)**

This course provides an overview of environmental problems from natural science, social science, and humanities perspectives, and introduces students to interdisciplinary methods of integrating these disciplines in policy solutions to environmental problems.

1. ENVP 2000-Introductory Environmental Policy (offered every spring semester at Rose Hill)

**Freshman/Sophomore Environmental Science and Skills Courses**

The following core curriculum courses provide foundational knowledge of environmental chemistry or physics, and exposure to environmental problems from natural science perspectives, and foundational skills in economics, mathematics, statistics, and computer science. An additional environmental science course can be taken under requirement #13 below, and students have the opportunity of choosing a Concentration in Conservation Biology (see the “Concentrations & Career Tracks” section in this bulletin.). If different core courses in these areas were taken prior to enrolling in the major, or you have relevant AP courses credited on your Fordham transcript, these courses might count toward the following requirements.

2. One course in environmental chemistry, environmental physics, or earth science.
   - CHEM 1109-Chemistry of the Environment (R)
   - ENVS 1000-Introduction to Environmental Science (R, L)
   - NSCI 1020-Physical Sciences in Today’s World (L)
   - PHYS 1203-Environmental Physics (R)

3. One course in ecology.
   - BISC 1002-Ecology: A Human Approach (R)
   - BISC 2561-Ecology (R)
   - NSCI 1040-People and the Living Environment (L)
   - NSCI 2010-Global Ecology (L)

4. One course in information science and geographical information systems.
   - CISC 2500-Information and Data Management (R, L)

5. One course in mathematics.
   - MATH 1203-Applied Calculus I (R, L)
   - MATH 1206-Calculus I (R, L)

6. One course in introductory economics.
   - ECON 1100-Basic Macroeconomics (R, L)

7. One course in social science statistics.
   - ECON 2140-Statistics (R, L)
   - PSYC 2000-Statistics (R, L)
   - SOCI 2606-Social Science Statistics (R, L)
   - SOCI 2690-Urban Research Methods (R)
   - SSCI 2606-Social Science Statistics (L)

**Upper-Level Policy Areas, Electives & Concentrations**

The following upper-level courses provide advanced knowledge and methods in the policy areas of environmental economics, design, politics and law, history, anthropology, media and communications, and ethics and justice. To develop a concentration in one of these areas, see the “Concentrations & Career Tracks” section in this bulletin. Many of these courses fulfill core curriculum junior and senior requirements.

8. One course in environmental history and culture.
   - HIST 3990-North American Environmental History (R, L), or one of the following courses:
     - ANTH 3373-Environmental and Human Survival (R)
     - COMM 4705-Special Topics: Culture, Media & the Environment (R) (only this particular section of COMM 4705 counts to the major)
     - HIST 3629-Maritime Cities (L)
     - HIST 3772-Hudson River (R, L)
     - HIST 3992-Capitalism (R, L)
     - HIST 3993-Environmental History: NYC (L, R)
     - HIST 4780-History of Capitalism (R)
     - HIST 4990-History of Climate Change (R)
     - SOCI 3145-Environment, Technology and Society (L, R).

9. One course in environmental economics.
   - ECON 3850-Environmental Economics (R, L), or one of the following courses:
     - ECON 3385-Economics of Energy (L)
     - ECON 3430-Sustainable Business (R)
     - HIST 3992-Capitalism (R, L)
     - HIST 4780-History of Capitalism (R)
     - MGBU 3430-Sustainable Business

10. One course in environmental politics and law.
    - POSC 2507-Environmental Politics (R, L), or one of the following courses:
      - NSCI 2060-Environment: Science, Law, and Policy (L)
      - POSC 3131-Politics of Urban Health and Environment (R).

11. One course in environmental ethics and justice.
    - PHIL 4302-Environmental Policy and Ethics (R)
    - PHIL 3109-Environmental Ethics (R, L)
    - PHIL 3712-Global Environment and Justice (L, R), or one of the following courses:
      - MLAL 4002-Animal Rights Literature & Film (R)
      - PHIL 3722-Native American Philosophy (R)
      - PHIL 3962-Sustainability & Process (R)
THEO 4008-Religion and Ecology (R)

12. One course in green architecture, sustainable urban planning, or environmental art.

ARHI 2555-Art and Ecology (R)
VART 2050-Designing the City (R, L)
VART 2051-Introduction to Urban Design Analysis (R, L)
VART 2055-Environmental Design (R, L)
VART 2085-Sustainable New York (R, L)
VART 3055-Ecology for Designers (R, L)

13. One elective concentration course.

This course allows students to develop a Concentration in a particular environmental policy area, and should be chosen from either the above course lists (excluding lists under requirements #5 through 7 above) or the following list.

ANTH 3375-Ecotourism in Anthropology (R)
ANTH 3684-Food and Globalization (R)
ANTH3722-Primate Ecology (R)
BISC 3405-Plant Biology (R)
BISC 3643-Microbiology (R)
BISC 4401-Tropical Ecology (R)
BISC 4642-Animal Behavior (R)
BISC 4601-Marine Biology (R)
COMM 3085-Science Journalism (L)
ENGL 3684-Food and Globalization (R)
HIST 3991-The American Indians (R, L)
VART 3070-Architectural Design (R, L)

Senior Thesis Seminar

This course allows students to concentrate on a particular area of environmental policy in preparation for employment or graduate school, and is offered every spring semester at Rose Hill. It requires either a 40-page research thesis or an internship with a 40-page report with some research. It can be used to fulfill the Senior Capstone requirement only when taken in the senior year, i.e., in one of the student’s last two semesters.

14. ENVP 4000-Research Seminar, (thesis or internship)

The above requirements can with permission also be fulfilled with a course not listed below in which environmental science or policy work is completed (e.g., a major paper or research project), or with a course completed at another institution.

Environmental Policy Minor

1. One course in introductory environmental policy.

HIST 3990-North American Environmental History (R, L)

2. One course in environmental chemistry, environmental physics, or earth science.

CHEM 1109-Chemistry of the Environment (R)
CHEM 4340-Environmental Chemistry (R)
ENVS 1000-Introduction to Environmental Science (R, L)
NSCI 1020-Physical Sciences in Today’s World (L)

PHYS 1203-Environmental Physics (R)

3. One course in ecology.

BISC 1002-Ecology: A Human Approach (R)
BISC 2561-Ecology (R)
BISC 4401-Tropical Ecology (R)
BISC 4601-Marine Biology (R)
PHIL 3109-Environmental Ethics (R, L)
PHIL 3712-GLOBAL Environment and Justice (L)
PHIL 3722-Native American Philosophy (R)
PHIL 3962-Sustainability & Process (R)
PHIL 4302-Environmental Policy and Ethics (R)
POSC 2507-Environmental Politics (R, L)
POSC 3131-Politics of Urban Health and Environment
SOC 3145-Environment, Technology & Society (L, R)
THEO 4008-Religion and Ecology (R)
VART 2050-Designing the City (R,L)
VART 2051-Introduction to Urban Design Analysis (R, L)
VART 2055-Environmental Design (R, L)
VART 2085-Sustainable New York (R, L)
VART 3055-Ecology for Designers (R, L)

Program Activities

The following curricular and extracurricular activities are enjoyed by students.

• Lecture series

• Alumni Career Advisory Board providing professional advice to current students
• Undergraduate Research program
• Sponsorship of the club Students for Environmental Justice and Awareness
• Sponsorship of St. Rose’s Garden, an organic vegetable garden on the Rose Hill Campus
• Membership in the Fordham University Sustainability Program
• Membership in the Environmental Consortium of Hudson Valley Colleges and Universities
• Cooperative internship program with the Bronx River Alliance (NYC Department of Parks), NYC Botanical Garden, and Wildlife Conservation Society (Bronx Zoo)
• Summer internship program in the United States and abroad
• Study Abroad program in Central America, Africa, Australia, Europe and Southeast Asia
• Scholarship program

Courses Planned for Fall 2012–Spring 2014
Following each course are codes for where the course will be taught. R stands for Fordham College at Rose Hill, and L for Fordham College at Lincoln Center.

ENVP 2000-Introduction to Environmental Policy (R)
ENVP 4000-Research Seminar (R)

Course Descriptions
ENVP 2000 - INTRODUCTION TO ENVIRONMENTAL POLICY (4 CREDITS)
An introductory overview of environmental problems from the perspective of their societal causes, effects, and policy solutions.

ENVP 4000 - RESEARCH SEMINAR (4 CREDITS)
This Capstone course is required for all environmental policy majors in the senior year, i.e., in one of the student’s last two semesters. Using methods in the natural sciences, social sciences, humanities, and applied arts and sciences, students complete an interdisciplinary research thesis on an environmental problem or complete a professional internship with an internship thesis involving interdisciplinary research.

Environmental Science
Co-Directors: Frank (RH), Botton (LC)
RH: Frank, LH 400, (718) 817-0574, frank@fordham.edu
LC: Botton, LL 815E, (212) 636-6327, botton@fordham.edu
Web: www.fordham.edu/environmentalscience

Executive Committee
Bailja, Botton, Crooker, Frank, Friedrich, Heald, Hekkala, Vernon

Overview
Environmental science is an interdisciplinary major offered on the Rose Hill and Lincoln Center campuses. Students who complete the requirements of this program will graduate with a B.S. degree in environmental science. A minimum grade of C- is required in all courses taken to fulfill the major.

The environmental science major provides students with a solid foundation in scientific principles and analysis, focusing on applications to the environment. The major emphasizes a rigorous curriculum, using an integrated approach that combines concepts and methods across the fields of biology, chemistry, physics, mathematics, and environmental science. Research and training opportunities exist within each of the contributing departments, as well as at the Louis Calder Center—Biological Field Station and at major collaborative scientific institutions in the New York City area. Following a solid scientific grounding in the first two years, upper-level students choose science elective courses that allow them to tailor their interests toward an emphasis on a life or chemical sciences approach and complete an independent science research project on an environmental topic or an internship at an environmental firm or government agency.

Students majoring in environmental science may not double major in biology, chemistry, general science, or natural science. Students majoring in environmental science may choose any available minor at Fordham provided that they fulfill the requirements stipulated by the department or program offering the minor and have approval from the Dean's office.

Program Requirements
Environmental Science Major
(HEGIS Code 0420) Program Code 32680
The major in environmental science will be available at Fordham College at Rose Hill and Fordham College at Lincoln Center.

Foundation Courses (required):
ENVS 1000-Introduction to Environmental Science
BISC 1403/1413 and 1404/1414-Introductory Biology I and II (with labs)
or NSCI 1403/1413 and 1404/1414-General Biology I and II (with labs)
BISC 2561/2571-Ecology (with lab) or NSCI 2010/2011-Global Ecology (with lab)
CHEM 1321/331 and 1322/1332-General Chemistry I and II or NSCI 1321/1331 and 1322/1332 (with labs)
CHEM 2521/2531-Organic Chemistry I or NSCI 3021/303 (with labs)*
PHYS 1501/1511-General Physics I and Lab
or NSCI 1501/1511 General Physics I and Lab
MATH 1203-Applied Calculus I or Calculus I / Calculus II (with labs)
MATH 1204-Advanced Calculus I or Calculus I / Calculus II (MATH 1206/1207)
MATH 1700-Mathematical Modeling or MATH XXXX-Applied Statistics (new course)

Science Course Electives
Minimum of four courses from the following list:
BISC 2539/2549-General Genetics (with lab)
BISC 3643/3653-Microbiology (with lab)
BISC 3244 Evolutionary Biology
BISC 4642-Animal Behavior
CHEM 2522/2532-Organic Chemistry II* (with lab)
CHEM 3622/3632 - Physical Chemistry II (with lab)
CHEM 3721 - Quantitative Analysis
CHEM 3722 - Instrumental Analysis
CHEM 4340 - Environmental Chemistry
NSCI 3021/3022 - Organic Chemistry II* (with lab)
NSCI 3033 - Genetics
NSCI 4012 - Vertebrate Physiology
NSCI 4043 - Advanced Microbiology
NSCI 4063 - Biological Chemistry

Environmental Science Research or Internship
Must complete two semesters, four credits per semester:
ENVS 4900 - Environmental Science Internship
ENVS 4999 - Environmental Science Research

Environmental Policy/Law/Economics Courses
Choose two from the following list:
PHIL 3109 - Environmental Ethics
NSCI 2060 - Environment: Science, Law, and Public Policy
NSCI 4222 - Science, Technology, and Society’s Values
VART 2050 - Designing the City
VART 2055 - Environmental Design
VART 2085 - Sustainable New York
ANTH 3373 - Environment and Human Survival
(offered each year at RH only)
ECON 3850 - Environmental Economics
ECON 3385 - Economics of Energy
HIST 3990 - North American Environmental History
(offered every year alternately at RH and LC)

*Students who plan to enroll in a graduate science program are strongly encouraged to additionally complete Organic Chemistry II with lab as one of their science electives.

Course Descriptions
ENVS 1000 - INTRO TO ENVIRONMENTAL SCIENCE (3 credits)
This course serves as an introduction to the multidisciplinary scientific study of the physical earth. Students will become familiar with the concepts that biologists, chemists, geologists, and physicists use to describe Earth’s natural systems. The qualitative and quantitative concepts investigators use to describe and examine Earth’s systems will be introduced. Relationships and interactions between the atmosphere, lithosphere, hydrosphere, and biosphere will be discussed. The topic of climate change and the effect of human activities on the Earth will be addressed.

ENVS 4401 - ENVIRONMENTAL SCIENCE INTERNSHIP (4 credits)
Individually tailored research internship in an environmental institution. Placement will be in an environmental organization, government agency or business, under the supervision of a consenting faculty member, and with permission of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final report integrating the practical internship experience with previous coursework in environmental science required. A weekly seminar that synthesizes previous environmental science coursework with practical experiences is also required. All students choosing this option must complete two semesters.

ENVS 4402 - ENVIRONMENTAL SCIENCE INTERNSHIP (4 credits)
Individually tailored research internship in an environmental institution. Placement will be in an environmental organization, government agency or business, under the supervision of a consenting faculty member, and with the approval of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final report integrating the practical internship experience with previous coursework in environmental science required. A weekly seminar that synthesizes previous environmental science coursework with practical experiences is also required. All students choosing this option must complete two semesters.

ENVS 4501 - ENVIRONMENTAL SCIENCE RESEARCH (4 credits)
Individually tailored laboratory or field research conducted throughout the senior year. The project will be on a specific environmental topic under the supervision of a consenting faculty member and with permission of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final research paper that integrates the project findings with previously published studies in environmental science. A weekly seminar that synthesizes previous environmental science coursework with research experiences is also required. All students choosing this option must complete two semesters.

ENVS 4502 - ENVIRONMENTAL SCIENCE RESEARCH (4 credits)
Individually tailored laboratory or field research conducted throughout the senior year. The project will be on a specific environmental topic under the supervision of a consenting faculty member and with permission of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final research paper that integrates the project findings with previously published studies in environmental science. A weekly seminar that synthesizes previous environmental science coursework with research experiences is also required. All students choosing this option must complete two semesters.

General Science
Director: Giaccio (chemistry)
RH: JMH 518, (718) 817-4441
Web: www.fordham.edu/gsm

Executive Committee
Bray (chemistry); Brakalova (mathematics); Iwantsch (biochemical sciences); Chen (computer and information sciences); Haider (physics)

Overview
The general science major provides a broad scientific background for students who wish to pursue a career in science-related fields, including health professions, education, law, science technology, scientific writing and editing, sales, and marketing. The major is designed to provide a basic knowledge of the contributing disciplines while allowing students to gain more in-depth knowledge in chemistry, biology, or physics through upper-level elective courses. All courses in the major are selected from existing
Programs of Study at FCRH, FCLC, PCS

courses in the contributing departments (biological sciences, chemistry, computer and information sciences, mathematics, and physics). These courses are taught by faculty members from the contributing departments and conform to the rigorous standards of those disciplines. Upon successful completion of all major and core requirements students graduate with a B.S. in general science.

Each semester, students enrolled in this major must have their choice of courses approved by the program director. Students must maintain a minimum GPA of 2.0 in the required courses for this major. Students may register for a double major in general science and all other majors except biological sciences, chemistry, environmental science; and physics; however, minors in these disciplines are allowed and encouraged. There is no minor in general science.

Note: The general science major is not intended for students planning to attend graduate school in a specific science discipline, since they would need to complete the undergraduate major in that particular discipline in order to meet the prerequisites for graduate studies. If there is a real chance that you might wish to pursue a graduate degree in a specific science discipline, or that you might wish to pursue a career for which a degree in a specific science discipline is either required or strongly recommended, then you should choose a discipline-based undergraduate science major (either biological sciences, chemistry, or physics).

Program Requirements

General Science Major

(HEGIS Code 4902) Program Code 79529

The major in general science is available at Fordham College at Rose Hill. Students in Fordham School of Professional and Continuing Studies may major in general science only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

The general science major consists of a total of 13 courses.

Chemistry (two courses, plus recitations and associated lab courses):
CHEM 1311-1312
CHEM 1321-1322
CHEM 1331-1332

Biology (two courses, plus associated lab courses):
BISC 1403-1404
BISC 1413-1414

Physics (two courses, plus associated lab courses):
PHYS 1701-1702
PHYS 1511-1512
(PHYS 1501-1502 can be substituted for 1701-1702 with the program director's approval)

Mathematics (two courses):
MATH 1206-1207
(MATH 1203-1204 can be substituted with the program director's approval)

Computer Science (two courses, plus associated lab courses):
1st course: CISC 1400
2nd course: CISC 1600/1610

(Students with a demonstrated proficiency in either computer science or information science can inquire with the program director for alternative choices.)

Upper-Level Science Electives (three courses, plus any associated lab courses):
Each student must take three additional semesters of noncore science courses (biology, chemistry, or physics) including any associated lab courses. These courses must be offered by the biological sciences, chemistry, or physics departments and have at least one of the following courses as a prerequisite: CHEM 1322, BISC 1404, PHYS 1702, or PHYS 1502. At least two of the elective courses must be in the same discipline.

Individualized Majors
Adviser: See your class dean.

Overview
(HEGIS Code 4999) Program Code 78156

To permit students to design programs of study that fit their own needs and interests, Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies provide the option of a personalized interdisciplinary major. Students are permitted to submit a plan of studies in a concentration that involves courses in two or more departments. A committee of faculty members from those departments will consider the proposal and, if they decide that it is both academically sound and practically workable, will notify the class dean of the proposal. If the class dean approves the proposal, the student may undertake the intended major. The faculty committee will supervise these studies, make necessary changes and, along with the class dean, recommend graduation. Interested students should consult their class dean.

Integrative Neuroscience
Co-Director: Heald (interim director)
RH: Heald, KE 320, (718) 817-4711, heald@fordham.edu
Lyons, JMH 332, (718) 817-4485, dlyons@fordham.edu
Ross, LA 201, (718) 817-3662, rross@fordham.edu
Roy, DE 345, (718) 817-3775, aroy3@fordham.edu
LC: Roberts, LI 817C, (212) 636-6323, jroberts@fordham.edu

Executive Committee
Lyons, Roberts, Ross, Roy

Overview

At the time of printing of the Bulletin, the major in Integrative Neuroscience is pending approval from New York State. Once approved, this interdisciplinary science major will be offered at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students who complete the requirements of the Integrative Neuroscience major will graduate with a B.S. degree.

Neuroscience is one of the most exciting, interesting, and integrative fields in science today. Technological advances of the last 20 years have led to a dramatic rise in neuroscience research across multiple domains, including biology, chemistry, psychology, computer science, and physics,
as well as seemingly unrelated fields such as economics. A primary aim of the integrative neuroscience major is to engage Fordham students in this exciting, and rapidly advancing field so that they become competitive candidates for postgraduate education in the neuroscience field. A unique aspect of the integrative neuroscience major is the presence of three tracks (cell and molecular, cognitive, and systems and computational), each focusing on a specific aspect of neuroscience. The design of the major also insures that students have exposure to each of the disciplines so that their work can be informed by multiple perspectives.

Students majoring in integrative neuroscience may not double major in biology, natural science, computer science, environmental science, or psychology. Students majoring in integrative neuroscience may choose any available minor provided that they fulfill the requirements stipulated by the department or program offering the minor and having approval of the Dean's Office, but may not use course credits of the major to fulfill requirements for the minor.

Each student interested in the integrative neuroscience major will be evaluated at the end of their third semester. Students are required to have a science GPA of 3.0 or above with the lowest grade acceptable being a C- for admission to the program. At the time of declaring their major, the student should have taken a minimum of three Foundation courses.

Program Requirements
The course requirements for the integrative neuroscience major consist of four components: nine foundation courses required of all Integrative Neuroscience majors; three required, track-connected neuroscience courses that emphasize the different tracks within the major; three specialization courses that allow the student to enhance their study within their chosen track; and a required two-semester minimum, research experience, beginning as early as is reasonable for the student and project, but no later than the summer/fall after the junior year. All majors must also enroll in a Capstone Research Seminar course for students in all tracks to share and discuss the results of their research with other integrative neuroscience majors.

Foundation Courses (nine courses):
1-2. Introductory Biology I and II with labs (BISC 1403, 1413, 1404, 1414), General Biology I and II with labs (NSCI 1403, 1413, 1404, 1413), or Concepts in Biology I and II with labs (NSCI 1423, 1424, 1433, 1434)
3. Applied Calculus (MATH 1203), Calculus (MATH 1206), or Mathematical Modeling (MATH 1700)
4. Biopsychology (PSYC 1100)
5. Information and Data Management (CISC 2500)
6. Data Mining (CISC 3630) or Bioinformatics (CISC 4020)
7-8. Two chemistry courses (specific course depends on student's track)
   Cell and Molecular Neuroscience track: General Chemistry I and II with labs (CHEM 1321, 1331, 1322, 1332 or NSCI 1321, 1331, 1322, 1332)
   Cognitive Neuroscience track or Systems Neuroscience track: General Chemistry I and II with labs (CHEM 1321, 1331, 1322, 1332 or NSCI 1321, 1331, 1322, 1332) or Interdisciplinary Chemistry I and II with labs
9. Statistics/Research Methods (specific course depends on student's track)
   Cell and Molecular Neuroscience track: NSCI 2040 or PSYC 2000
   Cognitive Neuroscience track: PSYC 2000
   Systems Neuroscience track: CISC 2850

Track-Connected Neuroscience Courses (three courses required for all tracks)
10. Neuroscience (BISC 4532, NSCI 2030)
11. Cognitive Neuroscience (PSYC 3710)
12. Systems Neuroscience (CISC 3250)

Specialization Courses
Cell and Molecular Neuroscience
Organic Chemistry I with lab (CHEM 2511, 2521, 2531 or NSCI 3021, 3031)
Biochemistry (BISC 3521, CHEM 4221, NSCI 4053)
Genetics with Lab (BISC 2539 and BISC 2549) or Genetics (NSCI 3033)
Animal Behavior (BISC 4642)
Cell Biology (BISC 3754)
Cell and Developmental Biology (NSCI 3054) or Developmental Biology (BISC 4693)
Molecular Biology (BISC 3752 or NSCI 4076)
Immunology (NSCI 2012)
Biology of Aging (NSCI 2018)
Human Physiology with Lab (BISC 3232 and 3242) or Vertebrate Physiology (NSCI 4012)
Vertebrate Anatomy (NSCI 2041) or Human Anatomy with Lab (BISC 3221 and 3231) or Microanatomy (NSCI 4044)

Cognitive Neuroscience
Research Methods (PSYC 2010)
Sensation & Perception Lab (PSYC 2301)*
Cognition Lab (PSYC 2501)*
Memory Lab (PSYC 2401)*
Lab in Behavior Analysis (PSYC 3901)*
*Courses labeled Lab with a PSYC XX01 designation also include lecture

Systems and Computational Neuroscience
Computer Science I with Lab (CISC 1600, 1610)
Robotics and Problem Solving (CISC 3060)
Health & Medical Informatics (CISC 3270)
Data Mining (CISC 3630)
Bioinformatics (CISC 4020)
Brain Connectivity (CISC 4050)
Theory of Computation (CISC 4090)
Artificial Intelligence (CISC 4597)
Machine Learning (CISC 4621)
Information Fusion (CISC 5900)
Research Experience
Students must enroll in at least one semester of independent research (NEUR 4999). Minimum of three credits.
Neuroscience Capstone Seminar (NEUR 4900), one credit
Other courses from the biology, chemistry, computer science, math, natural science, psychology, and physics departments may be used, pending approval.

Course Descriptions
NEUR 4900 - Integrative Neuroscience Capstone Research Seminar
(1 credit)
Senior-level integrative neuroscience majors from all three tracks meet weekly in the spring semester to share once in first half of the semester and again in the second half.

NEUR 4999 - Integrative Neuroscience Research (3 credits)
Independent laboratory research or metaanalysis of published work beginning no later than the summer/fall of credits are given only upon the completion of a final research paper or poster that integrates the project finding

International Humanitarian Affairs
Director: K. Cahill
Co-Director: B. Cahill
Adviser: van Tulleken
LC: 33 West 60th St., Suite 804, (212) 636-7654
Web: www.fordham.edu/iiha

Overview
An interdisciplinary minor that offers students a comprehensive understanding of issues central to contemporary humanitarian affairs, especially as seen through the academic lenses of history, sociology, philosophy, theology, political science, and international studies. Students will examine the global impact of natural and manmade disasters, disease, poverty, conflict, human rights violations, and government and intergovernmental policies on international human communities. The international humanitarian affairs minor offers an in-depth analysis of the humanitarian field that will enable students to acquire theoretical and practical knowledge.

Program Requirements
International Humanitarian Affairs Minor
The minor in international humanitarian affairs is housed at Fordham College at Lincoln Center, and is available to both Lincoln Center and Rose Hill students.

Students must complete courses 1-4 before enrolling in course 5, and must complete 1-5 before enrolling in course 6.

Courses 1 and 5 may NOT be taken concurrently.

1. Humanitarian action requirement:

Theory and Application (HUAF 4001-L01)
This course serves as the introductory course to the international humanitarian affairs minor. Taught by the Institute of International Humanitarian Affairs, it is designed to introduce students to the principal actors in the humanitarian field: their roles, missions, and mandates, and aims to bridge the divide between theoretical and practical approaches to humanitarian assistance. It provides students with an interdisciplinary perspective on international humanitarian aid, as analyzed through the lenses of gender, age, human rights frameworks, and indigenous culture approaches to natural and manmade disaster relief.

2. Philosophy/theology requirements
In addition to the Theory and Application course, students must complete a selected upper-level theology or philosophy course. Designed to give students a deeper understanding of the strong cultural and religious backgrounds that can both exacerbate humanitarian crises and serve as a healing mechanism, this course is integral to a holistic understanding of international humanitarian affairs.

Students choose one of the following philosophy or theology courses:

PHIL 3184-Freedom & Responsibility
PHIL 3118-Issues of Life and Death
PHIL 3973-War and Peace: Just War Theory
PHIL 4205-Justice and Social Identity
THEO 3542-Catholic Social Teaching
THEO 3600-Religion in Public Life
THEO 3610-Christ in World Cultures
THEO 3660-Religion and Politics
THEO 3700-Scriptures of the World
THEO 3711-Sacred Texts of the Middle East
THEO 3715-Classic Islamic Texts
THEO 3720-Hindu Literature and Ethics
THEO 3724-Classic Buddhist Texts
THEO 3730-Sacred Books of the East
THEO 3770-Islamic Mysticism
THEO 3780-Jesus and World Religions
THEO 3848-Theologies of Liberation

3. History requirement:
Students must also complete one upper-level history course. Focusing on different regions around the world, these designated courses provide necessary background information on the location of many historical and ongoing natural and manmade humanitarian crises.

Students choose one of the following history courses:

AFAM 1600-Understanding Historical Change: African History
HIST 1400-UHC: Latin American History
HIST 1700-UHC: Middle East History
HIST 3983-Arab-Israeli Conflict

4. Sociopolitical requirement
Students must complete an approved sociopolitical course before participating in the IHA Foreign Service Program. All designated courses are designed to give students a deeper understanding of the dynamics of international political and social structures, as well as benefits and challenges of international cooperation. Students will also develop a level
of cultural sensitivity before being immersed into the Foreign Service Program abroad.

Students choose one of the following sociopolitical courses:

- ANTH 3373-Environment and Human Survival
- ANTH 3725-Culture & Cultural Change
- COMM 3106-International Communication
- COMM 3110-Peace, Justice, and the Media
- HIST 3981-Modern Middle East
- HIST 4606-Seminar: History of Food
- HIST 4990-Seminar: History of Climate
- SOWK 6319-Social Justice: Organizations & Communities
- POSC 2410-Islamic Political Thought
- POSC 2506-Global Governance
- POSC 2510-United Nations
- POSC 3109-Political Economy of Poverty
- POSC 3300-Theories of Law and Human Rights
- POSC 3501-Third-World Politics
- POSC 3507-International Human Rights
- POSC 3610-Political Economy of Development
- POSC 4454-Seminar: Global Justice
- POSC 4805-International Politics of Peace
- SOCI 2200-Sociology of Culture
- SOCI 3043-Global Inequalities
- SOCI 3046-International Sociology
- SOCI 3410-Migration and Globalization
- SOCI 3714-Terrorism and Society
- SOCI 4394-U.N., Women, and Youth
- THEA 2511-Theater and Social Justice in Latin America

5. International Humanitarian Affairs Foreign Service Program

The centerpiece of the international humanitarian affairs minor is the IHA Foreign Service Program. This semesterlong program further explores the pressing complex issues of both natural and manmade emergencies, as well as the frustrations of chronic situations. Accompanied by an academic team, students will participate in a culminating two-week service immersion project to a country or region with a history of protracted natural or man made disasters. This project will equip students with firsthand knowledge on the social, economic, political, and environmental issues of the region studied throughout the course of the semester. Meetings with local aid organizations and academics will allow students to bridge the gap between theory and practice. The specific focus and destination for each Foreign Service Program will vary. This course is taught by the Institute of International Humanitarian Affairs but may be incorporate faculty of other departments.

6. International Humanitarian Affairs Internship Seminar

Humanitarianism today, organizations and strategic issues

As the Capstone course, the IHA Internship Seminar is available to students who have completed all other international humanitarian affairs minor requirements. This unique course gives students the opportunity to gain practical experience in the field as an intern for an international humanitarian organization in New York City, as well as take part in a weekly seminar. Students will discuss strategic issues and emerging trends in international humanitarian affairs, with a specific emphasis on the work of humanitarian organizations. The course is taught by the Institute of International Humanitarian Affairs and may include guest speakers from the United Nations and various international nongovernmental organizations.

**Course Descriptions**

**HUAF 4001 - INTRODUCTION TO GLOBAL HEALTH (4 credits)**

Multidisciplinary examination of the modes of thought and forms of knowledge that inform contemporary global health practice, including colonial medicine, tropical medicine, international health, and the emergence of global health as a discipline; the emergence of public health, epidemiology, and demography in the West; the therapeutic revolution and the modern pharmaceutical industry; derivation and uses of the main international health metrics (QALY, DALY and others). The course will take a biosocial approach to the study of health, and will draw on the biological and statistical methods as well as anthropology, political science, history, moral philosophy, theology, and others.

**HUAF 4800 - INTERNATIONAL HUMANITARIAN AFFAIRS INTERNSHIP SEMINAR (4 credits)**

As the Capstone course, the IHA internship seminar is available to students who have completed all other international humanitarian affairs minor requirements. This unique course gives students the opportunity to gain practical experience in the field as an intern for an international humanitarian organization in New York City, as well as take part in a weekly seminar. Students will discuss strategic issues and emerging trends in international humanitarian affairs, with a specific emphasis on the work of humanitarian organizations. The course is taught by the Institute of International Humanitarian Affairs and may include guest speakers from the United Nations and various international nongovernmental organizations.

**International Political Economy (IPE)**

Director: Winczewski (economics)
Adviser: Winczewski (economics), Holmes (political science), Hepp (economics)
RH: DE 117, (718) 817-3866, winczewski@fordham.edu
Web: www.fordham.edu/Academics/Programs_at_Fordham_/International_Politi/

**Executive Committee**

Schwalbenberg (economics), Crystal (political science), Gilbert (sociology/anthropology), Latham (history)

**Overview**

The major in international political economy (IPE) explores the nature and complexities of our increasingly interdependent and politicized global economy from an interdisciplinary perspective. Students who complete the major will receive training in political, economic, and quantitative analysis as well as an introduction to other cultures and the opportunity to use their electives to further specialize their studies according to their interests. Students who wish to continue their education in law, economics, political science, and international affairs will find the major beneficial. Other students will be able to use the major to prepare for employment with banks, businesses, and government...
agencies concerned with the global economy. Available specializations include foreign language study and global business.

The major is open only to Fordham College at Rose Hill students who have a cumulative GPA of 3.0 or better when they declare their major. Students wishing to major in IPE are also required to submit a 1/2 page essay explaining why they would like major in IPE to the director. Please contact the director for application deadlines.

The major in international political economy is administered by the Graduate Program in International Political Economy and Development (IPED). IPED is an affiliate member of the Association of Professional Schools of International Affairs (APSIA).

Program Requirements
International Political Economy Major
(HEGIS Code 2210) Program Code 78156

The major in international political economy is available at Fordham College at Rose Hill.

The major consists of eight required core courses and four electives distributed as follows:

Political Science Core
POSC 2501-Introduction to International Politics
POSC 3915-International Political Economy (or POSC 2502-Analysis of International Politics)

Economics Core
ECON 1100-Basic Macroeconomics
ECON 1200-Basic Microeconomics
ECON 3244-International Economic Policy

Anthropology Core
ANTH 3351-Comparative Cultures

Quantitative Core
ECON 2140-Statistics I
ECON 2142-Statistical Decision Making

Elective Tracks
Four courses chosen from one of three tracks:

Foreign Language Elective Track
Four courses in the same language numbered 1501 or higher.

Global Business Elective Track
ACBU 2222-Financial Accounting
ACBU 2223-Managerial Accounting
Plus two international economics courses from:
ECON 3235-Economics of Latin America
ECON 3240-World Poverty
ECON 3346-International Economics
ECON 3347-International Finance

General Elective Track
Any four international courses chosen from anthropology, economics, history, modern languages (1501 or higher), political science, or sociology. See list below:

Appropriate internships and study abroad opportunities can also be counted as electives.

AFAM 3150-Caribbean Peoples and Cultures
ANTH 3314-Anthropology of Health and Healing
ANTH 3371-Environment and Human Survival
ANTH 3470-Peoples and Cultures of Latin America
ANTH 3475-Pop Culture: Latin America
ECON 3235-Economics of Latin America
ECON 3240-World Poverty
ECON 3346-International Economics
ECON 3347-International Finance
HIST 1100-Understanding Historical Change: Modern Europe
HIST 1400-Understanding Historical Change: Latin America
HIST 1550- Understanding Historical Change: East Asian History
HIST 1750- Islamic History and Culture
HIST 3362-Crime and Punishment in Europe
HIST 3416-European Women, 1800-Present
HIST 3531-Modern Italy
HIST 3670-The Modern Middle East
MEST 2000-Introduction to Modern Middle East
MEST 4001-Seminar: Middle East
POSC 2505-U.S. Foreign Policy
POSC 2510-United Nations
POSC 2601-Comparative Politics of the Middle East
POSC 2610-Introduction to Comparative Politics
POSC 3108-Comparative Democracy
POSC 3109-Political Economy of Poverty
POSC 3140-Politics and Economic Globalization
POSC 3418-Islamic Political Thought
POSC 3421-The Morality of War
POSC 3505-International Law
POSC 3520-Middle East and the World
POSC 3610-Political Economy of Development
POSC 3622-Politics of the European Union
POSC 3631-China and Russia in Comparative Perspective
SOCI 3148-Population and Economic Development Issues
SOCI 3714-Terrorism and Society

Program Activities
Study Abroad
Majors are encouraged to study abroad during junior year in order to complement their learning experience at Fordham.

Internships
Students may receive credit for internships having an international focus.

Awards
Seniors may apply for membership into Sigma Iota Rho, the National Honor Society for International Studies. Applicants are required to have a minimum GPA of 3.2 and to have applied for prestigious fellowships such as the Fulbright or selected internships with international agencies such as the State Department.
International Studies
Director: De Luca
LC: LL 925F, (212) 636-6384, tdeluca@fordham.edu
Web: www.fordham.edu/academics/programs_at_fordham_/international_studie/index.asp

Executive Committee
Barry, Berger, Bristow, Cahill, Entelis, Idris, Sen, Toulouse, Wakeman

Overview
International studies is carefully designed to prepare students to live, work, prosper—and become good global citizens—in today’s rapidly changing world. It features an interdisciplinary and intercultural curriculum with both classroom learning and real-world experience in the form of internships and study-abroad.

International studies offers both rigor and choice. Students complete a specific core of foundational international courses in politics, law, economics, history, and culture. They also choose one of three tracks of specialized study.

The International Expertise Track trains students to analyze international affairs from a global perspective. The Regional Expertise Track develops competency in a region of the world of the student’s own choosing. Students may also apply to enter a Specialist Expertise Track, designed to address important issues, or specific cross-national, cross-cultural, or cross-regional comparisons. This track is selective and requires approval by the director. Each track has a specific language component. Each track has the same goal: to enable students to master the political, economic, environmental, historic, cultural, and sociological dynamics that drive modern life.

International studies prepares students for graduate study and for careers. It is well crafted for students to move on into international business, law, diplomacy, academia, education, government, international organizations, nongovernmental organizations, public interest advocacy groups, journalism, mass media, and public service.

It also prepares students for a life well-lived. The program follows the Jesuit tradition of cosmopolitan education, respect for other cultures, the dignity of each unique person, and the development of the student as a whole person. Its guiding spirit is Fordham’s own mission: to use education and research to “assist in the alleviation of poverty, the promotion of justice, the protection of human rights and respect for the environment” and to “foster in all its students life-long habits of careful observation, critical thinking, creativity, moral reflection, and articulate expression.” The international studies program encourages students to use these gifts in the service of the world.

Contribution to Core
International studies offers Introduction to International Studies (INST 2500), and Post-1945: A Global History (INST 3859), which fulfill the Global Studies core requirement.

Program Requirements
International Studies Major
(HEGIS Code 2210) Program Code 91413

The major in international studies is available to students at Fordham College at Lincoln Center, Fordham College at Rose Hill, and Fordham School of Professional and Continuing Studies.

The major in international studies consists of 13 courses including a senior thesis and a two course language requirement in addition to the Fordham core language requirement:

I. International Core:
1. Introduction to International Studies: One required course:
   INST 2500-Intro to International Studies
2. International Politics and Law: One course:
   POSC 2501-Intro International Politics
   or POSC 2610-Intro to Comparative Politics
   or POSC 3505-International Law
3. International Economics and Political Economy: One course:
   ECON 3244-International Economic Policy
   Or ECON 3346-International Economics
   Or POSC 3915-International Pol. Econ.
4. Contemporary World History and Culture: One Course:
   INST 3859-Post-1945: A Global History
   or ANTH 3725-Culture and Culture Change
   or SOCI 3046-International Sociology
5. Senior Thesis Seminar: One Course:
   INST 4000-International Studies Senior Thesis Seminar

II. International Expertise Electives:
6-11: Six Courses in either the: (a) International Track; (b) Regional Track; or (c) Specialist Expertise Track:

International Track: Any six courses (global or cross-regional in scope with contemporary content).
Examples include:
   INST 3000-International Studies Internship
   ANTH 2887-Anthropology Of Religion
   AFAM 3036-Global Black Youth Cultures
   ANTH 3373-Environment and Human Survival
   ANTH 3726-Language, Gender & Power
   COMM 3106-International Communication
   COMM 3410-International Cinema
   ECON 3210-Economics of Emerging Nations
   ECON 3240-World Poverty
   ECON 3244-International Economic Policy
   ECON 3256-Comparative Economic Systems
   ECON 3347-International Finance
   ECON 3385-Economics of Energy
   ECON 3457-International Regulation
   HIST 3629-Maritime Cities
   HIST 3858-The Global Cold War
   MGBU 3551-International Dim of Bus
### Programs of Study at FCRH, FCLC, PCS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MGBU 4477</td>
<td>Negotiating Globally</td>
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<td>NSCI 2010</td>
<td>Global Ecology</td>
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<td>PJST 3110</td>
<td>Intro to Peace and Justice Studies</td>
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<td>POSC 2501</td>
<td>Intro International Politics</td>
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<td>SOCI 2505</td>
<td>Religion and Social Change</td>
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<td>SOCI 3714</td>
<td>Terrorism and Society</td>
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<td>WMST 3010</td>
<td>Feminist Theories In Inter-Cult</td>
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**Regional Track:** Six courses in any one region:

- **Africa**
  - INST 3000 - International Studies Internship
  - AFAM 1600 - Intro to African History
  - AFAM 3071 - African Intellectual History
  - AFAM 3072 - Civil Wars In Africa
  - AFAM 3075 - Democracy In Africa
  - AFAM 3141 - Women In Africa
  - AFAM 3695 - Major Debates In African Studies
  - HIST 3940 - The African City
  - HIST 4920 - Seminar: African Icons

- **Asia**
  - INST 3000 - International Studies Internship
  - HIST 1500 - Intro to Asian History
  - HIST 3915 - Contemporary China
  - HIST 3922 - East Asian Cities
  - HIST 4520 - Seminar: The Pacific War
  - MKBU 3446 - Marketing in the Pacific Rim
  - PHIL 3759 - Buddhist Philosophy
  - THEO 2222 - Hindu Literature and Ethics

- **Europe**
  - INST 3000 - International Studies Internship
  - COMM 3432 - French Film
  - COMM 3483 - Women Filmmakers in Europe
  - FREN 3560 - The Contemporary Novel
  - HIST 3544 - Italy in the Wider World
  - HIST 3566 - War and Imperialism
  - HIST 3620 - 20th-Century Europe
  - HIST 3624 - European Cities
  - HIST 4450 - Seminar: Mod Britain and Ireland
  - IRST 4750 - Special Topics in Irish Studies
  - ITAL 3100 - Modern Italian Culture and Society
  - ITAL 3701 - Italian Women Writers
  - POSC 2620 - Politics of the European Union
  - POSC 3401 - Politics of the Present

- **Latin America**
  - INST 3000 - International Studies Internship
  - AFAM 3150 - Caribbean Peoples and Culture
  - ANTH 3470 - People and Culture Latin America
  - HIST 1400 - Intro Latin American History
  - HIST 1400 - Intro Latin American History
  - HIST 3972 - Revolution in Central America
  - HIST 3973 - Education and State in Latin America
  - HIST 3978 - 20th-Century Cuba
  - HIST 4951 - Seminar: Latin America at the Movies
  - POSC 2603 - Latin American Politics
  - POSC 3503 - Caribbean Politics
  - SPAN 3625 - Spanish American Short Fiction
  - SPAN 3701 - Spanish American Women Writers
  - SPAN 3820 - Caribbean Literature

- **Middle East and North Africa**
  - INST 3000 - International Studies Internship
  - HIST 1700 - Intro to Middle Eastern History
  - HIST 3675 - History of Modern Israel
  - MEST 2000 - Intro to Modern Mideast
  - MEST 4001 - Seminar: Middle East
  - THEO 2777 - Classic Islamic Texts
  - THEO 2811 - Sacred Texts of Mideast
  - POSC 2410 - Islamic Political Thought
  - POSC 2601 - Comp Politics of Mideast
  - POSC 3520 - The Middle East and the World

**Specialist Expertise Track:** Six courses designed with the faculty adviser and approved by the adviser and the director.

**12-13: Language Requirement:** two courses in addition to the Fordham core language requirement: The two courses may be advanced courses in the same language used to fulfill the Fordham core or introductory or advanced courses in another language. For the international track they must be two courses in one of the following languages: Arabic, French, Mandarin, Russian, or Spanish. For the international track they must be in a major language spoken in the chosen region.

**Program Activities**

International studies encourages and features experience-based learning. Therefore it strongly supports and helps students participate in both study abroad and internships. The program also organizes lectures, conferences, study tours abroad, and other educational events and experiential learning.

**Course Descriptions**

**INST 2500 - Intro to International Studies (4 credits)**

An introduction to fundamental problems regarding meaning and communication among people of different nations, cultures, ethnic, gender and socio-economic groups in both historical and contemporary theoretical perspectives. Concepts include “nations”, “culture”, and “race” in Western political and social philosophy. New models are presented to cope with otherness, ethnocentrism, language and symbolism.

**INST 3000 - International Internship (4 credits)**

Students intern in international organizations relevant to their track or chosen field of study. They engage in practical and theoretical analysis of the goals, achievements, problems, and role of the institutions in which they intern in the overall international arena.
INST 3000 - INTERNATIONAL INTERNSHIP (4 credits)
Students are placed in internships in international organizations in the New York metropolitan area and spend approximately 112 hours interning in them during the semester. Students also read, analyze, and discuss textual material on the current state of international affairs. Students also discuss and analyze their internship placements.

INST 3859 - POST-1945: A GLOBAL HISTORY (4 credits)
Students study the dramatic post-World War II transformation of the world, including the role played by economic revival, technological change, institutional innovation, and increasing interconnection between regions. They analyze why it is increasingly important to think globally, even when studying “local” issues, problems, or actions. The course especially brings into focus the fabric of the post-World War II world in order to better analyze contemporary affairs.

INST 4000 - IS SENIOR THESIS SEMINAR (4 credits)
Senior Capstone Seminar during which students organize, plan, and write their thesis in consultation with the program director and faculty thesis adviser.

Irish Studies
Director: Maginn
LC: LL 913, (212) 636-7554
RH: Dealy 310, (718) 817-4634
Web: www.fordham.edu/irish_studies

Overview
The Institute of Irish Studies provides an interdisciplinary and intercampus minor that seeks to promote a serious and thoughtful appreciation of Irish history, culture, and society. Courses from such varied disciplines as history, literature, language, theatre, religious studies, art, music, and the social sciences will contribute to a mature understanding of Ireland and the Irish diaspora, particularly in America. The Institute also sponsors public programs, including conferences, lectures and performances, and noncredit courses for the benefit of all Fordham students, alumni, and the general public who might have serious interest in Irish studies.

Program Requirements
Irish Studies Minor
The minor in Irish studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.

Minors must take six courses in Irish studies, at least one in literature and at least one in history, usually cross-listed with the respective disciplines.

Cross-Listed Courses from Other Departments
AMCS 3320-The Writing Irish
ENGL 3406-Bernard Shaw
ENGL 3459-Modern Irish Drama
ENGL 3507-Modern Anglo-Irish Literature
ENGL 3532-James Joyce
ENGL 3594-The "I" of Modern Poetry
ENGL 4032-Joyce's Ulysses
ENGL 4114-Ireland: Film and Fiction

Latin American and Latino Studies Institute
Director: Vich (Interim, modern languages and literatures)
Co-Director: Lindo-Fuentes (history)
RH: FMI 405G, (718) 817-4792
LC: LL 414C, (212) 636-6365
E-mail: lalsi@fordham.edu
Web: www.fordham.edu/lalsi

Executive Committee
Benavides (RH, sociology), Penry (RH, history), Lenis (RH, dean)

Overview
The Latin American and Latino studies program integrates a series of courses in the humanities, social sciences and the arts designed to acquaint students with Latin America and the experiences and cultural expressions of the Latino populations in the United States. The interdisciplinary approach aims at exposing students to the methods, materials and tools of various disciplines. The major prepares students to enter the fields of international relations, business and finance, social and foreign service, teaching, Hispanic media and communications, and publishing, or to continue with graduate or professional study.
**Contribution to Core**

Latin American and Latino studies offers courses that fulfill the American Pluralism, Global Studies and Interdisciplinary core requirements.

**Program Requirements**

**Latin American and Latino Studies Major**

(HEGIS Code 0308) Program Code 06018

The major in Latin American and Latino studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Lincoln Center.

A major consists of 10 courses:

* Certain sections only
** These are the same course

A. An introductory course

HIST 1400-Introduction to Latin American History

B. Two courses from the social sciences:

AFAM 2005-American Pluralism*
AFAM 2100-African American History II**
AFAM 2647-Third World and the City
AFAM 3031-Black in the Atlantic World
AFAM 3130-Racial and Ethnic Conflict
AFAM 3150-Caribbean Peoples and Culture
ANTH 3155-Children of Immigrants in America
AFAM 3663-Minorities and the Media
AFAM 3667-Caribbean Literature
AFAM 4000-Seminar: Affirmative Action, American Dream
AFAM 4650-Seminar: Social Welfare and Society
ANTH 2619-Magic, Science, & Religion
ANTH 2750-Rise of Civilization
ANTH 2900-Social Theory in Anthropology
ANTH 3114-Anthropology: Health & Healing *
ANTH 3180-Cultures of New York City
ANTH 3196-Peoples of the Americas
ANTH 3340-Anthropological Perspective: Race & Ethnicity
ANTH 3342-Race in the Americas
ANTH 3350-Comparative Cultures *
ANTH 3352-Human Rights & Global Conflict *
ANTH 3354-Race, Identity, and Globalization
ANTH 3375-Ecotourism in Anthropology *
ANTH 3390-TV and Pop Culture, in the U.S *
ANTH 3391-Vampires and Kinship *
ANTH 3470-People and Culture Latin America
ANTH 3475-Popular Culture Latin America
ANTH 3476-Latin American Social Movements
ANTH 3480-Cultural Politics: Latin America
ANTH 3610-Families in Economic Crisis
ANTH 3770-Intercultural Studies of Mexico & C. Amer
COMM 3601-Class, Taste & Mass Culture *
COMM 3681-Media & National Identity *
ECON 3140-Politics and Economic Globalization *
ECON 3210-Economics of Emerging Nations
ECON 3235-Economics of Latin America
ECON 3240-World Poverty
ECON 3242-Global Economic Issues *
ECON 3244-International Economic Policy *
ECON 3270-Emerging Financial Markets
ECON 3346-International Economics *
ECON 3563-Labor Economics *
ECON 3580-Economics of Diversity
ECON 3610-Political Economy of Development
LALS 1100-Afro-Latin America
LALS 2005-American Pluralism *
LALS 2061-The Media: Hispanic Perspectives
LALS 3335-Immigration and Law in the U.S.
LALS 3340-Law and the Hispanic Community
LALS 3341-Labor, Law Relations & Social Problems
LALS 3343-Crime and Minority Rights
LALS 3344-Law, Literature, and Latinos **
LALS 3352-Political Issues and Procedures: Criminal Law
LALS 3357-Criminal Adjudication
LALS 3358-Process of Criminal Justice
LALS 3359-Crime: A Case Study
LALS 3360-Civil Rights & Minorities
LALS 3600-Latin America Current Trends
LALS 3601-Latin American Archaeology
LALS 3920-Caribbean Diasporas: London and NYC
LALS 4800-Internship: Hispanic Community
POSC 2320-Politics of Immigration
POSC 2603-Latin American Politics
POSC 2606-American Indian Politics
POSC 2610-Intro to Comparative Politics *
POSC 3109-Political Economy of Poverty
POSC 3121-New York City Politics
POSC 3140-Politics and Economic Globalization
POSC 3310-Racial and Ethnic Politics
POSC 3501-Third-World Politics
POSC 3503 Caribbean Politics
POSC 3560-Religion & Politics: Caribbean & Latin America
POSC 3561-Environmental Politics in Latin America
POSC 3562-Gender Politics in Latin America
POSC 3610-Political Economy of Development
POSC 3641-Latin American Politics
POSC 3645-Politics of Immigration
POSC 3902-Political Economy of Latin America
POSC 3908-Political Economy Mexico and Central America
POSC 3909-Vietnam, Cuba, and the JFK Assassination
POSC 3915-International Political Economy
POSC 4410-Seminar: Third-World Gender Politics
PSYC 3600-Multicultural Issues *
SOCI 2410-Inequality: Class, Race, & Ethnicity *
SOCI 2420-Social Problems: Race, & Ethnicity *
SOCI 2634-Puerto Rican Community in NY
SOCI 3000-Latino Images in the Media
SOCI 3017-Inequality in America *
SOCI 3043-Global Inequalities *
SOCI 3046-International Sociology
Programs of Study at FCRH, FCLC, PCS

SOCI 3102-Contemporary Social Issues and Policies *
SOCI 3110-Global Conflict: Wars and Religion
SOCI 3136 Inequality The Whys and Effects *
SOCI 3140 Old & New Minorities in the U.S.
SOCI 3147 Social Change: Latin America
SOCI 3148 Population & Economic Develop Issues *
SOCI 3149 Social Change: Central America
SOCI 3250 Media Elites: Race Ideology
SOCI 3300 Race and Mixed Race
SOCI 3403 Criminality, Race, and Gender
SOCI 3404 Gender and Migration
SOCI 3405 Gender, Race, & Class*
SOCI 3406 Race, & Social Construct
SOCI 3407 Immigration, Citizenship, Race & Ethnicity
SOCI 3408 Diversity in American Society *
SOCI 3410 Migration and Globalization *
SOCI 3415 Development and Globalization *
SOCI 3418 Contemporary Immigration
SOCI 3427 Hispanics in the U.S.
SOCI 3430 Latinos & Public Policy
SOCI 3506 Diversity in the American Family *
SOCI 3601 Urban Poverty *
SOCI 3670 Hispanic Women
SOCI 3675 Latinas: Immigration & Inequality
SOCI 3713 Criminology *
SOCI 4902 Intern. Sem: Community Organizations *
SOCI 4923 Seminar: Mental Health Hispanics
SOCI 4930 Seminar: Latino Issues
SOCI 4960 Contemporary Issues in U.S. Immigration
SOCI 4970 Community Service & Social Action

C. Two courses from the humanities/arts:
AFAM 3664-Postcolonial Literature in English
AFAM 3667-Caribbean Literature
ARHI 1101-The Social Lives of Images
ARHI 2250-Pre-Columbian Art
ARHI 2255-Latin American Art
ARHI 2257-Modern Latin American Art
ARHI 2260-Pagan Cities
ARHI 2271-Hispanic Women Artists
ARHI 2550-20th-Century Art
ARHI 4250-Seminar: Aztec Art
COLI 3010-Writing on the Margins
COLI 3150-Representing the Spanish Civil War
COLI 3434-The Avant-Garde: Europe & Latin America
COLI 3522-Strange Memories, Strange Desire *
COLI 3620-Caribbean Displacements
COLI 3630-Latino Coming-of-Age Stories
COLI 3664-Postcolonial Literatures
COLI 3667-Caribbean Literature
COLI 3668-Caribbean Identities
COLI 3820-Latino Masculinity & Marginality
COLI 3825-Feminisms in the Spanish World
COLI 3830-Nation, Sexuality in Latin America
COLI 3840-Reading Latin America Culture through Film
COLI 3910-U.S. Latino Filmmaking
COLI 3912-Literature of the Americas
COLI 4225-Seminar: Hispanic Feminisms
ENGL 3028-The Poet's Craft*
ENGL 3036-Latin American Short Story
ENGL 3039-Love and U.S. Latino Literatures
ENGL 3584-Early Caribbean Literature
ENGL 3677-Latino-American Literature
ENGL 3690-Literature of the West
ENGL 3841-Contemporary Fiction*
LALS 2700-Cultural History of Latin America
LALS 3314-Literature of the Encounter
LALS 3421-Latin American Fiction
LALS 3437-Afro-Brazilian Film, Literature & Culture
LALS 3438-Dance and Music in the Hispanic Caribbean
LALS 3501-Latin American & Latino Music
LALS 3910-Colonial Cities
LALS 4003-Cultural History of Contemporary Cuba
MLAL 1230-Don Quixote & Modern Literature
MLAL 1250-Spanish Colonialism through Film
MUSC 2045-Music: The Americas
PHIL 3417-Race & Moral Recognition
PJST 3322-Pan-American Poetic Rebellion
SPAN 2500-Approaches to Literature
SPAN 2601-Spanish Conversation and Composition
SPAN 2610-Advanced Reading and Writing
SPAN 2620-Spanish Phonetics
SPAN 2625-History of the Spanish Language
SPAN 2640-Spanish and New York City
SPAN 2650-Business Spanish
SPAN 2651-Business Spanish II
SPAN 3001-Topics in Spanish Culture
SPAN 3002-Topics in Spanish-American Culture
SPAN 3003-A Cultural History of Spanish
SPAN 3004-Linguistic History of the Hispanic World
SPAN 3051-Survey of Spanish Literature
SPAN 3052-Survey of Spanish-American Literature
SPAN 3070-The Latin American Urban Chronicle
SPAN 3075-Crime Fiction in Hispanic Literature
SPAN 3180-Poetry in Context
SPAN 3126-Spanish Golden Age – The Ages
SPAN 3150-Multicultural Spain
SPAN 3210-Transatlantic Picaresque
SPAN 3230-Sinful Business
SPAN 3250-God, Gold, and Glory
SPAN 3398-Generation of 1898
SPAN 3401-Modern Spanish Fiction
SPAN 3426-Modern Hispanic Theatre
SPAN 3450-Nobel Prizes in Hispanic Literature
SPAN 3500-Literature of Discovery
SPAN 3510-Spanish Civil War
SPAN 3520-Spain in Context
SPAN 3530-Excess in Modern Spanish Literature
SPAN 3540-Spain and Islam
SPAN 3550-Expressing the Colonies
SPAN 3561-Representing the Gypsy
SPAN 3570-Stories of a New World
SPAN 3582-Nueva Y ork: New Y ork in Latino Lit & Art
SPAN 3601-Modernismo
SPAN 3610-Children's Gaze in Latin American Lit
SPAN 3620-Modern Spanish American Writers
SPAN 3625-Spanish American Short Fiction
SPAN 3630-Cultural Journey Through Mexico City
SPAN 3640-Trends in Spanish American Poetry
SPAN 3641-Latin American Poetry of Love
SPAN 3642-Spanish American Lit & Popular Music
SPAN 3680-Spanish American Theater
SPAN 3685-Media and Spanish American Literature
SPAN 3701-Spanish American Women Writers
SPAN 3725-Contemporary Spanish American Novel
SPAN 3727-Writing Disease in Latin Amer. Literature
SPAN 3728-Popular Culture in Latin America
SPAN 3730-Contemporary Peruvian Literature
SPAN 3751-Adapting Spanish Drama
SPAN 3755-Spanish American Lit. and Globalization
SPAN 3800-The Spanish Diaspora
SPAN 3801-Southern Cone Literature
SPAN 3820-Caribbean Literature and Film
SPAN 3850-Narrating the City
SPAN 3901-U.S. Latino Literature and Film
SPAN 3902-Hispanic Literature and Film
SPAN 4001-Cervantes & Don Quixote
SPAN 4020-Novels of Perez Galdos
SPAN 4401-García Lorca
SPAN 4601-Seminar: Modernity in Spanish Am. Lit
SPAN 4900-Seminar: Hispanic Literature
THEO 3287-Latino & Latina Theology
THEO 3455-Theologies of Liberation
THEO 3859-Post-1945: A Global History
MVST 2998-Study Tour: Medieval Spain

E. One Capstone Seminar (normally taken in the senior year)

F. Three electives
Seniors may wish to write a senior essay under the guidance of one of the program's faculty members.

Latin American and Latino Studies Minor
The minor in Latin American and Latino studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill and Lincoln Center.

The minor consists of six courses:
A. An introductory course
B. Two courses from the social sciences
C. Two courses from the humanities/arts
D. One elective

See lists above, in the Latin American and Latino Studies Major section, for courses that fulfill these requirements.

Since language competency in Spanish is expected, majors and minors should take at least one Latin American/Latino literature course above the 2001 level. Students are highly encouraged to study in Latin America.

Courses that fulfill College requirements may, where appropriate, be credited toward the major or minor. Students whose particular interests do not conform to the pattern of electives described above are encouraged to consult with the director or the associate director to work out a program more appropriate to their needs.

Cross-Listed Courses from Other Departments
In addition to the Latin American and Latino Studies (LALS) courses listed below, the program's curriculum includes courses from a number of departments on both campuses. These courses vary from year to year. Check the program's offerings in the course booklets each semester; these are also listed online at www.fordham.edu/lalsi. For descriptions of the courses listed under history, social sciences, and humanities/arts, please refer to the respective department's section in this bulletin.
Programs of Study at FCRH, FCLC, PCS

Graduate Courses Open to Undergraduates:
ECON 5015-Economic Development Policy
ECON 5260-Epidemics and Development Policy
ECON 5410-Economic Development
ECON 5415-Gender and Economic Development
ECON 5440-World Poverty and Economic Development
ECON 5450-Stabilization Policy in Developing Countries
ECON 5450-Crises, Adjustment, and Poverty
ECON 5510-International Economic Policy
ECON 5540-Emerging Markets
ECON 5570-Global Financial Markets
ENGL 5733-Literatures and Theories of Colonialism
ENGL 5885-Transamerican Postmodernism
ENGL 5886-Latin America in the U.S. Literary Imagination:
  Before and After the Beats
HIST 5005-Advanced Readings: Latin American History
HIST 5521-Urban History: Theory Practice
HIST 5900-The U.S. and Central America
HIST 5902-Colonial Spain, 1808-1939
HIST 5903-Latin America and the United States
HIST 5904-Education and the State in Latin America
HIST 5905-20th-Century Latin America
HIST 5906-Theology & Political Culture in Colonial Latin America
HIST 5907-Gender and Honor in Latin America
HIST 5908-Brazil and the World
HIST 5909-Atlantic Slavery
HIST 5911-Gender and the Latin American City
HIST 5912-Latin American History in Film and Literature
HIST 5913-Golden Age Spain and its American Empire
HIST 5914-The Colonial Experience in Latin America
HIST 5915-Latinos & Latinas and U.S. History
HIST 5917-Puerto Rico in the American Century
HIST 5922-Race, Sex, and Colonialism
HIST 5945-Race, Ethnicity, and Americanism
HIST 5953-African-American Women's History
HIST 5954-Black Atlantic Migrations
HUMA 5100-Interdisciplinary Approaches to Culture
POSC 5500-Comparative Political Analysis
POSC 5560-Conflict Resolution
POSC 5600-Analysis of International Politics
MVST 5205-Court Culture in Medieval Iberia
SOCI 5401-Gender, Ethnicity, and Migration
SOCI 5507-Immigration: Contemporary Issues
SOCI 5508-Transnational Migration Development
SOCI 5509-Migrant Minorities in New York
SOCI 5520-Development and Cultural Change
SOCI 5525-National Identity & Development
SOCI 5607-Media, Identity, and Development
SOCI 5608-Race & Ethnicity in the Media
SOCI 5614-Hispanic Policy Issues
SOCI 5615-Urban Poverty in the U.S.
SOCI 5705-Race, Gender, and Crime
SOCI 5806-Religion and Globalization
SOCI 5808-Migration, Microfinance, and Poverty
SOCI 5900-Global Cities
SPAN 5090-Spanish for Reading
UEGE 5102-Historical Philosophy: Multicultural Fnd
URST 5000-Issues in Urban Studies
URST 5020 Urban Political Processes

Early Admission to Master’s Program
Outstanding students, with grade point averages of 3.2 or better, may apply for early admission to the M.A. program. Students submit their applications in the spring of their junior year, and enter the program in the senior year when they take two graduate courses. These courses count toward the B.A. and are accepted for the M.A. at Fordham. Applicants do not have to be LALS majors or minors but should have a working knowledge of Spanish, French, or Portuguese. Applicants do not need to submit GRE scores. Applications are made online through the Graduate School of Arts and Sciences website.

With credit for the two courses, students are able to complete a LALS M.A. in two terms of full-time study after completing their bachelor’s. M.A. students write a thesis as part of a research seminar. Students will also be required to have real world, hands-on experience. This may be met by completing an internship, a service learning, or research project either in the U.S. or abroad. Students from the FCRH, FCLC and PCS campuses are eligible to opt for early admissions into the M.A. program, though most graduate courses are given at Rose Hill.

Program Activities
Institute Resources
In addition to offering a major, minor, and graduate certificate, the Latin American and Latino studies program sponsors an institute that provides an intellectual home for students and faculty who are interested in the Latin American and Latino populations of the United States: LALSI acts as a clearinghouse for information, organizes conferences, invites speakers to the University, maintains video and journal collections, sponsors film series and an annual competition (the Angelo Rodriguez Award) that provides prizes for original work done by students in the field of Latino and Latin American studies. A newsletter, Boletín, is published twice a year. All Boletín issues are available online at www.fordham.edu/lalsi.

In addition to the Latin American and Latino studies courses in the following list, the program’s curriculum includes courses from a number of departments on both campuses. These courses vary from year to year. Check the program’s offerings in the course booklets each semester; these are also listed online at www.fordham.edu/lalsi. For descriptions of the courses listed under history, social sciences, and humanities/arts, please refer to the respective department’s section in this bulletin.

Prestigious Fellowship Opportunities
LALS students have won many prestigious fellowships, including Fulbright Awards, which allow students to pursue their own research abroad. Students need to plan early (preferably in their sophomore year) if they wish to compete for a prestigious fellowship. See the director or associate director for more information.
Courses Planned for Fall 2012–Spring 2014
Note: Following each course are codes referring to where the course has been taught. R stands for Fordham College at Rose Hill, L for Fordham College at Lincoln Center, and EL for Fordham School of Professional Studies at Lincoln Center.

LALS 1100-Afro-Latin America (L)
LALS 2005-American Pluralism (L, EL)
LALS 2061-The Media: Hispanic Perspectives (R)
LALS 3335-Immigration and Law in the U.S. (R)
LALS 3340-Law and the Hispanic Community (R)
LALS 3341-Labor, Law Relations & Social Problems (R)
LALS 3343-Crime and Minority Rights (R, L)
LALS 3344-Crime, Literature & Latinos (R, L, EL)
LALS 3352-Policy Issues and Procedures in Criminal Law (L, EL)
LALS 3357-Criminal Adjudication (R)
LALS 3358-Process of Criminal Justice (R)
LALS 3359-Crime: A Case Study (R)
LALS 3360-Civil Rights & Minorities (R)
LALS 3435-Brazilian Literature and Film in Translation (L)
LALS 3437-Afro-Brazilian Film, Lit & Culture(R)
LALS 3600-Latin America Current Trends (R)
LALS 3601-Latin American Archaeology (R)
LALS 3920-Caribbean Diasporas: London and NYC (R)
LALS 4200-Pragmatism and Ideology in Latin America (L)
LALS 4800-Internship: Hispanic Community (R)

Graduate Courses Open to Undergraduates
LALS 5001-Latin American and Latino Cultures (R)
LALS 5002-Aztec Art (R)
LALS 5003-Cultural History of Contemporary Cuba (R)
LALS 5004-Hispanic Women Artists (R)
LALS 5006-Testimony and Revolution in Latin America (R)
LALS 5005-Contemporary Cuban Cultural History (R)
LALS 5006-Latino New York (R)
LALS 5007-Working with Survivors of Violence in Latin America (L)
LALS 5008-Cuba: Revolution Literature and Film (R)
LALS 5010-Latin American Migrations (L)
LALS 5020-Latin American and Latino Studies Research Seminar (R, L)
LALS 5021-LALS Seminar for Service Learning/Internship/Research (R, L)
LALS 5035-Latino Journalism (also cross-listed as COMM 5035) (R, L)
LALS 5907-Caribbean Diasporas: London and New York (R)
LALS 5908-Brazil and the World (R)

Course Descriptions
LALS 2005 - AMERICAN PLURALISM (4 CREDITS)
Contemporary and historical studies in the racial and ethnic diversity of American (U.S.) society with a special emphasis on the issues of race relations, migration, and immigration, and their relation to either (1) the distribution of economic or political power or (2) their cultural manifestations in literature, the arts, and/or religion.

LALS 3343 - CRIME & MINORITY RIGHTS (4 CREDITS)
This course is designed to present an overview of the problems for decision in the promulgation, invocation, and administration of a law of crimes. Topics include theories of crime, the purpose of punishment, and specific types of crimes. The rights of minorities will be discussed within the context of a viable criminal law.

LALS 3344 - CRIME, LITERATURE & LATINOS (4 CREDITS)
This course examines the relationship between criminal law and literature. We will study how writers use stories about the law to express ideas of humanity. We will also examine the interplay between law and morality and discuss how authors have viewed the criminal justice system, with particular emphasis on the experience of Latinos. The reading list will include criminal law and criminal procedure law, as well as works by Latino fiction writers such as Bodega Dreams, Carlito's Way, and House of the Spirits, and by non-Latino writers such as Billy Budd and The Trial.

LALS 3352 - POLITICAL ISSUES IN CRIMINAL LAW (4 CREDITS)
Utilizing the casebook and problem-solving approaches, this course will study the manner in which criminal laws are created and the effect on minority communities throughout the country. The course will examine such issues as the scope and nature of criminal liability, the insane defense and other defenses to crimes, as well as the purpose and effectiveness of traditional sentencing.

LALS 3400 - SOCIAL REALITY: BOGOTA (1 CREDIT)
This one-week course in the capital of Colombia, Bogota, will explore contemporary social reality in one of Latin America’s most representative and vibrant cities, with special emphasis on the way this nation’s armed conflict has impacted its population and its modernization process and on current conflict resolution and civic participation through social service-learning projects.

LALS 3437 - AFRO-BRAZILIAN FILM, LIT & CULTURE (4 CREDITS)
This course examines central themes in Afro-Brazilian film, literature, and culture. We will study the depiction of slavery during the construction of syncretic religions, such as Candomble and Macumba; the experience of Afro-Brazilian women; and the image of favelas or shantytowns, and conclude with Afro-Brazilian woman, the music, and performance.

LALS 3600 - LATIN AMERICA: CURRENT TRENDS (4 CREDITS)
The objective of this course is to help students develop the basic tools for political analysis in the context of an overview of the current political environment and economic circumstances of Latin America’s main players. The course will provide information and guidelines for understanding the present situation within each of the main influential countries in the region and the interrelationship among these countries. The relationship with the United States and other extraregional players with increasingly important roles in the region, as well as the influence of the Organization of American States will also be explored.

LALS 3601 - LATIN AMERICAN ARCHEOLOGY (4 CREDITS)
Latin America is one of the great culture areas of the ancient and modern worlds. The peoples of the region developed unique civilizations long before the arrival of Europeans. This course considers the religion, hieroglyphic writing systems, architecture, political economy, myth, and history of Pre-Columbian cultures of Mesoamerica, South America, and the Caribbean.
Mathematics/Economics Program

Adviser: Tassier (RH, economics); TBA (RH, mathematics); Nissim (LC mathematics); TBA (LC, economics)
RH: Tassier, DE E528, (718) 817-4793, LC: Nissim, LL 815F, (212) 636-6331,
Web: www.fordham.edu/academics/programs_at_fordham_economics/undergraduate_programs/fordh_34410.asp

Overview
This major, offered jointly by the departments of economics and mathematics, is designed to give the student an excellent background in modern economic analysis and a solid grounding in those mathematical disciplines necessary for a full understanding of economic analysis. Because it both demands and fosters careful reasoning as well as a facility with abstract formulations of problem situations, it is an apt pre-law program. Its high degree of difficulty makes it attractive to business recruiters, and it is particularly appropriate for graduate studies in economics, business, and other applied quantitative fields.

Program Requirements

Mathematics/Economics Major
(HEGIS Code 2204) Program Code 00686/06147

The major in mathematics/economics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may major in mathematics/economics only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Students enrolled in this program are required to take the following courses:

- ECON 1100-Basic Macroeconomics
- ECON 1200-Basic Microeconomics
- ECON 3116-Macroeconomic Analysis
- ECON 3118-Microeconomic Theory
- MATH 1207-Calculus II
- MATH 1700-Mathematical Modeling
- MATH 2004-Multivariate Calculus I
- MATH 2001-Discrete Mathematics
- MATH 2006-Linear Algebra I

Each student must also fulfill a statistics requirement by completing one of the two sequences: Probability (MATH 3006) and Statistics (MATH 3007) or Statistics I (ECON 2140) and Statistical Decision Making (ECON 2142).

Four electives in mathematics (numbered above 2000) or economics are also required. At least one of the four must be in mathematics and one in economics.

Required courses and sufficient electives to fulfill the major are available on both campuses. Course descriptions are available within each department’s listing.

Program Activities
Majors in this program are eligible for honors at graduation in mathematics/economics. Some majors in this program have done internships at banks or investment firms. Such internships are not required and do not count among the four electives in the major.

Medieval Studies

Director: Kowaleski (history)
Co-Director: Barsella (modern languages and literatures)
RH: FMH 405, (718) 817-4655
Web: www.fordham.edu/mvst

Overview
The medieval studies major is interdisciplinary in nature and enables the student to develop an integrated understanding of medieval civilization through the study of its history, art, music, literature, ways of thought and religion. Beyond its intrinsic interest, such an understanding of a premodern society provides comparisons and contrasts that shed light on modern values and assumptions, and on the origins of many modern institutions. As is the case with liberal arts majors in general, medieval studies majors finish their course of study well prepared for professional careers that require cultural awareness and critical thinking.

Contribution to Core
Medieval studies offers courses that fulfill the EP3, Values Seminar/EP4, Interdisciplinary Capstone, and Global Studies core requirements.

Program Requirements

Medieval Studies Major
(HEGIS Code 4903) Program Code 06104

The major in medieval studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Fordham School of Professional Studies students should major in Medieval Studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

The major consists of 10 courses drawn from seven departments: art history and music, classics, English, history, modern languages and literatures, philosophy, and theology. Six courses are required, as follows, with examples of departmental and program offerings that fill the requirement. The final selection of courses to fill the requirements will be determined for each student in consultation with program advisers.

1. HIST 1300-Introduction to Medieval History
2. One course in medieval literature:
   ENGL 1200-Chaucer, Shakespeare, and Milton
   ENGL 3102-Medieval Drama

We examine the latest archaeological research and primary ethnohistoric documents to study the Maya, Zapotec, Aztec, Moche, Inca, and Taino cultures. A broad historical and geographical sweep allows us a deeper understanding of how the Latin American past continues to shape the present.

Executive Committee
Chase (English), Cullen (philosophy), Demacopoulos (theology), Jimenez-Belmonte (modern languages), Rowe (art history), Yeager (English)
ENGL 3103 - Early English Drama
ENGL 3106 - Medieval Love Poetry
ENGL 3107 - Chaucer
ENGL 3109 - Arthurian Literature
ENGL 3111 - Medieval Romance
ENGL 3115 - Medieval Women Writers
ENGL 3116 - Literature of Faith in Medieval England
ENGL 3119 - Love in the Middle Ages
ENGL 3122 - Medieval English Within and Without
ENGL 3129 - Death in the Middle Ages
ENGL 4127 - *Beowulf* in Old English Literature
ENGL 4130 - Death in the Middle Ages
FREN 3100 - Medieval Literature
GERM 3101 - Courtly Epic and Lyric
ITAL 3012 - Medieval Storytelling
ITAL 3061 - Dante, Petrarch, and Boccaccio
SPAN 3500 - Literature of Discovery
SPAN 3540 - Spain and Islam
SPAN 4001 - Cervantes and *Don Quixote*

3. One course in medieval philosophy:
PHIL 3521 - Aristotle and Beyond
PHIL 3552 - Medieval Philosophy
PHIL 3557 - Confessions of Augustine
PHIL 3558 - Philosophy of Augustine
PHIL 3560 - Philosophy of Aquinas
PHIL 3565 - Four Medieval Thinkers
PHIL 3575 - Islamic Political Philosophy
PHIL 3578 - Islamic Ethics
PHIL 3591 - Medieval Political Philosophy
PHIL 3754 - Islamic Philosophy
PHIL 3910 - Shakespeare and Aquinas

4. One course in medieval theology:
THEO 2610 - Early Christian Writings
THEO 2715 - Medieval Theology Texts
THEO 2720 - Byzantine Christianity
THEO 2734 - St. Augustine of Hippo
THEO 2777 - Classic Islamic Texts
THEO 2780 - Classic Jewish Texts
THEO 3545 - Martyrs, Monks, and Madmen
THEO 3551 - Cappadocians Theology
THEO 3614 - Monks, Nuns, and the Desert

5. One course in medieval art or music
ARHI 2320 - Medieval Art
ARHI 2350 - Byzantine and Western Art
ARHI 2360 - Illuminated Manuscripts
ARHI 2428 - Art in Italy, 1200-1800
ARHI 3350 - Age of Cathedrals
MUSC 3110 - Music before 1600

6. One course in a medieval language (classical or medieval Latin, Old English, Old French or, in consultation with the director, another medieval language):
ENGL 3834 - History of the English Language
ENGL 4127 - *Beowulf* in Old English Literature
GERM 3101 - Courtly Epic and Lyric
ITAL 3012 - Medieval Storytelling
ITAL 3021 - Vice & Virtue in Medieval Italian Literature
ITAL 3061 - Dante, Petrarch, and Boccaccio
LATN 1001 - Introduction to Latin I
LATN 1002 - Introduction to Latin II
LATN 1501 - Intermediate Latin
LATN 3542 - Medieval Latin
SPAN 3500 - Literature of Discovery
SPAN 3540 - Spain and Islam
SPAN 4001 - Cervantes and *Don Quixote*

Four other courses are to be chosen by the student from the medieval offerings of the participating departments and the Medieval Studies program. In addition to the courses listed above under the medieval literature, philosophy, theology, art or music history, and language requirements. These courses may include:

HIST 3011 - Byzantium and the West
HIST 3207 - Late Medieval Religion and Society
HIST 3208 - The Medieval Other
HIST 3211 - Sin, Sinners, and Outcasts
HIST 3255 - Medieval Spain
HIST 3260 - Medieval Ireland to 1691
HIST 3270 - The Crusades
HIST 3301 - Medieval Women
HIST 3305 - Medieval Warfare
HIST 3307 - Medieval Urban History
HIST 4062 - Seminar: Historians of the Past
HIST 4100 - Seminar: Medieval Political Ideologies
HIST 4301 - Seminar: 12th-Century Renaissance
MVST 1210 - Literature and Society
MVST 2005 - Medieval Traveler
MVST 2999 - Study Tour: Medieval Italy
MVST 2998 - Study Tour: El Camino de Santiago
MVST 3300 - Kings, Parliaments, & Popes: Medieval Political Thought
MVST 3400 - Heretics, Mystics, & Historians: Church in Medieval Eng
MVST 4001 - Vikings and Values
MVST 4002 - The Liberal Arts & Life
MVST 4003 - War and Peace: Just War Theory

In consultation with the director or the associate director, students may be encouraged to take 5000-level courses (graduate courses open to undergraduates) in related departments.

Students who choose medieval studies as a double major also complete 10 courses, including four required courses: HIST 1300, one course in medieval literature or language, one course in medieval philosophy or theology, and one course in medieval art or music history. Students also choose six electives, two of which may be drawn from the medieval courses they take for the second major.

**Medieval Studies Minor**
The minor in medieval studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.
A minor consisting of six courses is also possible. To complete a minor, the student is required to take HIST 1300; and one course in each of the following areas: medieval literature, medieval philosophy or theology, and medieval art or music history or a medieval language. The final course for the minor in medieval studies is chosen by the student as an elective from the medieval offerings.

Program Activities
The Center for Medieval Studies sponsors an annual lecture series and conference, and hosts receptions and class visits to medieval exhibits and collections in the area.

Course Descriptions
MVST 2998 - STUDY TOUR: MEDIEVAL SPAIN (3 CREDITS)
One of the great medieval pilgrimage routes, the Camino de Santiago crosses northern Spain from the passes of the Pyrenees to Santiago de Compostela. This study-tour will consider the legends of the Camino, some of its many surviving monuments, and the modern revival of the pilgrimage by walking for two weeks with the peregrinos/-as from Leon to Santiago de Compostela. This class will meet periodically at Fordham before the walk to discuss reading assignments and prepare. A journal is required at the end of the course. Fees and travel costs not included.

MVST 4007 - MEDIEVAL FOUND OF MODERNITY (4 CREDITS)
This course retraces the foundations of modern consciousness in Petrarch’s works through poetry and philosophy. Students will concentrate on Petrarch’s library and philosophical works to explore the passage from a medieval to a humanist vision of the self and of the world. The interdisciplinary approach of the course will provide a deeper understanding of Petrarch’s ideas on the educative role of the intellectual, the crisis of scholastic thought, and the emergence of a new perception of the self.

Middle East Studies
Director: Kueny
Co-Directors: Entelis (Associate, LC), Gilbert (Associate, RH)
RH: LA 678, tel: (718) 817-3953; fax: (718) 817-3972
LC: LL 924f, tel: (212) 636-7143; fax: (212) 636-7153
Web: www.fordham.edu/academics/programs_at_fordham_/middle_east_studies/

Executive Committee
Alsiadi, Ben-Atar, Entelis, Gilbert, Idris, Kueny, Lahurd, Nasuti, Peirce, Ryan, Sawalha, Schreier, Turan, Vali, Wolf

Overview
The Middle East studies program is an intercampus, interdisciplinary major that is designed to provide a broad background in the language and literature, history, religion, anthropology, politics, economics, and art of the Middle East and North Africa (defined to include all the countries of the Arabic-speaking world plus Israel, Turkey, and Iran) from ancient times to the present. Through exposure to several disciplines, this University-wide liberal arts curriculum both provides a rich background for work in business, diplomacy, government, philanthropy, and education and prepares students for advanced work in one of the disciplines.

Contribution to Core
Middle East studies offers Arabic courses, which, when taken in sequence through to the exit level (ARAB 2001), will fulfill the foreign language core requirement. The descriptions for all Arabic language courses can be located in the modern languages and literature section of this bulletin. In addition, the program offers courses that will fulfill the Global Studies core requirement.

Program Requirements
Middle East Studies Major
HEGIS Code 0309 Program Code 83086

The major in Middle East studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in Middle East studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

All majors must complete a minimum of eight one-semester courses composed of the following: the one-year introductory sequence of Sacred Texts of the Mideast (THEO 3711) or Classic Islamic Texts (THEO 3715) and Introduction to the Modern Middle East (MEST 2000); a senior seminar, Seminar on the Middle East (MEST 4001); and five electives.

Middle East Studies Minor
The minor in Middle East studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may minor in Middle East studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

All minors must complete a minimum of six one-semester courses composed of the following: THEO 3711 or THEO 3715; MEST 2000; MEST 4001; and three electives. Majors and minors are strongly advised to study a Middle Eastern language. Modern standard Arabic is regularly offered in the College and will satisfy the College’s language proficiency requirement. If a student has satisfied the language proficiency requirement through a non–Middle Eastern language, as many as two courses in a Middle East language may be counted toward the eight-course requirement for the major and six-course requirement for the minor.

Cross-Listed Courses from Other Departments
African and African American Studies
AFAM 1600-Understanding Historical Change: Africa
AFAM 3070-African Politics
AFAM 3072-Civil Wars in Africa
AFAM 3075-Democracy in Africa

Anthropology
ANTH 1300-Introduction to Archeology
ANTH 2340-Egyptomania: Imagining Ancient Egypt Today
ANTH 2342-The Past in the Present: Near East Nationalism, Politics & Archeology
ANTH 2614-Urbanism and Change in the Middle East
ANTH 2888-Gender & Islam
ANTH 2909-Middle Eastern Pop Culture
ANTH 3110-Ancient Cultures of the Bible
ANTH 3193 - Peoples of the Middle East
ANTH 3351 - Comparative Cultures
ANTH 3614 - Urbanism & Change in the Middle East
ANTH 3725 - Culture & Culture Change

Arabic
ARAB 1001 - Introduction to Arabic I
ARAB 1002 - Introduction to Arabic II
ARAB 1003 - Quranic Arabic I
ARAB 1501 - Intermediate Arabic I
ARAB 1502 - Intermediate Arabic II
ARAB 2001 - Arabic Language & Literature I
ARAB 2002 - Arabic Language and Literature II
ARAB 2400 - Approaches to Arabic Culture
ARAB 2601 - Arabic Conversation and Composition
ARAB 3002 - Topics in Arabic Culture
ARAB 3040 - Topics in Arabic Literature
ARAB 3624 - Music and Nation in the Arab World
ARAB 4999 - Independent Study

Art History & Music
ARHI 2220 - Ancient Near Eastern Art
ARHI 2230 - Islamic Art and Art & Islam
ARHI 2232 - Islamic Cities
ARHI 2235 - Cultural Encounters: Islam & the West

Classical Languages & Civilization
CLAS 3110 - Ancient Near East

Comparative Literature
COLI 3199 - Contemporary Middle East Film & Literature
COLI 4016 - Rewriting the Mediterranean

Economics
ECON 3228 - Middle East Economics
ECON 3229 - Political Economy of the Middle East

French
FREN 3465 - Postcolonial Representations
FREN 3470 - Francophone North Africa (in French)
FREN 3473 - Visions of the Maghreb (in French)
FREN 3630 - Francophone Voices from North Africa (in French)
FREN 3637 - Francophone Middle East (in French)
FREN 3640 - Colonial Representation (in French)

History
HIST 1230 - UHC: Ancient Near East
HIST 1700 - UHC: Middle East
HIST 1750 - UHC: Islamic History & Culture
HIST 3275 - Medieval Conversion to Islam
HIST 3670 - The Modern Middle East
HIST 3675 - History of Modern Israel
HIST 3921 - Jews, Christians, & Muslims in Chinese History
HIST 3981 - The Modern Middle East
HIST 3985 - The Middle East & the Ottoman Empire
HIST 3986 - Religion & Politics in Islamic History
HIST 4331 - Seminar: U.S. in the Middle East, 1945 to the Present
HIST 4980 - Seminar: Renaissance & Islamic World, ca. 1400-1600

Honors Program
HPLC 2811 - Honors Sacred Text of the Mideast

Modern Languages and Literatures
MLAL 3440 - Arabic Literature in Translation
MLAL 3442 - Arab Culture & the News Media
MLAL 3624 - Music and Nation in the Arab World
MLAL 3822 - The Arabian Nights

Philosophy
PHIL 3575 - Islamic Political Philosophy
PHIL 3578 - Islamic Ethics
PHIL 3754 - Islamic Philosophy

Political Science
POSC 3418 - Islamic Political Thought
POSC 3520 - The Middle East & the World
POSC 3623 - Islam in Europe
POSC 3651 - Comparative Politics of the Middle East
POSC 6552 - Political Economy of the Middle East

Sociology
SOCI 3110 - Global Conflicts: Wars & Religion
SOCI 3714 - Terrorism & Society

Spanish
SPAN 3540 - Spain and Islam

Theology/Religious Studies
THEO 1001 - Biblical Hebrew I
THEO 1002 - Biblical Hebrew II
THEO 3100 - Introduction to Old Testament
THEO 3105 - The Torah
THEO 3109 - Old Testament I
THEO 3110 - Old Testament II
THEO 3120 - The Prophets
THEO 3310 - Early Christian Writings
THEO 3700 - Scriptures of the World
THEO 3711 - Sacred Texts of the Mideast
THEO 3713 - Classic Jewish Texts
THEO 3715 - Classic Islamic Texts
THEO 3770 - Islamic Mysticism
THEO 3876 - Muslims in America

Program Activities

Internship Program
Students have the option of enrolling in the Middle East studies internship program, which offers opportunities to gain practical experience in the field while simultaneously receiving academic credit (at the student's discretion). Internships are currently available with the Catholic Near East Welfare Association, the National U.S.-Arab Chamber...
Bonaparte invaded it in 1798, by the end of the 19th century, Egypt had 18th century to the present. A dormant Ottoman province when Napoleon

This course will survey the transformation of Egypt from the end of the

MEST 3500 - MODERN EGYPT (L)

science, and international affairs.

A multidisciplinary introduction to the modern Middle East and North Africa

MEST 2000 - INTRO TO MODERN MIDEAST (4 Credits)

A multidisciplinary introduction to the modern Middle East and North Africa from the perspectives of history, anthropology, sociology, economics, political science, and international affairs.

MEST 3500 - MODERN EGYPT (4 Credits)

This course will survey the transformation of Egypt from the end of the 18th century to the present. A dormant Ottoman province when Napoleon Bonaparte invaded it in 1798, by the end of the 19th century, Egypt had turned into the region's entrepot while evolving as a center of political and cultural dynamism. During the Cold War, the country emerged as the USSR's main client in the Middle East until the Camp David Accords of 1979 when it became a strategic partner for the U.S. Topics to be covered include British economic and French cultural imperialism; the genesis and growth of Egyptian nationalism; urbanization; gender issues; foreign resident minorities; the Muslim Brotherhood; the formation of a modern indigeneous bourgeoisie; Nasser's revolution, its impact, and his pan-Arabism; Sadat's domestic and regional policies, crony capitalism under Mubarak; and the re-Islamization of society.

MEST 3501 - MODERN TURKEY & IRAN (4 Credits)

This course will assess the ideas, events, and personalities that contributed to the transformation of the Ottoman and Persian Empires into modern Turkey and Iran respectively in the past two centuries. Topics examined comparatively will include the impact of the West, the internal forces of modernization, Islamist and other reactions to such developments, the formation of nationalist identities, authoritarian transition to modern democracy in Turkey, Islamist republic in Iran education, industrialization, urbanization, religion, mass politics, gender, minorities, and the impact of regional dynamics since the end of World War II.

MEST 3502 - PALESTINE–ISRAEL CONFLICT (4 Credits)

This course examines the issues, events, and personalities that shaped the dynamics between Jews and Palestinians from 19th-century nationalism to the present. Topics include land and its symbolism, religious identity, political aspirations and frustrations, the origins and consequences of wars, as well as regional and global interplay.

MEST 4001 - SEMINAR: THE MIDDLE EAST (4 Credits)

Advanced research-oriented seminar for students who have already completed one or more introductory and elective courses in Middle East studies. Required of all majors and minors.

MEST 4331 - U.S. IN THE MIDDLE EAST: 1945–PRESENT (4 Credits)

Examines how the US replaced Great Britain as the pre-eminent power in the Middle East in the post-WWII era.

MEST 4499 - TUTORIAL (3 Credits)

Independent research and reading with supervision from a faculty member.

Orthodox Christian Studies

Co-Directors: Demacopoulos (RH, theology); Papanikolaou (LC, theology)

RH: DU 112, (718) 817-3252
LC: 113 West 30th Street, Room 924, (212) 636-6249
Web: www.fordham.edu/academics/programs_at_fordham_/orthodox_-christian_s/

Overview

As an interdisciplinary program, the minor in Orthodox Christian studies explores the artistic, historical, literary, and philosophical and theological aspects of the 2000-year history of Orthodox Christianity.

Program Requirements

Orthodox Christian Studies Minor
Art & Music History

The possible electives are:

• One elective should come from art history.
• One elective should come from history or philosophy.
• Students may take no more than two electives from any one discipline.

The minor consists of two required courses (THEO 3316-Byzantine Christianity and THEO 4002-Orthodox Christian Ethics), which, in general, are offered by the theology department every year. The minor also requires four electives, subject to the following provisions:

The possible electives are:

**Art & Music History**

ARHI 2305-Greek Art and Religion (offered most years)
ARHI 2310-Greek and Roman Art (offered most years)
ARHI 2315-Roman Art and Private Life (offered most years)
ARHI 2236-Encounters: Islamic Art (offered most years)
ARHI 2340-Early Medieval Art (offered yearly)
ARHI 2350-Byzantine Art (offered most years)
ARHI 2360-The History of Illuminated Manuscripts (offered yearly)

**Comparative Literature**

COLI 3346-Early Modern Fiction, 1860-1910

**History**

HIST 3062-Medieval Saints and Heretics (offered infrequently)
HIST 3270-The Crusades (offered yearly)
HIST 3611-Imperial Russia (offered yearly)
HIST 3612-20th-Century Russia (offered yearly)

**Medieval Studies**

MVST 2005-Medieval Traveler (offered most years)

**Philosophy**

PHIL 3501-Ancient Philosophy (offered yearly)
PHIL 3510-Love and Empire (offered every other year)
PHIL 3558-Philosophy of Augustine (offered almost every year)
PHIL 3591-Medieval Political Philosophy (new course)
PHIL 3930-Philosophy and Literature (offered most years)

**Theology**

THEO 3310-Early Christian Writings (offered yearly)
THEO 3330-Medieval Theology Texts (offered every other year)
THEO 2725-Medieval Mysticism (offered infrequently)
THEO 3830-Classic Christian Texts I (offered yearly)

It is presumed that students will apply courses that meet general college requirements or other major/minor requirements towards the completion of their minor. For example, THEO 3316-Byzantine Christianity currently fulfills the sophomore theology core requirement.

Should faculty sabbaticals or other developments create a situation that limits the availability of courses, the directors of the program would have the authority to amend the guidelines regarding the distribution of electives.

**Program Activities**

The minor in Orthodox Christian studies is part of the Orthodox Christian studies program, which also includes the annual Orthodoxy in America Lecture and the Orthodox Christian Fellowship (OCF) student club.

**Peace and Justice Studies**

*Director: O.Rodriguez (RH)*

*Co-Director: M. O’Connell (Associate Director at LC)*

*RH: Dealy 408A, (718) 817-3867, orrodriguez@fordham.edu*

*LC: to be announced*

*Web: www.fordham.edu/Academics/Programs_at_Fordham_/Peace_ and_Justice_St/*

**Executive Committee**

*LC: Davenport (philosophy), Tueth (communication and media studies)*

*RH: Andersen (communications), Chapman (African and African American studies), Entelis (political science), Flavin (sociology and anthropology), Green (philosophy), Jones (philosophy), Rodriguez (sociology and anthropology)*

**Overview**

The peace and justice studies program provides students with the opportunity to address, in an interdisciplinary setting, some of the most central issues of our day. Key areas covered by this program are war and the arms race; social, racial and gender equality; economic and environmental justice; causes and resolution of conflicts; philosophies of non-violence; strategies for community and cultural empowerment. Issues of peace and justice are discussed from both local and global perspectives. Each student who plans to receive a certificate in peace and justice studies is asked to complete a program enrollment form, which may be obtained from the program director and to consult with the director concerning her or his selection of courses. Students who do not plan to fulfill all the requirements for a certificate are nevertheless encouraged to enroll in peace and justice studies courses. Interested students can appeal to pursue for a individualized major in peace and justice studies in consultation with the director and the class dean.

**Program Requirements**

*Peace and Justice Studies Certificate*

The certificate in peace and justice studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Lincoln Center.

Students who wish to obtain a certificate in peace and justice studies must take PJST 3110, which serves as an overview of the topics and approaches covered in the program and four additional courses from at least three different departments (academic disciplines) or course areas.

**Cross-Listed Courses from Other Departments**

*War and the Arms Race*  
*AFAM 3072-Civil Wars in Africa*  
*HIST 3305-Medieval Warfare*  
*HIST 3534-The Second World War*  
*HIST 3850-International History of the Vietnam War*  
*POSC 3909-Vietnam, Cuba, and the JFK Assassination*
Social, Racial, and Gender Equality

AFAM 3110-The Black Athlete
AFAM 3120-The Black Church
AFAM 3132-Black Prison Experience
AFAM 4650-Social Welfare and Society
ANTH 3470-Peoples and Cultures of Latin America
HIST 3658-Gender Roles in America
HIST 4820-Seminar: American Women and Reform
PHIL 3417-Race and Moral Recognition
PHIL 3720-African-American Philosophy
PHIL 3722-Native American Philosophies
PHIL 3870-Critical Social Theory
PHIL 3901-Philosophical Issues in Feminism
THEO 3412-Theology of Liberation
THEO 4005-Feminist Theology
SOCI 2420-Social Problems of Race and Ethnicity
SOCI 3102-Contemporary Social Issues and Policies
SOCI 3135-American Social Structure: Power, Status, and Community
SOCI 3300-Sociology of Gender and Power
SOCI 3405-Gender, Race, and Class
SOCI 3720-U.S. Prison Community

Economic and Environmental Justice

BISC 1000-Life on Planet Earth
ECON 3210-Economics of Emerging Nations
ECON 3235-Economics of Latin America
ECON 3240-World Poverty
HIST 3015-A Natural History
PHIL 3109-Environmental Ethics
PHIL 3123-Business Ethics
POSC 2502-Analysis of International Politics
POSC 2808-Politics of U.S. Capitalism
PORG 3109-Political Economy of Poverty
POSC 3140-Politics and Economic Globalization
POSC 3610-Political Economy of Development
POSC 4230-Political Economy
PHYS 1203-Environmental Physics
SOCI 3148-Population and Economic Development Issues
SOCI 3601-Urban Poverty

Causes and Resolutions of Conflict/Philosophies of Nonviolence

AFAM 3115-Martin Luther King Jr. and Malcolm X
AFAM 3130-Racial and Ethnic Conflict
AFAM 4000-Affirmative Action: An American Dream
ENGL 3802-Literature and Imperialism
HIST 4851-Seminar: American Women and Reform
PHIL 3186-Evil, Vice, and Sin
POSC 4875-Covert Politics
SOCI 3714-Terrorism and Society
SOCI 3135-American Social Structure: Power, Status and Community
SOCI 3136-Causes and Consequences of Inequality

Social Movements and Community Empowerment

AFAM 3112-The Sixties: Era of Protest, Era of Change
ANTH 3470-Peoples and Cultures of Latin America
CMRU 3103-Versions of Censorship and Freedom of Expression

COMM 3110-Peace, Justice, and the Media
COMM 3309-Children and the Media
COMM 3310-TV Comedy and American Values
COMM 4004-Issues of Social Ethics in Telecommunications
SOCL 2610-Urban Community Development
COMM 4601-Television and Society
COLI 4011-Narrating Childhood
ENGL 4097-Modern Theatre of Revolt
HIST 3807-Jazz Age to Hard Times
MLAL 3601-Literature & Society in Latin America
POSC 2510-United Nations
POSC 2811-Politics & Communication
POSC 4210-State, Family, and Society
POSC 4230-Seminar: Influencing Public Policy
SOCI 4970-Community Service and Social Action

Program Activities

Each semester the program hosts special events to discuss current issues in peace and justice among the wider university community. Panel discussions, guest speakers, films, and videotapes are presented on a regular basis and audience participation is encouraged.

Course Descriptions

PJST 3110 - INTRO PEACE & JUSTICE (4 CREDITS)
Examines in greater or lesser detail the rationale for peace and justice studies, the history of the arms race, the development of instruments for peaceful resolution of international conflicts, the history of civil disobedience and nonviolent direct action for bringing about social change, the ethical dilemmas posed by resistance to unjust authority and nonviolent movements in the contemporary world.

PJST 3230 - BIBLICAL WOMEN OF PEACE (4 CREDITS)
The course will look at 15 women of the Bible: Eve, Tamar, Miriam, Deborah, Naomi, Ruth, The Queen of Sheba, Huldah, Hannah, Esther, Abigail, the Blessed Virgin Mary, Mary Magdolnene, Lydia, and Salome and their role in biblical peacemaking with an eye on current peace and justice issues.

PJST 3321 - POETRY OF RESISTANCE (4 CREDITS)
How does poetry help a world in crisis and social upheaval? What role does the poet play in historic social movements? We look at poetry from a variety of cultures and assess its contribution to the discourse of social justice.

Religious Studies

Director: Kueny (theology)
LC: LI 924F, (212) 636-7143, kueny@fordham.edu
Web: www.fordham.edu/Academics/Programs_at_Fordham_/Religious_ Studies/

Overview

The interdisciplinary program in religious studies explores the roles, meanings, and phenomenology of religion. Some courses (for the most part, those offered by the theology department) focus on the religious traditions themselves, their classical texts, historical figures and movements, conceptual and affectual concerns, ethical and social teachings, and cultural and political impacts. Other courses (for the most...
part those offered by other departments) identify the significance of religion and of religious ideas and symbolism within the wider world of history, society, literature and the arts.

All students interested in majoring, second majoring, or minoring in religious studies should discuss their interests with the director. In consultation with the director, each student will develop a program of study. It is important to note that the courses listed in this bulletin are only representative of the choices available. Consultation with the director is necessary for students to have full access to other courses that fulfill major, second major, and minor requirements.

Program Requirements

Religious Studies Major

(HEGIS Code 1510) Program Code 06111

The major in religious studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill and Lincoln Center.

The major consists of 10 courses:
1. The first-year theology core course: RSRU 1000-Faith and Critical Reason
2. A second-year theology core course on a religious scripture(s)
3. A course in theology or ethics/social teachings
4. A course in the history of a religion
5. A course on religion in culture, society, or the political order
6. A core values seminar related to religious studies
7-10. Any four electives from the religious studies program offerings

Note: Among courses 2-10, at least one must have as a major focus a religion or religions other than Christianity. Students may double-count two approved religious studies courses toward the religious studies major and toward a second major, as long as at least 18 different courses are taken to complete both majors.

Religious Studies Minor

The minor in religious studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill and Lincoln Center.

The minor consists of six courses:
1. The first-year theology core course, THEO 1000-Faith & Critical Reason
2. A second-year theology core course on a religious scripture(s)
3-6. Any four electives from the religious studies program offerings

Note: Among courses 2-6, at least one must have as a major focus a religion or religions other than Christianity. Students may double-count approved religious studies courses toward the religious studies minor and toward another major, as long as at least 14 different courses are taken to complete the major and minor.

Cross-Listed Courses from Other Departments

AFAM 3115-Martín Luther King Jr. and Malcolm X
AFAM 3120-The Black Church in America
ARHI 2004-Greek and Roman Art
ARHI 2230-Art and Islam
ARHI 2320-Medieval Art
ARHI 2510-Rococo to Neoclassicism
ANTH 2619-Magic, Science, and Religion
ANTH 3110-Ancient Cultures of the Bible
ENGL 3207-Milton
HIST 3655-America: The First 200 Years
MUSC 3110-Music before 1600
PHIL 3301-Problem of God
PHIL 3307-Faith and Rationality
PHIL 3330-Philosophy of Religion
PHIL 3350-Problems in Metaphysics
PHIL 3420-Philosophy of the Person
PHIL 3565-Four Medieval Thinkers
POSC 3421-The Morality of War
THEO 2021 The Torah
THEO-2811 Sacred Texts of the Middle East
THEO 3000-Great Christian Texts
THEO 3001-Great Christian Texts II
THEO 3412-Theology of Liberation
THEO 4001-Art and Christian Values
THEO 4005-Feminist Theology
THEO 4006-Feminism and Relationality
THEO 4015-Values and Sexuality
THEO 3676-Death as a Moral Question
THEO 3810-World Religions
THEO 3991-Catholics in America
THEO 3995-Religion and the American Self

Program Activities

The religious studies program offers biyearly roundtables for majors and minors, and cultural outings for all majors.

Urban Studies

Co-Directors: Gilbertson (Interim RH), Rhomberg (Interim LC)
RH: DE 208B, (718) 817-3895
LC: 414B, (212) 636-7359
Web: www.fordham.edu/urbanstudies

Executive Committee

Berg (political science), Cathcart (visual arts), Caldwell (English), DeLuca (political science), Fader (anthropology), Fuentes-Mayorga (sociology), Gilbertson (sociology), Greer (political science), Kantor (political science), Naison (African American studies), Panetta (history), Rodriguez (sociology), Rosenbaum (sociology), Soyer (history), Street (visual arts), Takooshian (psychology), Tassier (economics), Van Buren (philosophy)

Overview

Designed as an interdisciplinary program, the urban studies major offers a broad introduction to the city and the urban environment. Students combine coursework and research on urban issues with hands-on experience in New York City as well as other American and international cities. The curriculum prepares majors for graduate school and professional programs in teaching, social work, public policy, architecture, and urban planning, as well as for careers in government service and community development, the nonprofit sector, journalism, and law.
Program Requirements

Urban Studies Major
(HEGIS Code 2214) Program Code 06160

The major in urban studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may major in urban studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Students who entered Fordham before September 2010 complete eight courses in a well-integrated program to be worked out individually in consultation with the program director. Students who enter Fordham after September 2010 complete 10 courses. The major includes a required internship and senior thesis. Students are also required to demonstrate multidisciplinary diversity. Urban studies courses come from a range of social sciences, such as sociology, economics, history, political science, African American studies, and Latino studies. Architecture, urban design, and environmental studies courses complete the curriculum. All urban studies electives must be at the 2000 level or above. Only two electives may be cross-listed from the same department. Students study both American cities and the urban environment worldwide. They are encouraged to study abroad during their junior year in order to complement their learning experience at Fordham.

Students may also form their own concentration and program of study in consultation with their adviser, such as architecture and urban design, urban education, community development, urban economic development, public policy, and journalism.

The following four courses are required of all majors:

1. Introduction to Urban Studies. This requirement can be filled with one of the following courses:
   VART 1101-Urbanism
   HIST 1950-Understanding Historical Change: Urban Perspective
   POSC 2012-Urban Politics
   SOCI 3602-Urban Sociology

2. Community Internship
   Students should select an internship based on their area of interest and their professional goals. Students register for Sociology Internship: Community Organizations (SOCI 4902) to complete their internship coursework. With permission from the director, the Urban Studies internship (URST 4800 or URST 4999) may be substituted or an equivalent internship course in political science, economics, sociology and environmental policy.

3. Research Methods
   As preparation for research in the Urban Studies Seminar, majors are required to take SOCI 2690, Urban Research Methods, but may substitute a research skills course directly connected to their particular area of interest with the permission of the director.

4. Senior Thesis Seminar
   The Urban Studies Research Seminar (URST 4980) is required of all urban studies majors in the second half of the senior year. It allows students to complete the required senior thesis in their area of interest or concentration. The senior thesis may also be completed as a tutorial (URST 4999) with any of the participating faculty in urban studies. The research project is designed in conjunction with the instructor and may be an individual effort or a group endeavor. Formal presentation of the research findings is required for completion of the seminar.

Urban studies majors are free to choose the remaining six courses (four courses for students who entered Fordham before fall 2010) according to their interests and career goals from electives offered by the program at the 2000 level and above.

Urban Studies Minor
The minor in urban studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may minor in urban studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Minors must complete six courses, including all requirements except the research seminar and senior thesis.

Urban Design and Architecture Concentration
Adviser: Colin M. Cathcart AIA; LL SL24s, and Keating B7; cathcart@fordham.edu

Fordham’s pre-architecture program is designed to prepare students for professional training at the graduate level. Most design schools do not specify a particular undergraduate major for admission, but an urban studies major is an appropriate and useful preparation for programs in urban and regional planning, architecture, and landscape architecture. For graduate school application advice and for admission requirements for all the design professions, please refer to the Pre-Architecture program in the Preprofessional Programs of Study section under the Programs of Study chapter of this bulletin. For students who plan to work immediately after graduation, this program will support careers in real estate, construction, and community development. Urban studies students wishing to do a senior independent design project associated with their senior thesis (URST 4980) should register for VART 4090, with the permission of the program director.

Required Courses:
VART 1101-Urbanism
SOCI 2690-Urban Research Methods
URST 4800-Urban Studies Internship

It is strongly suggested that students also take VART 2050-Designing the City

Electives may be drawn from all urban studies cross-listed courses, but students pursuing this concentration should give special emphasis to design courses:
VART 1160-Architectural Language
VART 2055-Environmental Design
VART 2085-Sustainable New York
SOCI 2610-Urban Community Development
VART 3070-Architectural Design
VART 3080-Architecture Studio A
VART 3090-Architecture Studio B
Cross-Listed Courses from Other Departments
AFAM 3150-Caribbean People and Culture
AFAM 3036-Global Black Youth Cultures
AFAM 3112-The Sixties
AFAM 3102-The Black Family
AFAM 3115-ML King and Malcolm X
AFAM 3130-Racial and Ethnic Conflict
AFAM 3132-Black Prison Experience
AFAM 3134-From Rock and Roll to Hip-Hop
AFAM 3663-Minorities in the Media
AFAM 4000-Affirmative Action: The American Dream
AFAM 4650-Social Welfare and Society
ANTH 2620-Anthropology of Cities
ANTH 3342-Race in the Americas
LALS 3343-Crime and Minority Rights
VART 1160-Architectural Language
VART 2050-Designing the City
VART 2055-Environmental Design
VART 2085-Sustainable New York
ARHI 2232-Islamic City
VART 3070-Architectural Design
VART 3080/3090-Architecture Studio A/B
VART 4090-Senior Project: Architecture
ARHI 3100-Museum Methods
ARHI 3540-Contemporary Architecture
BISC 1002-Ecology: a Human Approach
COMM 3601-Class, Taste, and Mass Culture
COMM 2000-Theories of Media & Society
COMM 3571-Popular Music as Communication
COMM 4603-Media and Popular Culture
COMM 4004-Social Ethics in Telecommunications
ECON 3570-Labor Market and Diversity
ECON 3240-World Poverty
ECON 2140-Statistics
ECON 3244-International Economic Policy
ECON 3346-International Economics
ECON 3580-Economics of Diversity
ECON 3870-Public Finance
ECON 3971-Urban Economics
ECON 4110-Ethics and Economics
COLI 3451-City in Literature
ENGL 3061-Architect & Sky: Poetry
ENGL 3440-Victorian Cosmopolitanisms
ENGL 3562-New Wave Immigrant Fiction
ENGL 3629-20th-Century African-American Literature
ENGL 3093-Writing the New Yorker
ENGL 4121-New York City in Fiction
ENVP 3070-Green Architecture
HIST 3791-African American History 1
HIST 3792- African-American History II
HIST 3102-Worker in American Life
HIST 3619-World’s Fairs
HIST 3624-European Cities
HIST 3629-Maritime Cities
HIST 3565-History of New York City
HIST 3807-Jazz Age to Hard Times
HIST 3831-Rise of the American Suburb
HIST 3922-East Asian Cities
HIST 3940-The African City
HIST 3950-Latino History
HUAF 4001-Humanitarian Action
NSCI 2060-Environment, Science, Law & Policy
NSCI 1040-People & the Living Environment
PHIL 3109-Environmental Ethics
PHIL 3870-Critical Social Theory
PHIL 3962-Sustainability and Process
POSC 3131-New York City Politics
POSC 3121-New York City Internship
POSC 3130-Politics of Urban Planning and Development
POSC 3203-Civil Rights
POSC 3323-Politics of Health Policy
POSC 3507-International Human Rights
POSC 3610-Political Economy of Development
POSC 3915-International Political Economy
PSYC 4820-Community Psychology
PSYC 4920-Youth, Values, and Society
PSYC 3340-Urban Psychology
PSYC 2600-Multicultural Issues
SOCI 2420-Social Problems Race Ethnicity
SOCI 2610-Urban Community Development
SOCI 3000-Latino Images in the Media
SOCI 3017-Inequality in America
SOCI 3140-Old and New Minorities in the U.S.
SOCI 3720-U.S. Prison Community
SOCI 2600-Intro to Social Work and Welfare
SSCI 2606-Social Science Statistics
SOCI 2850-Methods of Social Research I
SOCI 2851-Methods of Social Research II
SOCI 2925-Media: Crime, Sex, & Violence
SOCI 2960-Popular Culture
SOCI 3160-The Modern City
SOCI 3406-Race & Social Construction
SOCI 3408-Diversity in American Society
SOCI 3602-Urban Sociology
SOCI 3601-Urban Poverty
SOCI 3771-American Criminal Justice Systems
SOCI 3713-Criminology
SOCI 4961-Urban Issues and Policies
SOCI 4970-Communications Service & Social Action
SPAN 2640-Spanish and New York City
THEA 2510-Theater as Social Change

Early Admission to Master’s Program
Undergraduate students from the Fordham Colleges with a GPA above 3.5 will be invited to apply for early admission to the master’s degree program in urban studies in the second semester of their Junior year. Students applying
for this option are not required to submit GRE scores. Students admitted to the Urban Studies Master's Program under the early admissions policy will take the two 5000-level required core courses during their senior year (Issues in Urban Studies and Urban Political Processes). These courses will count toward the bachelor's degree (which is awarded at the end of the fourth year) and are accepted for the master's, which can be completed by the May of the following year under full-time study.

Program Activities
The urban studies program hosts a wide variety of events throughout the academic year including lectures, field trips, and tours, and informational lunches. The “City Series” brings distinguished scholars of the city to Fordham Lincoln Center for lectures and faculty-student seminars. The annual Senior Thesis Dinner presents the outstanding research of graduating seniors. Urban studies students also take part in undergraduate conferences and research forums.

Urban studies majors have received numerous prestigious awards including the New York City Teaching Fellows and the City of New York Urban Fellows Programs.

Course Descriptions
URST 3070 - URBAN DESIGN (4 CREDITS)
A studio course in urban design for public spaces, neighborhoods, urban districts, campuses, parks, infill developments, and expansions. A major design project is prefaced with research in urban design history, infrastructural technologies, case studies, and diagrammatic analysis. Portfolio layouts. Field trips, workshops, lab fee, and office hours visits are required.

URST 4999 - TUTORIAL (1 CREDIT)
Independent research and reading with supervision from a faculty member.

Women's Studies
Frost (LC); Green (RH)
RH: FMH 405E, (718) 817-4721
Web: www.fordham.edu/womens_studies

Executive Committee
Andersen (RH), Fader (LC), Fermon (LC), Green (RH), Mustafa (LC), Watkins-Owens (LC)

Overview
The women's studies program has two different but closely linked objects of investigation: the diversity of women's positions and experiences historically and culturally and the exclusion of women from the structures of existing knowledge. The program aims to deepen our understanding of both areas, using the foundation of existing academic disciplines and frameworks and moving beyond them. This includes an especial emphasis on gender as a category of analysis, as well as a comprehensive focus on the intersections of race, class, and sexuality. It is interdisciplinary, drawing on the humanities, arts, and social and natural sciences.

Contribution to Core
The women's studies program provides four options for study: the major, double major, minor, and electives. Electives in women's studies, which include American Pluralism, Global Studies, and Senior Values Seminar courses, are open on both campuses to all qualified undergraduate students.

Program Requirements
Women's Studies Major
(HEGIS Code 0399) Program Code 20240

The major in women's studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Lincoln Center.

The major consists of 10 courses: two introductions, WMST 3010 and WMST 3020 or, at Rose Hill, an alternative to the latter selected from SOCI 3402 or THEO 3430; seven electives; and in the senior year either an internship, project, or thesis. Women's studies elective courses are drawn from the various academic disciplines. A Service Learning (SL) component is currently being factored in. In consultation with a faculty adviser in the women's studies program, students choose electives from the approved list of courses for the major. From among the electives, majors must fulfill both a concentration and a distribution requirement. Majors designate a field of concentration, comprising four courses, in consultation with a faculty adviser from the women's studies program. A concentration could be organized historically (e.g., Middle Ages, history of sexuality), thematically (e.g., women and work), or geographically (e.g., Latin America). The four courses may be in one discipline. Of the seven electives, majors choose at least two from each of the following two areas of study: (a) humanities, literary studies, cultural studies; (b) history, social sciences.

The senior project or thesis may be completed either in an elective course, as extended coursework, or in a separate course, WMST 4920 or WMST 4930, respectively. A project, with appropriate documentation, may be submitted by students in theatre and the visual arts. The internship, WMST 4910, provides field experience and results in a paper. The internship paper, project documentation, or thesis is placed in the library collection of the women's studies program.

Women's Studies Double Major
The double major option in women's studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill and Lincoln Center.

The double major consists of eight courses for the women's studies major and the required number of courses for a major in another discipline or interdisciplinary program. The eight courses in women's studies are two introductions, WMST 3010 and WMST 3020 or, at Rose Hill, an alternative to the latter selected from the list above; five electives; and in the senior year either an internship, project, or thesis. Double majors must fulfill a distribution requirement. Of the five electives, double majors choose at least two from each of the following two areas of study: (a) humanities, literary studies, cultural studies; (b) history, social sciences, natural sciences.
Women's Studies Minor
The minor in women's studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill and Lincoln Center.

The minor consists of six courses in women's studies: two introductions, WMST 3010 and WMST 3020 or, at Rose Hill, an alternative to the latter selected from the list above and four electives.

The internship, project, or thesis may be chosen as one of the four electives. Students may take courses on either campus to fulfill the required and elective components of the major, double major, or minor.

Cross-Listed Courses from Other Departments
Group A. Humanities, literary studies, cultural studies
AFAM 3030-African-American Women
AFAM 3031-Women and Migration in the U.S.
AFAM 3037-Blacks in the Atlantic World
AFAM 3102-The Black Family
AFAM 3112-The Sixties
AFAM 3141-Women in Africa
AFAM 3637-Black Feminism: Theory and Expression
AFAM 3663-Minorities and the Media
AFAM 3667-Caribbean Literature
AFAM 3688-African Literature I
AFAM 3689-African Literature II
AFAM 4650-Social Welfare and Society
ARHI 2110-Women and Art
ARHI 2418-Women in Renaissance Art
ARHI 4530-Seminar: Gender and Modern Art
CLAS 3025-Women in Antiquity
COMM 2504-History and Culture of Advertising
COMM 3483-Women Filmmakers in Europe
COMM 4606-History of Women's Magazines
COLI 3424-Romantic Encounters
COLI 3450-The City in Literature and Art
COLI 3531-Unhappy Families
COLI 3630-Latino Coming-of-Age Stories
COLI 3664-Postcolonial Literature in English
COLI 3690-Women Writing Africa
COLI 3820-Latino Masculinity and Marginality
COLI 4011-Narrating Childhood
ENGL 3103-Early English Drama
ENGL 3106-Medieval Love Poetry
ENGL 3115-Medieval Women Writers
ENGL 3318-Early Women Novelists
ENGL 3403-Women and Victorian Literature
ENGL 3531-Modern Drama: Moral Crucible
ENGL 3609-Feminism and American Poetry
ENGL 3647-American Women Writers
ENGL 3670-Body in Contemporary Women's Literature and Art
ENGL 4023-Jane Austen in Context
FREN 3635-Francophone Women Writers
ITAL 3701-Italian Women Writers
PHIL 3304-Women Mystics Through Time
PHIL 3720-African-American Philosophy
PHIL 3901-Philosophical Issues in Feminism
PHIL 3904-Philosophy and Feminist Theory
THEO 3333-Women in the Bible
THEO 3430-Religion and Feminism
THEO 3340-Bible and Human Sexuality
THEO 4005-Women and Theology
THEO 4006-Feminism and Relationality
THEO 4015-Values and Sexuality
THEO 4025-Marriage in the 21st Century
SPAN 3901-U.S. Latino Literature and Film

Group B. History, social sciences
AFAM 1100-African-American History I
AFAM 1602-African History
ANTH 2888-Gender and Islam
ANTH 2886-Male and Female in Society
ANTH 3470-People and Culture of Latin America
ECON 3240-World Poverty
ECON 3520-Economics of Diversity
ECON 3563-Labor Economics
ECON 3884-Contemporary Economic Problem
HIST 3658-Gender Roles in America
HIST 3826-Modern U.S. Women's History
HIST 3837-The Role of Women in the U.S.
HIST 3838-History of U.S. Sexuality
HIST 4820-Seminar: American Women & Reform
POSC 2308-Women in Politics
POSC 3401-Politics of the Present
POSC 3408-Feminist Politics
POSC-3410-Women and Film
POSC 3562-Gender Politics in Latin America
POSC 3802-Political Social Movements
POSC 4210-Sem: State, Family, and Society
POSC 4420-Nationalism and Democracy
POSC 4410-Gender and the Third World
PSYC 2800-Personality
PSYC 3700-Human Sexuality
PSYC 3720-Psychology of Women
SOCI 3000-Latino Images in Media
SOCI 3260-Politics of Reproduction
SOCI 3405-Gender, Race, & Class
SOCI 3402-Sociology of Sex Roles
SOCI 3500-Contemporary Family Issues
SOCI 3610-The Family
SOCI 3670-Hispanic Women
SOCI 4394-The United States, Women & Youth

Graduate Courses Open to Undergraduates
ENGL 5712-Women of Modern Poetry
MVST 5229-Writing Desire: Medieval Romance
HIST 5953-African-American Women's History

Program Activities
On both campuses, the women's studies program sponsors a yearly series of events and lectures to highlight topics of concern to women and to the field of women's studies. In this way, students are introduced to key local,
Course Descriptions
WMST 3010 - FEMINIST THEO IN INTER-CULT (4 CREDITS)
An examination of contemporary feminist theories, with attention to the construction of gender, sexuality, class, race, ethnicity, and age. Students will analyze Western and non-Western writings from an interdisciplinary perspective.

WMST 3020 - HISTORIES AND TEXTS (4 CREDITS)
A historical perspective on the political, socio-economic, and philosophical dimensions of women's lives and the construction of gender, including critical analysis of women's writings and women's movements. The course will consider class, race, ethnicity, sexuality, and age. The particular areas of emphasis will vary according to the instructor's specializations.

WMST 3436 - WOMEN & RELIGION (4 CREDITS)
It is currently true, in almost all major world religions, women have been second class members, restricted in ways that their brothers are not, deprived of roles and functions open to males. What is less often considered is the way in which some women, down through the centuries, have nevertheless attained power and influence even beyond that attained by most of their male contemporaries. This course will consider some outstanding women in different faith traditions, reflecting on the way in which each discovered and became able to speak in her own voice and evaluating the relevance of their discoveries for women today. This will be a collaborative effort: each student will, in addition to commenting on the assigned readings, prepare a research paper on one such woman, suggest how her insights might be useful to women today, and give an oral presentation to the class.

Preprofessional Programs of Study

Overview
The Fordham University Graduate School of Education offers a 5-Year Integrated Teacher Education Track for students enrolled in Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies. The 5-Year Track provides an opportunity for students to complete a BA/BS and a 36 credit Master of science in teaching degree in early-childhood education, childhood education, or adolescence education (biology, chemistry, physics, mathematics, english, or social studies). Dual certification and extensions may also be pursued in early-childhood special education, childhood special education, early childhood/childhood education, bilingual childhood education, and adolescence special education. Dual certification MST programs are 45 credits.

In addition, Biology majors may pursue a program in Adolescence Biology/Conservation Life Sciences which is in collaboration with the Wildlife Conservation Society at the Bronx Zoo and the New York Aquarium. The science content will focus on topics including conservation biology, habitat ecology, and human impact on ecosystems. Students interested in teaching English to students of other languages may pursue a program in TESOL for Grades Pre K-12th. There are specific admissions requirements for each of these programs and consultation with the appropriate program adviser is necessary.

The five-year combined degree track consists of early admission to the GSE, integration of 12 GSE credits during senior year, the completion of a BA/BS degree, and a fifth year as a full-time student in the GSE completing 24 credits in coursework and two semesters of student teaching. Dual certifications are additional credits and might take longer to pursue. After completion of all program requirements, students receive an MST and are eligible for GSE endorsement for New York State Initial Teacher Certification. New York State Certification is reciprocal with many states.

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

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

To find out more about the track, consult with the GSE adviser, Diana Caballero, Ed.D., Lincoln Center, Lowenstein 1102B, (212) 636-7546, dcaballero@fordham.edu. For further information, please visit the Graduate School of Education website, Division of Curriculum and Teaching.

Program Requirements

Majors for Participation

English English Education: A minimum of 30 credits in English, including study in American literature, British literature prior to 1600, women authors, composition studies, multiple literary genres, and non-anglo authors is required.

Social Studies Education: A minimum of 30 credits is required. This includes 21 credits of history/geography of which some must be US history, some must be non-US history, and there must be geography content in at least one course; 9 credits in the social sciences of which there must be coursework in economics, political science/government and civics, sociology, cultural studies/anthropology. Coursework that involves the study of the following non-disciplinary themes: a) science, technology, and society, and b) global connections is required.

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Mathematics Education: A minimum of 24 credits in calculus, linear algebra, probability, applied mathematics, statistics, and additional mathematics electives is required.

Biology Education: A minimum of 30 credits in the discipline (such as ecology, anatomy, physiology, molecular biology, or human anatomy) is required.

Physics Education: A minimum of 30 credits in the discipline (such as organic, inorganic, or biochemistry) is required.

Chemistry Education: A minimum of 30 credits in the discipline (such as quantum mechanics; thermodynamics; waves, sound and light; or electromagnetics, is required.

(See GSE adviser for specific content requirements for all Adolescence Education Programs.)

**Liberal Arts and Sciences Content Requirements**

All students are required to complete at least one course in the following liberal arts and sciences requirements:

1. literature; 2. written analysis, expression or communications; 3. artistic expression; 4. language other than English; 5. scientific processes; 6. mathematical processes; 7. concepts in history/social sciences

(See GSE adviser for specific courses)

Although Computer Science is accepted for the math requirement for undergraduate studies, it is highly preferred that a math course given in the math department (such as: finite math) be taken by students seeking Early Childhood, Childhood, Bilingual certification or Special Education certification in those grade levels. Teachers in these certification areas are required to teach math and must have the necessary content knowledge. A math course will better prepare students for the certification exams.

Students interested in Adolescence Special Education must complete 2 courses in math and 2 courses in science. See GSE adviser for specific courses.

**GPA Requirement**

3.00 minimum grade point average.

**Field Experience**

Beginning in sophomore year, all students complete a field experience in a public school and register for a one-credit Field Experience Seminar each semester through senior year.

**Program of Study**

Senior Year: 12 credits (six credits, and spring - six credits); courses are three credits except where noted.

These credits are integrated into the senior year as all Fordham major and core requirements are completed.

**Early Childhood Education (Birth–Grade 2) or Childhood Education (Grades 1-6)**

PSGE 5216-Psychology of Child Development and Learning
UEGE 5102-Historical, Philosophical, & Multicultural Foundations of American Education
CTGE 5245-Children’s Literature in a Multicultural Society
CTGE 5154-Including Exceptional Students

**Adolescence Education (Grades 7-12)**

PSGE 5302- Psychology of Adolescent Development and Learning
UEGE 5102-Historical, Philosophical, Multicultural Foundations of American Education
CTGE 5305-Teaching Linguistically & Culturally Diverse Adolescents
CTGE 5154-Including Exceptional Students

Fifth Year (24 credits)

Student Teaching: three full days in fall, and five full days in spring (as coursework is being completed).

**Early Childhood Education (Birth - Grade 2)**

CTGE 5534-Beginning Reading & Writing in Inclusive Classrooms
CTGE 5230-Framework for Educating All Young Children
CTGE 5247-Teaching Linguistically and Culturally Diverse Students
CTGE 5850-Observing & Documenting Children’s Learning
CTGE 5232-Early Childhood Curriculum and Assessment
CTGE 5233-Early Learning Through Play
CTGE 5234-Family, Community, and All Young Children
CTGE 5201-Student Teaching Seminar
CTGE 0707-Early Childhood Portfolio

**Childhood Education (Grades 1-6)**

CTGE 5534-Beginning Reading & Writing in Inclusive Classrooms
CTGE 5227-Teaching Math to Children
CTGE 5242-Teaching Science & Technology
CTGE 5247-Teaching Linguistically & Culturally Diverse Students
CTGE 5548-Literacy Across the Curriculum in Inclusive Classrooms
CTGE 5066-Teaching Social Studies to Children
CTGE 5212-The Arts in Childhood Education
CTGE 5065-Integrating Technology
CTGE 5551-Reflective Practice & Field Experience I
CTGE 5552-Reflective Practice & Field Experience II
CTGE 5553-Reflective Practice & Student Teaching I
CTGE 5554-Reflective Practice & Student Teaching II
CTGE 0704-Childhood Portfolio

**Adolescence Education (Grades 7-12)**

**English:**

CTGE 5536-Assessing and Developing Adolescent Literacy
CTGE 5531-Foundations of Adolescent Literacy
CTGE 5304-Learning Environments for Diverse Adolescents
CTGE 5160-Instructional Modifications for Adolescents in Inclusive Classrooms
CTGE 5540-Adolescent Literature in a Multicultural Society
CTGE 5838-Teaching & Assessing English Language Arts
CTGE 6261-Media Literacy Technology
CTGE 5308-Student Teaching Adolescents: Research & Reflection
CTGE 0709-Adolescence Portfolio

**Social Studies:**

CTGE 5549-Assessing and Developing Reading & Writing
CTGE 5791-Social Studies Curriculum & Instruction
CTGE 5304-Learning Environments for Diverse Adolescents
CTGE 5160-Instructional Modifications for Adolescents in Inclusive Classrooms
CTGE 5260-Teaching and Assessing Social Studies: Adolescents
CTGE 5259-Contemporary Social Studies Education
CTGE 6261-Media Literacy Technology
CTGE 5308-Student Teaching Adolescents: Research and Reflection
CTGE 0709-Adolescence Portfolio (O)

Mathematics:
CTGE 5549-Assessing and Developing Reading and Writing
CTGE 5252-Math Curriculum and Instruction
CTGE 5304-Learning Environments for Diverse Adolescents
CTGE 5160-Instructional Modifications for Adolescents in Inclusive Classrooms
CTGE 5275-Integrating Math/Science and Technology Education
CTGE 5286-Teaching & Assessing Mathematics
CTGE 6260-Media Technology, Math, Biology, Chemistry, & Physics
CTGE 5308-Student Teaching Adolescents: Research & Reflection
CTGE 0709-Adolescence Portfolio

Science (Biology, Chemistry, Physics):
CTGE 5549-Assessing & Developing Reading and Writing
CTGE 5631-Science Curriculum & Instruction
CTGE 5304-Learning Environments for Diverse Adolescents
CTGE 5160-Instructional Modifications for Adolescents in Inclusive Classrooms
CTGE 5275-Integrating Math, Science, & Technology Education
CTGE 5271/5281/5291-Teaching and Assessing Biology, Chemistry, & Physics
CTGE 6260-Media Technology, Math, Biology, Chemistry, & Physics
CTGE 5308-Student Teaching Adolescents: Research and Reflection
CTGE 0709-Adolescence Portfolio

Please see adviser for program of study for dual certifications, extensions, TESOL, LOTE, and Adolescence Biology/Conservation Life Sciences.

Early Admission to Master’s Program
There are two application stages to the Five-Year Integrated Teacher Education Track:

First Stage: Completion of a Declaration of Interest Form before junior year to be submitted to GSE Five-Year Track Coordinator. Meeting with coordinator for program advisement. Contact: Diana Caballero, Ed.D. at dcaballero@fordham.edu

Second Stage: Completion of a GSE admissions application at the end of the fall semester of junior year for early admissions decision. Applications are completed online on the GSE website. The application includes a written personal statement, two letters of reference, a résumé, and official copy of transcript.

Program Activities
Beginning in sophomore year, students complete a field experience. Students register for a one-hour no credit seminar that meets two times during the semester and completes two to three hours per week tutoring in a public school or after-school program in the grade level of the certification area. The field hours are arranged according to the student's schedule.

In the 5th year, each student completes a full-time student teaching placement at two different sites in the grade levels of the certification area. Each works with a field specialist who serves as a mentor and coach and who observes and evaluates them in their student teaching placement site. A career adviser works specifically with students throughout the job search process. Each spring a Career Fair is held. Field and student teaching placements provide more than 600 hours of comprehensive experience in public schools.

Students are notified about NYS teaching certification requirements: certification exams, specialized workshops, fingerprinting, and application process.

At the end of the fifth year, students prepare a portfolio as a culminating project. This portfolio includes an essay and documentation of teaching practice and coursework in accordance with the INTASC standards. Adolescence Education Programs require the completion of a Student Work Sample.

Business Minors
Adviser: Burke (RH, economics); Daniel (LC, economics)
RH: DE E508, (718) 817-4056, mburke@fordham.edu
LC: LI 924G, (212) 636-6343, mibuckley@fordham.edu

Overview
In conjunction with the Gabelli School of Business, students in Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC), or Fordham School of Professional and Continuing Studies (PCS) may complete a minor in business administration. The business administration minor complements the liberal arts core by providing students with a clear and concise way of analyzing issues in economics and business. The minor may be helpful to students who plan to look for a job after graduation or to pursue the study of law or business.

Students in FCRH may decide to complete a minor in sustainable business. This new minor has been developed for undergraduates in Fordham College. The purpose of the minor is to provide students exposure to concepts related to sustainability. The minor incorporates business, social science, natural science, and building design curricula. This minor will enhance the career opportunities of our graduates in traditional business markets and the emerging “green sector” job market.

Students in FCRH may also elect to complete a minor in accounting. This minor provides greater coherence among the six courses liberal arts students are currently allowed to take in GSB. Completing the minor is not equivalent to an accounting degree, nor does it make students eligible for taking the certified public accounting exam. Rather it provides an integrated approach to issues that may benefit students who seek careers in business and the financial services industry.

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

Program Requirements

Business Administration Minor

The minor in business administration is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill and Lincoln Center.

The minor in business administration consists of seven courses.

Liberal Arts Courses:
1. ECON 1100-Basic Macroeconomics
2. ECON 1200-Basic Microeconomics
3. ECON 2140-Statistics I; or SSCI 2606-Social Science Statistics; or PSYC 2000 Statistics; or MATH 3007-Statistics; or SOCI 2851-Methods in Social Research II

Total: Three liberal arts courses in Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham College Liberal Studies

Gabelli School of Business Courses
4. ACBU 2222-Introduction to Financial Accounting

5-6. Choose two of the following courses:
BLBU 2234-Legal Framework of Business
CMBU 2665-Business Communication
FNBU 3221-Financial Management
ICBU 2300-Information Systems
MGBU 3223-Principles of Management
MKBU 3225-Marketing Principles

7. Choose one additional course in accounting or an advanced course in either of the areas selected above.

Total: Four courses in the Gabelli School of Business

Grand Total: Seven courses to complete the minor in business administration.

The required business courses for the minor are regularly offered on both the Rose Hill and Lincoln Center campuses.

Students who plan to minor in business administration may take basic macroeconomics and basic microeconomics to fulfill both the social science requirement and the business minor. With the permission of the adviser to the business minor, students who complete a course equivalent to ECON 2140 in their major may substitute it for the statistics requirement. Economics majors may count Basic Macroeconomics, Basic Microeconomics, and Statistics I toward their major and the business minor.

Sustainable Business Minor

Students taking this minor track will take the foundations course, Sustainable Business, and six additional courses for a total of seven U.S. credits.

Introductory Business Courses
1. ECON 3430/ MGBU 3430-Sustainable Business
2. ACBU 2222-Introduction to Financial Accounting

(Prerequisite: ECON 1200-Basic Microeconomics)
3. ICBU 2300-Information Systems or
   MGBU 3223 Principles of Management

Natural Science Courses
4a. Science majors are required to take one of the following:
   ENVS 1000-Introduction to Environmental Science
   BISC 2561-Ecology
   CHEM 4340-Chemistry of the Environment
   PHYS 1203-Environmental Physics

4b. Non-science majors select one from the following:
   BISC 1200-Ecology: A Human Approach
   NSCI 1040-People and the Living Environment
   CHEM 1109-Chemistry of the Environment
   PHYS 1203-Environmental Physics

Environmental Economics and Policy
5. ECON 3850 Environmental Economics (Either ECON 1100-Basic Macroeconomics or ECON 1200 Basic Microeconomics is a prerequisite for ECON 3850)

Sustainable Design
6. Select one of the following:
   VART 2055-Environmental Design
   VART 2085-Sustainable New York
   VART 2050-Designing the City

Sustainable Business Capstone Course to be taken in senior year
7. Chosen from the following:
   MGBU 3446-Social Entrepreneurship
   CMGB 7599-Management & Communication for Global Sustainability (with permission of the instructor)
   MGGB 7699-Changing Leadership Paradigm in a Globalizing World (with permission of the instructor)
   FCRH Internship at a relevant business organization

Accounting Minor

The minor in accounting is available at Fordham College at Rose Hill.

The minor in accounting consists of seven courses.

1. Liberal Arts: Required
   ECON 1200-Basic Microeconomics

2-5. Gabelli School of Business: Required
   ACBU 2222-Introduction to Financial Accounting
   ACBU 2223-Introduction to Managerial Accounting
   ACBU 3434-Financial Accounting I
   ACBU 3435-Financial Accounting II

6-7. Choose two additional electives from the accounting area to complete the minor.

Liberal arts students may use Basic Microeconomics to satisfy one of their core social science requirements. As many of the classes are
sequential, it is recommended that the student begin this minor no later than the fall of sophomore year.

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

**Director:** Poor (mathematics)
**Adviser:** Bender (chemistry); Haider (physics); Strzemecki (computer science)
**RH:** Cris Poor, JMH 415, (718) 817-3230, poor@fordham.edu
Christopher Bender, (718) 817-4430
Quamrul Haider, (718) 817-4175
**LC:** Tadeusz Strzemecki, 113 West 60th Street, Room 813, (212) 636-6332
**Web:** [http://www.fordham.edu/Academics/Programs_at_Fordham_/Engineering_1650.asp](http://www.fordham.edu/Academics/Programs_at_Fordham_/Engineering_1650.asp)

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

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

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

To retain membership in the cooperative engineering program at Fordham and to permit admission to the engineering college, the student must maintain a 3.0 cumulative grade point average and a 3.0 grade point average in mathematics and science courses. Guaranteed admission to Columbia requires a 3.3 cumulative grade point average as well as a minimum grade of B in each pre-engineering requirement.

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

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

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

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

The Columbia University website for this program is: [www.seas.columbia.edu](http://www.seas.columbia.edu).
The Case Western Reserve website for this program is: [engineering.case.edu/desp/dualdegree](http://engineering.case.edu/desp/dualdegree).

**Pre-Architecture Program**
**Adviser:** Cathcart (visual arts)
**RH:** KE B7, (718) 817-0796
**LC:** LL 423, (212) 636-6303
**E-mail:** cathcart@fordham.edu
**Web:** [www.fordham.edu/academics/programs_at_fordham_/prearchitecture](http://www.fordham.edu/academics/programs_at_fordham_/prearchitecture)

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

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

**Program Requirements**

All graduate design schools require the submission of a portfolio showing evidence of three-dimensional conceptualization and graphic and/or model-making ability. VART 1160-Architecture Language (R) or VART 1161-Form and Space (L) teach the fundamentals of three-dimensional design, while VART 3070-Architectural Design (repeatable up to four times with different assignments) is the central studio course. Further studio and seminar courses include VART 1135, VART 1150, THEA 1151, VART 1160, VART 1161, VART 1218, VART 2050, VART 2055, VART 2085, ENVP 3070, URST 3070, THEA 3361, THEA 3362, THEA 3372, THEA 3373, THEA 4511, and/or VART 4090. In order to produce a graphically strong portfolio, VART 2003 and/or VART 3025 are highly recommended.

Many graduate schools require preparation in design history: students may fulfill this requirement through VART 1101, VART 4540 and at least one of ARHI 2460, ARHI 2540, ARHI 3045, ARHI 3350, ARHI 3351, and/or ARHI 3540. Students interested in interior design should have a broad preparation in art history.

To prepare for graduate training in technology, students are advised to fulfill their core requirements wisely, and choose electives carefully. Admission requirements vary from school to school and from discipline to discipline. Some architecture schools require undergraduate calculus or applied calculus (MATH 1203, 1204) and Intro Physics PHYS 1601, 1602 with 1511, 1512), while other schools simply require some college level math or physics. Landscape architecture schools often require preparation in biology. Historic preservation often requires chemistry.

Students may design a program of elective and minor courses to support interests in urban studies; environmental policy; business administration; engineering physics; lighting, costume or set design; or art and architectural history. In senior year, an internship in the office of one of New York’s many respected architectural firms, design studios or planning offices is encouraged. Senior students are also encouraged to register for VART 4090-Senior Project Architecture, the design of an independent project under the supervision of the faculty.

Students should consult intended graduate schools for specific admission requirements and procedures. Application deadlines range from December to March, although some schools accept students into the January term. Students in this program will be supervised by a member of their major department and an architect in the visual arts faculty.

**Program Activities**

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

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

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

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

**Pre-Law Program**

**Adviser:** Burke (FCRH), Cappello (GSB), Mantis (LC), M.J.D. O’Connell (PCS)

**RH:** KE 207, (718) 817-4712, erburke@fordham.edu, www.fordham.edu/pcrs/prelaw

**GSB:** cappello@fordham.edu

**LC:** (212) 636-6281, mantis@fordham.edu

**LS:** (718) 817-4600, moconnell15@fordham.edu

**Web:** www.fordham.edu/pre-lawlincolncenter

**www.fordham.edu/pre-lawrosehill**

**Overview**

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

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

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

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

Students who meet these criteria become eligible during the fall of their junior year to apply to the School of Law of Fordham University. Before they apply, however, they must receive a favorable recommendation from the adviser of the prelaw program. After receiving such clearance, the director of admissions of the School of Law will invite them for an interview. Students recommended for application are not guaranteed admittance to the law school. Final admission decisions rest with the School of Law.

Premedical and Pre-Health Professions Program

Director: Heald (RH)
Adviser: Vernon (LC), O’Connell (PCS), Watts (RH)
RH: KE 320, KE 207 (718) 817-4710
LC: LL 815G, (212) 636-6324
LS: KE 118, (718) 817-4600
Web: www.fordham.edu/fcrh/prehealth

Overview
Fordham has a long history of preparing students for medical, dental, veterinary, and other allied health careers. Fordham graduates have been accepted to numerous medical schools, including Harvard, Yale, Cornell, Columbia, New York University, Albert Einstein, Mount Sinai, New York Medical College, Tufts, Creighton, Johns Hopkins, Georgetown, Tulane, Loyola University of Chicago, all of the SUNY medical schools, as well as many osteopathic schools of medicine. Students have also gained admission to many top-tier schools of dentistry, optometry, podiatry, and veterinary medicine.

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

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

Postbaccalaureate Premedical/Pre-Health Program
(See Fordham School of Professional and Continuing Studies, PCS Exclusive Programs.)

The Fordham Postbaccalaureate Premedical/Pre-Health Program is offered through Fordham School of Professional and Continuing Studies (PCS). A full description is available under PCS Exclusive Programs or at pcs.fordham.edu/postbac.

The Fordham Postbaccalaureate Premedical/Pre-Health Program is for college graduates interested in a career in the health professions but still in need of the prerequisite science courses. Graduates seeking admission to medical, dental, or veterinary schools, or nursing, physician assistant or physical therapy programs may apply to PCS as nonmatriculated students to complete the prerequisites. The Program offers the premedical curriculum in the evening and on weekends (with a limited number of day classes) during the academic year and summer sessions with classes at Rose Hill, Lincoln Center, and Westchester.

Program Requirements

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

- One year of Introductory Biology (with lab) or General Biology (with lab)
- One year of General Chemistry (with lab)
- One year of Organic Chemistry (with lab)
- One year of General Physics (with lab)
- One year of English

In addition, beginning in fall 2012 incoming students who intend to apply to medical school will be required to complete the following coursework, to meet the newly revised competencies for entrance into medical school:

- One semester of biochemistry
- One semester of psychology
One semester of sociology
One semester of statistics

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

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

**Early Admission to Master’s Program**

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

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

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

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

The following courses are recommended, but not required:
- Organic Chemistry
- Human Anatomy

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

Early acceptance into the Master of Science (M.S.) Program in Speech-Language Pathology at the School of Health Sciences and Practice at New York Medical College

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

**Academic Requirements**

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

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

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

**Program Activities**

**Freshman Pre-Health Symposium**

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

**Science Integrated Learning Community (SILC)**

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

**Research Opportunities**

Fordham students have ample opportunities to participate in undergraduate research programs with faculty and gain exposure to the most recent scientific development. Numerous students are active in research projects not only during the summer months, but also during the academic year. Many have presented their research at professional conferences and Fordham's own Undergraduate Research Symposium, and still more are co-authors on scientific publications and contribute to *The Fordham Undergraduate Research Journal* (FURJ). In addition to participating in research projects on campus, Fordham students are also doing research at the Louis Calder Center (Fordham's biological field
station for ecological research), and other nearby locations including Memorial Sloan-Kettering Cancer Center, Rockefeller University, the Wildlife Conservation Society at The Bronx Zoo, the New York Botanical Gardens, Albert Einstein College of Medicine, St. Barnabas Hospital, and The American Museum of Natural History.

Opportunities to Acquire Clinical and Volunteer Experience
Fordham's location in New York offers numerous opportunities for students to participate in volunteer programs, obtain physician shadowing experience, work in numerous nearby hospitals, and gain experience through summer internships. Many students gain clinical experience at nearby hospitals, many within walking distance of the campus. Fordham students are actively involved in outreach to the local community and volunteer their time tutoring children from the nearby schools, providing peer mentoring to high school children on health-related issues, and serving at local soup kitchens.

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

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

Honors Programs
Lincoln Center Honors Program
Director: Boyle
LC: LC: LL 917C, (212) 636-6359

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

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

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

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

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

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

In addition, juniors in residence will participate in the organization of cocurricular forums designed to enhance the intellectual experience of participants in the honors program at all levels. In the senior year, honors students will participate with their peers in the Honors Senior Values Seminar. Finally, to receive honors, a student will have to show the committee that he or she has successfully completed a thesis or the equivalent (i.e., completed a special scientific research project or artistic
This interdisciplinary course emphasizes problem solving and analysis of classic experiments to explore the interrelationships of chemistry, biology, and physics in advancing our understanding of the principles that govern the natural world. The first semester focuses on two major themes: the interaction of matter and energy and the processing of information and logic by biological systems. The second semester applies the concepts from the first semester to analyze the origin and functioning of complex systems ranging from the early cosmos to the human brain.

HPLC 1604 - HONORS: NATURAL SCIENCE II (4 CREDITS)
Second semester of a two-semester laboratory science course open to Fordham's strongest students who have not declared a science major. This interdisciplinary course emphasizes problem solving and analysis of classic experiments to explore the interrelationships of chemistry, biology, and physics in advancing our understanding of the principles that govern the natural world. The first semester focuses on two major themes: the interaction of matter and energy and the processing of information and logic by biological systems. The second semester applies the concepts from the first semester to analyze the origin and functioning of complex systems ranging from the early cosmos to the human brain.

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

HPLC 1811 - HONORS: WRITING INTENSIVE (1 CREDIT)
One credit course to be offered in conjunction with the freshman honors seminar that does not offer Honors English.

Sample Sophomore Honors Seminars
HPLC 2210 - Medieval Art (3 CREDITS)
This course will examine a number of major works of medieval art, including the so-called minor arts: manuscript illumination, ivories and metalwork. The emphasis will be on women as subject matter, in relation to the depiction of men, as object of the commission, as patroness, as artist and as audience. Changing images of the Virgin and Eve, and other exemplars positive and negative to male as well as female viewers, will be placed within their religious and social contexts.

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

HPLC 2803 - HONORS: TRENDS IN NEW YORK CITY (3 CREDITS)
Analysis of topics illustrating the development over time of New York City's populace, governance, economy and social and cultural organization.

HPLC 2811 - HONORS SACRED TEXTS (3 CREDITS)
Through a selection of primary works from ancient Egypt, Mesopotamia, and Israel, the New Testament, the Talmud, The Qur’an, and early Muslim writings, students will reflect on the social, historical, and theological contexts in which each writing emerged. Primary emphasis will be
placed on the similar yet different ways humans construct themselves and their worlds in relation to the sacred.

**Junior and Senior Honors Courses**

**HPLC 4050 - HONORS: VALUES SEMINAR (4 CREDITS)**
Using mostly recent scholarship in philosophy and politics, this class will focus on the history and basis for human rights, and in particular the question of whether we can justify the claim that there are universal basic rights: (1) Are universal rights consistent with a wide array of varying cultures and ways of life? (2) Are concepts of rights somehow inherently “Western” or “individualist,” or can relativist doubts about human rights be answered? We will relate the growth of rights law in international treaties to related issues in just war theory, including controversial questions about humanitarian intervention and ongoing transitions to democracy in parts of the developing world. We will also focus on the practical question of how the international order could be restructured if we take seriously the idea that there are universal basic rights to freedom from tyranny and to development out of poverty.

**HPLC 4888 - HONORS INTERNSHIP (3 CREDITS)**
Combines work with an artist, writer, scientist, or other expert with directed series of academic readings relevant to that experience. Each course must be approved by the Honors Committee.

**HPLC 4999 - HONORS TUTORIAL (4 CREDITS)**
Supervised individual project designed by the student in concert with one or more members of the faculty. Each course must be approved by the Honors Committee.

**PCS Honors Program**

**Director: Berg**

RH: FA 670, (718) 817-3957, berg@fordham.edu

LC: LL 916, (212) 636-6391

**Overview**
Fordham School of Professional and Continuing Studies is unique among major universities in offering an honors program tailored specifically for adult students. The program enables students who have demonstrated their capability for independent work of high quality to form mentorship relationships with senior faculty of their choosing and to design projects related to their personal and professional goals.

**Program Requirements**
Students become eligible for nomination to the Honors Program after completion of at least 30 credits toward the bachelor's degree (which may include transferred credits) and at least four Core Curriculum courses at Fordham with a cumulative grade point average of 3.6. Nominations from among this eligible group are made annually by faculty members and reviewed by the Honors Program Committee.

Students who are invited to participate, and who accept this invitation, will register for a four-credit interdisciplinary honors course, in which they must earn a grade of at least B to continue in the program. Interdisciplinary honors courses are offered each term and rotated among the campuses.

In subsequent semesters prior to graduation, honors students will seek faculty mentorship for two advanced-level study projects. Each project will be done as an independent research course and need not be taken in consecutive semesters. Project grading will be done by the faculty mentor, in consultation with the honors program director or designee.

Projects must be in two different disciplines, only one per semester, and none in the semester of intended graduation. The interdisciplinary honors course or one of the projects may, if appropriate, be counted toward fulfillment of the student's major. None can substitute for a major or core curriculum requirement.

Upon satisfactory completion of the interdisciplinary honors course, two independent study projects, as well as the completion of all other degree requirements with a final cumulative grade point average of 3.6, students will graduate with the notation in cursu honorum inscribed on their diplomas and transcripts. Students who are unable to fulfill all of these requirements will, nevertheless, receive full academic credit for work which they have completed.

**Rose Hill Honors Program**

**Director: Nasuti (theology)**

RH: Duane 159, (718) 817-3362

Web: www.fordham.edu/honors

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

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

The Capstone of the honors curriculum is the senior thesis, an extended research project prepared under the individual guidance of a faculty mentor in one’s major field. Graduate and professional schools, as well as prospective employers, recognize the thesis as a clear indication of a student’s ability to do independent work at an advanced level. Recent theses have examined topics as diverse as the roles of women in modern film, the constitutional implications of total quality management, and the effects of cellular aging on human chromosomes.
The Honors Curriculum takes the place of the regular Fordham College at Rose Hill Core Curriculum, with the exception of the language requirement. Credit is granted for advanced placement courses taken in high school and for college courses taken elsewhere. Most students enter the program at the beginning of their first year, though it is possible for a certain number of students with strong academic records to join in the middle of that year and at the beginning of their sophomore year.

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

Program Requirements

First Year Requirements

Fall: Ancient Period
HPRH 1001-Ancient Literature
HPRH 1002-Ancient Philosophy
HPRH 1003-Ancient History & Art
HPRH 1004-Honors Mathematics

Spring: Medieval Period
HPRH 1051-Medieval Literature & Art
HPRH 1052-Medieval Philosophy & Theology
HPRH 1053-Medieval History

Second Year Requirements

Fall: Early Modern Period
HPRH 2001-Early Modern Literature & Art
HPRH 2002-Early Modern Philosophy & Theology
HPRH 2003-Early Modern History/Music
HPRH 2004-Honors: Science I

Spring: Contemporary Period
HPRH 2051-Contemporary Literature & Music
HPRH 2052-Contemporary Social & Political Thought
HPRH 2053-Contemporary History & Art
HPRH 2005-Honors: Science II

Third Year Requirements

Fall
HPRH 3001-Religion in the Modern World

Spring
HPRH 3051-Ethical Dimensions of Contemporary Social Problems

Fourth Year Requirements

Fall or Spring
HPRH 4001-Senior Thesis

GPA Requirement

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

Policies and Procedures

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

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

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

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

Courses Planned for Fall 2012–Spring 2014

Note: Following each course are codes for where the course has been taught. R stands for Fordham College at Rose Hill.

HPRH 1001-Ancient Literature (R)
HPRH 1002-Ancient Philosophy (R)
HPRH 1003-Ancient History & Art (R)
HPRH 1004-Honors Mathematics (R)
HPRH 1051-Medieval Literature & Art (R)
HPRH 1052-Medieval Philosophy & Theology (R)
HPRH 1053-Medieval History (R)
HPRH 2001-Early Modern Literature & Art (R)
HPRH 2002-Early Modern Philosophy & Theology (R)
HPRH 2003-Early Modern History & Music (R)
HPRH 2004-Honors: Science I (R)
HPRH 2005-Honors: Science II (R)
HPRH 2051-Contemporary Literature & Music (R)
HPRH 2052-Contemporary Social & Political Thought (R)
HPRH 2053-Contemporary History & Art (R)
HPRH 3001-Religion in the Modern World (R)
HPRH 3051-Ethical Dimensions of Contemporary Social Problems (R)
HPRH 3075-Seminar: Ignatian Education (R)
HPRH 4001-Senior Thesis (R)

Course Descriptions

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

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

HPRH 1003 - ANCIENT HISTORY & ART (3 CREDITS)
An overview of the history and art of the ancient world, with particular emphasis on the classical world of Greece and Rome.

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

HPRH 1051 - MEDIEVAL LITERATURE/ART (3 CREDITS)
An examination of the literature and art of the medieval world.

HPRH 1052 - MEDIEVAL PHIL/THEOL (3 CREDITS)
An examination of major medieval thinkers, including Augustine, Anselm, and Aquinas.

HPRH 1053 - MEDIEVAL HISTORY (3 CREDITS)
An overview of the history of the medieval world, including an examination of the rise and spread of Islam.

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

HPRH 2002 - EARLY MODERN PHIL & THEOL (3 CREDITS)
An examination of the major thinkers from the Renaissance to the mid-19th century, with particular emphasis on the figures of the Enlightenment.

HPRH 2003 - EARLY MODERN HISTORY & MUSIC (3 CREDITS)
An overview of the history and music of the period from the Renaissance to the mid-19th century.

HPRH 2004 - HONORS: SCIENCE I (3 CREDITS)
A hands-on examination of a question which is the focus of contemporary scientific inquiry. The particular question considered will vary from semester to semester and will usually be addressed from the perspective of more than one scientific discipline. A typical course examines mind-body questions from the perspective of biology and psychology.

HPRH 2005 - HONORS: SCIENCE II (3 CREDITS)
A hands-on examination of a question which is the focus of contemporary scientific inquiry. The particular question considered will vary from semester to semester and will usually be addressed from the perspective of more than one scientific discipline. A typical course examines optics and color from the perspective of chemistry and physics.

HPRH 2051 - CONTEMPORARY LITERATURE & MUSIC (3 CREDITS)
An examination of the literature and music of the contemporary period, with attention to both European American texts as well as texts from world literature.

HPRH 2052 - CONTEMPORARY SOCIAL & POLITICAL THOUGHT (3 CREDITS)
An examination of the major works of social and political thought which have helped to define the modern world.

HPRH 2053 - CONTEMP HISTORY & ART (3 CREDITS)
An overview of the history and art of the contemporary period.

HPRH 3001 - REL IN THE MODERN WORLD (4 CREDITS)
An examination of the way that the world's major religious traditions have come to terms with the philosophical and practical challenges of modernity.

HPRH 3051 - ETHICAL DIMENSIONS IN CONTEMPORARY SOCIAL PROBLEMS (4 CREDITS)
An examination of a particular modern problem from the perspective of both social and ethical analysis. The problem to be considered will vary, although it will generally be either international in scope or able to be viewed from a number of different traditions.

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

HPRH 4001 - SENIOR THESIS (4 CREDITS)
An extended original research project in one's major field, prepared under the guidance of a faculty mentor.

PCS EXCLUSIVE PROGRAMS

Business
Adviser: Bryan, M.B.A.
FV: Room 210 (914) 367-3303; nbryan4@fordham.edu

Overview
Fordham School of Professional and Continuing Studies offers a bachelor's degree in business that provides adult undergraduates with the skills necessary for becoming effective leaders in the business world. The major provides a broad base of business knowledge in both a theoretical and an applied context, placing students in an optimal position to build a career focused on the future.

The curriculum emphasizes real-world financial and economic issues, accounting, ethics, management and marketing, and best organizational practices. By mastering this comprehensive business curriculum and a specialized liberal arts core, Fordham's adult students are not only able to comprehend the relationships among the functional areas of business, but are also able to develop the knowledge base and professional skills required for career advancement in the evolving global business environment.

The program combines an excellent business curriculum with an outstanding liberal arts program so that students graduate with strong analytic, verbal, and writing skills.

The business curriculum is overseen and taught by faculty from Fordham's Gabelli School of Business and is accredited by AACSB International (The Association to Advance Collegiate Schools of Business)

Program Requirements
The major consists of six prerequisites and 12 business courses, several of which also satisfy requirements of the University core curriculum.
Prerequisites
ECON 1100-Intro to Macroeconomics
ECON 1200-Intro to Microeconomics
MATH 1108-Math Methods: Finite
MATH 1109-Math Methods: Calculus
ECON 2140-Statistics I

Required Business Courses
INSY 2300/2400-Information Systems
ACBU 2222-Principles of Financial Accounting
ACBU 2223-Principles of Management Accounting
CMBU 2665-Business Communication
BLBU 2234-Legal Framework of Business
MGBU 2142-Statistical Decision Making
MGBU 3438-Operations and Production Management
BLBU 3443-Ethics in Business
FNBU 3221-Financial Management
MGBU 3223-Principles of Management
MKBU 3225-Marketing Principles
MKBU 4441-Business Policy

Legal and Policy Studies
Director: O’Connell, Ph.D., Esq.
PCSW: Room 205 (914) 367-3303 moconnell15@fordham.edu

Overview
The major in legal and policy studies enables students to combine work in several areas toward both a critical and practical understanding of legal and policy issues. Working with a legal and policy studies adviser, students may select courses focusing on human rights, criminal justice, or the mechanisms of policymaking in the U.S. Students may elect to cluster their courses in healthcare policy, government and public policy, or business and corporate policy. The program is supported by the departments of political science and sociology with contributions from business, economics, organizational leadership, history, and social work. Courses in other programs will be applied if pertinent to your interests.

The Fordham School of Professional and Continuing Studies major in legal and policy studies assures that students will develop oral and written comprehension and expression, achieve an understanding of public policy—that array of government decisions and acts, born of private and public sector interactions, that shape a nation’s political, economic and moral structures—and practice legal and policy analysis. Please note, however, that law schools do not specify any particular major as prerequisite for admission. Rather, they look for a broad liberal arts education and LSAT scores.

Program Requirements

Legal and Policy Studies Major
The major in legal and policy studies is available at Fordham School of Professional Studies at Westchester.

For the major, students must complete a total of 38 credits according to the following schedule of courses:
LGPO 1105-Concepts and Issues in Legal and Policy Studies
Can be used to fulfill a Core requirement.
For the minor, students must complete a total of 23 credits according to the following schedule of courses:

**LGPO 1105-Concepts and Issues in Legal and Policy studies**
**SOCI 3709-Law and Society**
**POSC 3321-American Public Policy**
or **SOCI 3102-Contemporary Social Issues and Policies**

Three additional electives from among the offerings referenced above.

**Course Descriptions**

**LGPO 1105 - CONCEPTS AND ISSUES: LEGAL & POLICY STUDIES**  
(3 credits)

**LGPO 4922 - SENIOR SEMINAR**  
(4 credits)
Semesterlong research project culminating in formal, public presentation of research report.

**Organizational Leadership**

Director: Takooshian  
PCS-L: LL 916F, (212) 636-6393, takoosh@aol.com

**Overview**

Virtually all advancement for nonspecialist management and supervisory personnel in business, government, cultural and nonprofit organizations is based largely upon the following competencies or skill sets: the ability to communicate effectively; familiarity with essential organizational functions (such as strategic planning, budgeting, information processing, legal issues, and public relations); broad-based learning and critical thinking skills requisite for continual adaptability to changing responsibilities; and, increasingly, the ability to understand and participate with others in multitask-groups.

The organizational leadership program, offered at Rose Hill, Lincoln Center, and Westchester, is intended to provide an interdisciplinary array of courses tailored to these educational needs of generalist managers and supervisors. It is intended to provide an alternative to the specialist-oriented major programs and the quantitative emphasis characteristic of colleges of business administration. Further, as contrasted with organizational development curricula at most other universities, Fordham’s program consists largely of standard, discipline-based courses from the liberal arts tradition, not of program-exclusive courses developed in an ad hoc fashion.

**Program Requirements**

**Organizational Leadership Major**

(HEGIS Code 2299) Program Code 27351

The major in organizational leadership is available through Fordham School of Professional and Continuing Studies at all three campuses: Lincoln Center, Rose Hill, and Westchester. For students who work, these courses are now offered in different formats: traditional classroom (3 hours per week), intensive weekend courses, or online.

The organizational leadership major consists of 9 courses.

Students who are planning to major in organizational leadership must first complete: Basic Microeconomics (ECON 1200), Introductory Sociology (SOCI 1100) and Foundations of Psychology (PSYC 1200). It is also strongly recommended that students in this major develop computer literacy by taking Computer Applications (CSEU 1250) or Info and Web Programming (CSEU 2350).

**Major Requirements:**

1. **ORGL 2000-Theories of Leadership**

2. One communications course selected from:
   - COMM 2501-Effective Speaking
   - CMBU 2665-Business Communications

3. One social research course selected from:
   - SSCI 2650-Research Methods
   - SSCI 2606-Statistics for Social Scientists
   - SOCI 2850-Methods of Social Research
   - Or any other statistics course offered (e.g., PSYC 2000-Statistics or ECON 2140-Statistics I)

4./5. Two business courses selected from:
   - MGBU 3223-Principles of Management
   - BLBU 2334-Legal Framework of Business
   - FNBU 3221-Financial Management
   - ACBU 2222-Financial Accounting
   - ACBU 2223-Management Accounting

Three courses (one course from each group):

6. **Group I**
   - PSYC 3300-Industrial/Organizational Psychology
   - PSYC 2600-Social Psychology
   - ORGL 2900-Entrepreneurship
   - ORGL 2500-Organizational Behavior: Change & Leadership

7. **Group II**
   - COMM 3501-Public Relations
   - ORGL 2300-Issues in Human Resources Management
   - ORGL 2600-Mediation, Negotiation, ADR
   - SOCI 3221-Work/Business in Society
   - SOCI 3150-Sociology of Work
   - SSCI 4665 Career Management (with an optional of internship)

8. **Group III**
   - SSCI 3806-Interpersonal Behavior/Group Process
   - COMM 2702-Interpersonal Communication
   - ORGL 2600-Mediation, Negotiation, and ADR
   - ORGL 2700-Organizational Communication
   - COMM 2701-Persuasion/Attitude Change

9. One senior-level capstone course
   - ORGL 4000-Leadership Concepts and Cases

**Program Activities**

The organizational leadership program sponsors guest speakers on related topics periodically during the academic year.
Course Descriptions

ORGL 2000 - THEORIES OF LEADERSHIP (4 CREDITS)
Designed to provide a context for the beginning student in the Organizational leadership major, this course presents a range of theoretical perspectives and a common vocabulary for discussing leadership. It includes an analysis of historical concepts and contemporary theories, focusing on the idea of leadership and the contributions of several disciplines to our understanding of it.

ORGL 2300 - ISSUES IN HUMAN RESOURCE MANAGEMENT (4 CREDITS)
An overview of current issues in human resource management in organizations. Topics include career development, recruitment, retention, training, interviewing, performance appraisal and improvement, employee relation, technology, legal issues, compensation, motivation, ethics, and work-life balance.

ORGL 2600 - MEDIATION, NEGOTIATION, & ALTERNATIVE DISPUTE RESOLUTION (4 CREDITS)
A review of the history principles and practices of alternative dispute resolution (ADR), including mediation, negotiation, arbitration, conflict resolution which are increasingly used in all areas of society (law, business, and family). Combines lectures and exercises.

ORGL 2700 - ORGANIZATIONAL COMMUNICATION (4 CREDITS)
A hands-on review of communication theory and practice in organizations, including writing, oral presentations, and up-down-across communications.

ORGL 2900 - ENTREPRENEURSHIP (4 CREDITS)
A hands-on overview of entrepreneurship today--its history, role in society, theory, and practice. Topics include developing a business plan, market analysis, value position, exit strategy, intrapreneurs, and managing creativity in organizations.

ORGL 3000 - BUDGETING AND ACCOUNTING (4 CREDITS)
This course introduces the fundamentals of financial and managerial accounting to nonbusiness majors. The course prepares the students to have a general understanding of the role of accounting in organizational leadership and planning. It instills in a student thorough knowledge and skills of how to study, analyze, and use the information presented in annual reports of various institutions and interact with the accounting staff in preparing a business plan for segments of an organization accompanied with the relevant budgets. In addition, it will enable the students to apply the tools of accounting analysis to other relevant business or business-related courses.

ORGL 4000 - LEADERSHIP CONCEPTS & CASES (4 CREDITS)
This course combines historical examples with vision into the future of organizational development to identify the qualities and responsibilities that will dramatically redefine and improve leadership performance in today's rapidly changing world of work. This course, through case study analysis, will help students identify and understand fundamental shifts in leadership development shifts that are essential if organizations are to grow and prosper.

Postbaccalaureate Premed/Pre-Health Program

Director: O'Connell, Ph.D., Esq.
PCS-W: Room 209; (914) 367-3302; postbac@fordham.edu
PCS-R: Keating, Room 125; (718) 817-2600; postbac@fordham.edu
PCS-L: Lowenstein, Room 301; (212) 636-6399; postbac@fordham.edu

Overview

The Fordham Postbaccalaureate Premed/Pre-Health Program is for students who have completed their undergraduate degrees and are preparing for entry into the health professions but need the prerequisite science courses. Individuals seeking admission to medical, dental, or veterinary schools, or nursing or physician assistant programs may apply to the School of Professional and Continuing Studies (PCS) for the prerequisite science courses as nonmatriculated students.

In keeping with the PCS educational philosophy to serve adult students, the Fordham Postbaccalaureate Premed/Pre-Health Program offers its premed curriculum primarily in the evening, on weekends and in summer sessions with classes at Rose Hill, Lincoln Center, and Westchester. A limited number of day classes is also available during the academic year.

Candidates submit an application online for PCS admission as nonmatriculated students, provide official undergraduate transcripts, and interview with the program director. The general requirement for consideration is a minimum 3.0 GPA.

Program Requirements

Postbaccalaureate Premed/Pre-Health Program

The core curriculum includes one year of biology, general chemistry, organic chemistry, physics, mathematics, statistics, and English required by most medical and professional schools as prerequisites for admission. Additional upper-level science courses are also available and require prior completion of the core sequence in biology and general chemistry. These courses prepare students for the professional school entrance exams, e.g., MCAT, DAT, and VCAT.

Core:
Intro to Biology I Lecture/Intro to Biology I Lab
Intro to Biology II Lecture/Intro to Biology II Lab
General Chemistry I Lecture/General Chemistry I Lab
General Chemistry II Lecture/General Chemistry II Lab
Organic Chemistry I Lecture/Organic Chemistry I Lab
Organic Chemistry II Lecture/Organic Chemistry II Lab
Physics I Lecture/Physics I Lab
Physics II Lecture/Physics II Lab
Applied Calculus I/Statistics I

Upper Level:
Cell Biology
Genetics Lecture/Genetics Lab
Microbiology Lecture/Microbiology Lab
Immunology Lecture/Immunology Lab
Human Anatomy Lecture/Human Anatomy Lab
Human Physiology Lecture/Human Physiology Lab
Biochemistry
Molecular Biology
Professional Studies in New Media

Director: Strate
PCS-R: Faculty Memorial Hall, Room 434A;(718)817-4864; strate@fordham.edu

Overview
From surfing the Web to social networking to smartphones, we live and work in a world shaped by online communications, electronic media, and digital devices. The media industries in this area are expanding rapidly, and every business and organization today needs individuals who understand the new media environment, and know how to keep up with emerging trends and innovations in this ever-evolving landscape.

Fordham School of Professional and Continuing Studies's recently launched Professional Studies in New Media program that offers you the knowledge and skills needed to be effective participants in the digital arena.

Designed for adult students in midcareer looking to retool or remain competitive in the workplace, as well as those seeking to further their studies of new media, the program provides students with the principles, theories, and methodologies for success in business, government, and the nonprofit sector.

- Communicate effectively through new media and digital design.
- Learn how to gather data and conduct research online.
- Design websites and mobile applications.

The program—which is rooted in Fordham University’s acclaimed liberal arts curriculum—draws on the fields of communication and media studies, computer and information science, and business, giving students a comprehensive understanding of new media, its history and development, as well as its social and psychological effects.

Program Requirements

Professional Studies in New Media Major
(HEGIS Code 0601) Program Code 34694

The Professional Studies in New Media major consists of 11 courses:

Required courses (seven out of the following eight):
1. PSNM 2000-Professional Communication in New Media Environments
2. PSNM 2001-Business and Practice of New Media
3. COMM 2527-Writing for Online Media
4. COMM 2523-Digital Design for New Media
5. PSNM 3307-Social Media Marketing and Public Relations
6. PSNM 2350-Programming for the Web
7. PSNM 2500-Understanding Digital Archives
8. PSNM 2850-New Media Metrics

Ethics requirement (one of the following):
9. COMM 4005 Digital Media and Public Responsibility
10. CISC 4650 Cyberspace: Issues and Ethics
11. CISC 4660 Minds, Machines, and Society

Possible Concentrations (3 courses in one concentration):
Digital Design

Course Descriptions

PSNM 2000 - PROFESSIONAL COMMUNICATION IN NEW MEDIA ENVIRONMENTS (4 CREDITS)
A comprehensive overview of the history and forms of the new media and the possibilities they offer for participation and interaction. Explorations of the cognitive and cultural implications and issues surrounding computers and computer-mediated communication, digital technologies, gaming, the Internet, the Web, social media, and online communication.

PSNM 2001 - BUSINESS AND PRACTICE OF NEW MEDIA (4 CREDITS)
An introduction to new media industries covering matters of economics, technology, and regulation, convergence in media and entertainment industries, as well as social and cultural consequences. This course is based around readings, viewings, and production assignments.

PSNM 2350 - PROGRAMMING FOR THE WEB (4 CREDITS)
This course provides undergraduate students in all disciplines with an introduction to digital information and communication systems and technologies and their applications. Emphasis will be on Internet, which supports access to (and transmission of) information of unprecedented scale and availability, and on the exercises for developing basic skills, reinforcing the learned material, and enhancing studies in their disciplines.
PSNM 2500 - UNDERSTANDING DIGITAL ARCHIVES (4 CREDITS)
This course will introduce the fundamentals of information storage, access, and retrieval using a variety of structures, formats, and systems in computing, Internet, and information technologies. Projects and case studies will be drawn from the sciences, social sciences, arts and humanities, and professional studies in medicine and health, business and commerce, justice and law, and education. Students will have hands-on experience in the acquisition and management of information from a diverse online and remote database. (e.g., Gene Bank, digital archives).

PSNM 2525 - DIGITAL ANTHROPOLOGY (4 CREDITS)
A study of the technological, social, and cultural events that created digital media and its emerging cyberculture. An exploration of digital media environments and digital research techniques.

PSNM 2850 - NEW MEDIA METRICS (4 CREDITS)
Over the past decade, methods for analyzing data and extracting useful information from data in several application domains have increasingly relied on “intelligent” computer systems. In this course we will review these methods and systems and apply them to real-world problems, using state-of-the-art data analysis and data mining tools, including basic algorithms and statistics. It is intended for social sciences, business, and other science majors who have a strong desire and/or urgent need to analyze data—using computers in their disciplines and at work after graduation.

PSNM 3307 - SOCIAL MEDIA, MARKETING & PR (4 CREDITS)
An exploration of computer-mediated communication, electronic networking, online Internet communication, and emerging interactive social contexts.

PSNM 4000 - NEW MEDIA INTERNESHIP (1 CREDIT)
Weekly intern duty and regular meetings with a faculty adviser, during which time students extend classroom experience into the real world. Written projects and readings relating to the internship are assigned. Can be repeated for credit.

PSNM 4001 - SPECIAL PROJECT IN DIGITAL DESIGN (1-4 CREDITS)
Independent project supervised on a tutorial basis. Can be repeated for credit.

PSNM 4002 - INDEPENDENT RESEARCH IN NEW MEDIA (1-4 CREDITS)
Independent study supervised on a tutorial basis. Can be repeated for credit.

PSNM 4010 - SPECIAL TOPICS IN NEW-MEDIA (4 CREDITS)
An examination of current issues, practices, or trends in new media. Specific topics to be covered vary by semester.

PSNM 4471 - CASE STUDIES IN NEW MEDIA BUSINESS
Advanced study in the business of new media, with emphasis on in-depth examinations of specific case studies of successes and failures in the new media professions and industries.
 Gabelli School of Business

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

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

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

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

There are other hallmarks of the Gabelli education as well. One is a commitment to personal and professional development. Through a carefully planned four-year sequence, students become aware of their personal and career goals and chart concrete plans for attaining them. Another is a hands-on, experiential education. Gabelli course assignments are crafted to replicate the situations that students will face as professionals and to develop the skills needed to successfully handle them. Students engage in business simulations, research actual firms, develop plans to launch their own companies, utilize industry-standard financial analysis software, and much more.

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

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

The pages that follow offer detailed information on the Gabelli School of Business academic program, which includes the following:

Degrees (Bachelor of Science):

- Applied accounting and finance
- Accounting information systems
- Business administration
- Finance
- Management of information and communications systems
- Marketing
- Public accounting

Concentrations within the Business Administration degree:

- Accounting
- Business economics
- Entrepreneurship
- Finance
- Information systems
- Management
- Marketing

Specializations:

- Communications and media management
- International business (G.L.O.B.E.)
- Value investing

Minors:

- Accounting
- Business law and ethics
- Marketing
- Sustainable business
- Liberal arts (offered by departments within Fordham College)

Administration

Dean of the Gabelli School of Business, Dean of Business Faculty: Donna Rapaccioli, Ph.D., rapaccioli@fordham.edu, (Hughes Hall 405, x 4105)
Associate Dean: Harry Kavros, Ph.D., hkavros@fordham.edu (Hughes Hall 426, x4115)

Class Deans:
Mario DiFiore, M.B.A., Assistant Dean; Adviser for Seniors
difiore@fordham.edu (Hughes Hall 419, x4109)
Alan Cafferkey, M.A., Assistant Dean; Adviser for Juniors
cafferkey@fordham.edu (Hughes Hall 418, x4106)
Gabriella Brown, M.A., Assistant Dean; Adviser for Sophomores
gbrown24@fordham.edu (Hughes Hall 417, x4541)
Greer Jason-DiBartolo, Ph.D., Assistant Dean; Adviser for Freshmen
jason@fordham.edu (Hughes Hall 416, x4108)
Steven Najdzionek**, M.B.A., Assistant Dean; Adviser for Transfer Students, and New Programs
najdzionek@fordham.edu, (Hughes Hall 414, x4107)
Rosanne Conte**, M.A., Director of the Evening Program; Adviser for Evening Students; and Scheduling Coordinator
rconte@fordham.edu, (Hughes Hall 413, x4112)

Center for Professional Advising:
Heather Krasna, Director of Personal and Professional Development
hkrasna@fordham.edu, (Hughes Hall 300-B-A, x4100)
Nancy McCarthy**, M.A., Manager of Student Personal and Professional Development
namccarthy@fordham.edu, (Hughes Hall 300-B, x0444)
Tara Naughton, M.B.A, C.P.A, Accounting Adviser
tnaughton2@fordham.edu, (Hughes Hall 300-B, x0175)
Lisa Henkoff, Finance Adviser
lisa.henkoff@gmail.com, (Hughes Hall 300-B)
Gina Hill, Marketing Adviser
hilllobasso@fordham.edu, (Hughes Hall 300-B, x0745)

Directors/Coordinators:
Brian Dunn, M.A., Director of Honors Opportunities and the Global Business Honors Program
bdunn@fordham.edu, (Hughes Hall 300-A, x5203)
Jeffrey Haynes, B.A., Information Systems Engineer, Fordham IT Laureate
jhaynes@fordham.edu, (Hughes Hall 103B, x4639)
Michael Polito, Assistant Dean, Director of International Program
mpolito6@fordham.edu, (Hughes Hall 300-A, x4541)
Nicole Gesualdo, Director of Strategic Communications
ngesualdo@fordham.edu, (Hughes Hall 424, x5145)

Support Staff
Elizabeth Grizzaffi, Administrative Assistant to the Dean
egrizzaffi@fordham.edu, (Hughes Hall 404, x4466)
Susan Bruccoleri, Administrative Assistant to the Deans
bruccoleri@fordham.edu, (Hughes Hall 400A, x4102)
Doreen Fishburne, Administrative Assistant to the Deans
fishburne@fordham.edu, (Hughes Hall 400B, x4103)
Elizabeth Cardiello, Administrative Assistant to the Business Faculty
cardiello@fordham.edu, (Hughes Hall 500, x4101)
Valerie Mastriocovo, Administrative Assistant to the Business Faculty
mastriocovo@fordham.edu, (Hughes Hall 500, x1004)

Faculty Directors
Steven Raymar, Ph.D., Faculty Adviser to the Global Business Honors Program
Marcia H. Flicker, Ph.D., Director of GSB Honors Thesis Program
Katherine A. Combellick, Ph.D.,* Director of International Service Learning Program

Area Chairs:
Stephen Bryan, Ph.D., Accounting
Kenneth Davis, J.D.,* Law and Ethics
John Fortunato, Ph.D., Communications and Media Management
An Yan, Ph.D., Finance (interim)
Evangelos Katsamakas, Ph.D., Information and Communications Systems
Falguni Sen, Ph.D., Management Systems
Dawn Lerman, Ph.D., Marketing

*Recipient of the Bene Merenti Medal for 20 years of service with Fordham.
**Recipient of the Archbishop Hughes Medal for 20 years of service with Fordham.

Academic Excellence
The Gabelli School of Business offers opportunities for students to study any of the following business areas: accounting, applied accounting and finance, accounting information systems, public accounting, business economics, communications and media management, e-business, entrepreneurship, finance, information systems, legal and ethical studies, management of information systems, management systems and marketing.

Regardless of the business area(s) selected, each program has four distinct elements: (1) the liberal arts core, (2) the business core, (3) the major/concentration, and (4) electives. The liberal arts core and the business core are the same for all programs, and the major/concentration and electives vary across the programs. The liberal arts core is designed to nurture curiosity and provide students with the broad liberal arts foundation necessary to engage in lifelong learning. The business core provides breadth of knowledge across the array of business disciplines. The major/concentration and electives provide the students an opportunity to both focus their studies toward a specific area of study or to broaden it through multiple areas of study and electives.
Liberal Arts Core

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

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Title</th>
<th>Typical year course is taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1102</td>
<td>Composition II</td>
<td>Freshman</td>
</tr>
<tr>
<td>THEO 1000</td>
<td>Faith and Critical Reason</td>
<td>Freshman</td>
</tr>
<tr>
<td>HIST 1000-1990</td>
<td>One course from the Understanding Historical change group of courses</td>
<td>Freshman*</td>
</tr>
<tr>
<td>PHIL 1000</td>
<td>Philosophy of Human Nature</td>
<td>Freshman</td>
</tr>
<tr>
<td>ECON 1100</td>
<td>Basic Macroeconomics</td>
<td>Freshman</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>Basic Microeconomics</td>
<td>Freshman</td>
</tr>
<tr>
<td>MATH 1108</td>
<td>Math Methods: Finite</td>
<td>Freshman*</td>
</tr>
<tr>
<td>MATH 1109</td>
<td>Math Methods: Calculus</td>
<td>Freshman*</td>
</tr>
<tr>
<td>ENGL 2000</td>
<td>Texts and Contexts</td>
<td>Freshman or Sophomore</td>
</tr>
<tr>
<td>PHIL 3000</td>
<td>Philosophical Ethics</td>
<td>Junior**</td>
</tr>
<tr>
<td>THEO</td>
<td>Any Theology Course with the “Sacred Texts &amp; Traditions” attribute</td>
<td>Junior**</td>
</tr>
<tr>
<td>ECON 2140</td>
<td>Statistics I</td>
<td>Sophomore (fall)</td>
</tr>
</tbody>
</table>

Fine Arts Course

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMBU 1001</td>
<td>Sophomore Fall Integrated Project</td>
</tr>
<tr>
<td>CMBU 1002</td>
<td>Sophomore Spring Integrated Project</td>
</tr>
<tr>
<td>CBBU 1004</td>
<td>Junior Integrated Project</td>
</tr>
<tr>
<td>CBBU 1006</td>
<td>Senior Integrated Project</td>
</tr>
</tbody>
</table>

(*) If the student is pursuing a language course or a fundamental course (i.e., Pre-Calculus or Composition I), then this course may be taken later as advised by the student’s class dean. Students should also consider leaving these classes until later in their college career if they plan to eventually study abroad.

(**) If the student has already fulfilled some required courses before the start of his or her freshman year (such as through AP credit), then these courses can be taken during the freshman year as advised by the student’s class dean.

In all cases, the liberal arts core also includes three distributive requirements: Global Studies, American Pluralism, and Senior Value Seminar. These requirements are satisfied by business courses for Gabelli students. A Global Studies course is indicated by the attribute “Globalism” in the Banner system. The American Pluralism requirement is fulfilled by the completion of two core business courses: Principles of Management and Marketing Principles. The Senior Value Seminar requirement is fulfilled by another core business course, Ethics in Business.

Business Core

Students in the Gabelli School of Business are required to complete the business core curriculum as part of their degree requirements. Traditional day students will pursue Track 1, while evening students will pursue Track 2.

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Title</th>
<th>Number of credits</th>
<th>Typical year course is taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBBU 1001</td>
<td>The Ground Floor</td>
<td>3</td>
<td>Freshman</td>
</tr>
<tr>
<td>INSY 2399</td>
<td>Information Systems I</td>
<td>1.5</td>
<td>Freshman</td>
</tr>
<tr>
<td>INSY 2301</td>
<td>Information Systems II</td>
<td>1.5</td>
<td>Junior (fall)</td>
</tr>
<tr>
<td>ACBU 2222</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
<td>Sophomore (fall)</td>
</tr>
<tr>
<td>ACBU 2223</td>
<td>Principles of Management Accounting</td>
<td>3</td>
<td>Sophomore (fall)</td>
</tr>
<tr>
<td>CMBU 2664</td>
<td>Business Communication - 1</td>
<td>1.5</td>
<td>Sophomore (fall)</td>
</tr>
<tr>
<td>CMBU 2666</td>
<td>Business Communication - 2</td>
<td>1.5</td>
<td>Junior (fall)</td>
</tr>
<tr>
<td>BLBU 2234</td>
<td>Legal Framework of Business</td>
<td>3</td>
<td>Sophomore (spring)</td>
</tr>
<tr>
<td>MGBU 2142</td>
<td>Statistical Decision Making</td>
<td>3</td>
<td>Sophomore (spring)</td>
</tr>
<tr>
<td>MGBU 3438</td>
<td>Operations &amp; Prod. Management</td>
<td>3</td>
<td>Junior (fall)</td>
</tr>
<tr>
<td>BLBU 3443</td>
<td>Ethics in Business</td>
<td>3</td>
<td>Junior (spring)</td>
</tr>
<tr>
<td>FNBU 3221</td>
<td>Financial Management</td>
<td>3</td>
<td>Sophomore (spring)</td>
</tr>
<tr>
<td>MGBU 3222</td>
<td>Principles of Management I</td>
<td>1.5</td>
<td>Sophomore (fall)</td>
</tr>
<tr>
<td>MGBU 3224</td>
<td>Principles of Management II</td>
<td>1.5</td>
<td>Senior (fall)</td>
</tr>
<tr>
<td>MKBU 3225</td>
<td>Marketing Principles</td>
<td>3</td>
<td>Sophomore (fall)</td>
</tr>
<tr>
<td>MGBU 4440</td>
<td>Strategy I</td>
<td>1.5</td>
<td>Sophomore (spring)</td>
</tr>
<tr>
<td>MGBU 4442</td>
<td>Strategy II</td>
<td>1.5</td>
<td>Senior (fall)</td>
</tr>
<tr>
<td>CBPU 1002</td>
<td>Sophomore Fall Integrated Project</td>
<td>1</td>
<td>Sophomore (fall)</td>
</tr>
<tr>
<td>CBPU 1003</td>
<td>Sophomore Spring Integrated Project</td>
<td>1</td>
<td>Sophomore (spring)</td>
</tr>
<tr>
<td>CBPU 1004</td>
<td>Junior Integrated Project</td>
<td>1</td>
<td>Junior (fall)</td>
</tr>
<tr>
<td>CBPU 1006</td>
<td>Senior Integrated Project</td>
<td>1</td>
<td>Senior (fall)</td>
</tr>
</tbody>
</table>

Please see your dean for any updates to this curriculum.
How the GSB Business Core Complements the Liberal Arts Core

A number of business core courses complement and build upon the liberal arts core courses. Further, some are interdisciplinary. The table below outlines some of the ways these courses complement liberal arts core courses.

<table>
<thead>
<tr>
<th>Relationship to Liberal Arts</th>
<th>How Course Complements Liberal Arts Core Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Communications</td>
<td>Builds on Composition II. Involves extensive written and oral communications.</td>
</tr>
<tr>
<td>Legal Frameworks of Business</td>
<td>Builds on Philosophical Ethics. Covers the history of the legal system, and involves the Socratic method. Has global elements.</td>
</tr>
<tr>
<td>Business Policy</td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td>Statistical Decision Making</td>
<td>Builds on Statistics I. Fourth in a series of economics courses. Delivered by the FCRH Economics Department; can be interdisciplinary. Teaches hypothesis testing.</td>
</tr>
<tr>
<td>Information Systems</td>
<td>Teaches scientific method. Includes a lab.</td>
</tr>
<tr>
<td>Ethics in Business</td>
<td>Currently a Senior Values Seminar. Third in a series of courses that begin with two philosophy courses. Advanced level; interdisciplinary focus.</td>
</tr>
</tbody>
</table>

Majors

Students in this program add specificity to their degree by selecting a primary concentration in accounting, business economics, entrepreneurship, finance, information systems, management systems, or marketing. Each primary concentration comprises four upper-level courses. Requirements vary by area. Below is a brief description of each of the eight majors available at the Gabelli School of Business.

**Bachelor of Science in Business Administration**

Business administration majors may elect to pursue an additional concentration as well. This can be an additional four-course primary concentration, or a less-intensive three-course secondary concentration. Please note that there is no secondary concentration available in entrepreneurship.

**Bachelor of Science in Finance**

The B.S. in finance is designed for students who desire more in-depth knowledge and a more specialized skill set than they would get from a business administration degree with a finance concentration. The B.S. in finance prepares students to enter the highly competitive global financial marketplace.

The finance major consists of seven requirements and three electives. These 10 courses cover a range of topics that includes international finance, investment and security analysis, portfolio management, and applied corporate finance. Students may further specialize the finance major by pursuing either a corporate finance track or an investment/CFA track. The finance area also offers a three-course specialization in value investing. The finance major's full requirements are listed in the areas of study section.

**Bachelor of Science in Management of Information and Communications Systems**

A major in management of information and communications systems (MICS) positions students for high-level work in the information technology side of business, as CIOs and other top-tier IT executives. Students become proficient in using information technology to solve business problems. They are prepared for jobs in systems analysis, information systems management, and information systems consulting — sectors of business that are actively growing while others are facing cuts.

The MICS major blends an understanding of technology with an understanding of management. Computer science courses and business courses combine to develop students not into programmers, but into managers. The major's 10 courses include six requirements and four electives; details can be found in the areas of study section.

**Bachelor of Science in Marketing**

This degree provides the foundation for success in any of the diverse career paths within marketing, such as advertising, market research, electronic marketing, international marketing, product management, and retailing. The major's nine required courses focus on marketing decision-making, ranging from the collection and analysis of market information to new product design, product management, pricing, promotion, and distribution. The full requirements are explained in the areas of study section.

**Majors In Accounting**

By choosing one of the four majors below, students become eligible to apply for Fordham's selective dual-degree (150 credit-hour) programs in accounting, the successful completion of which allows them to sit for the certified public accounting examination. Interested students should see the dual-degree section of this bulletin for more information and follow up with their class deans. Details on the requirements for all four majors below are in the areas of study section.

**Bachelor of Science in Public Accounting (120 credits)**

This program prepares students for careers in public accounting. It requires 11 courses: eight accounting courses, one upper-level law course, and two upper-level business electives.

**Bachelor of Science in Applied Accounting and Finance (120 credits)**

This program educates students in accounting and financial markets. Its 11 courses include four upper-level accounting courses, four upper-level finance courses, one upper-level law course, and two business electives.

**Bachelor of Science in Accounting Information Systems (120 credits)**

This program provides an education in accounting combined with a grasp of the rapid advances in information technology that are shaping the field. The major's 11 courses encompass four upper-level accounting courses, four upper-level information systems courses, one upper-level law course, and two business electives.

**Bachelor of Science in Public Accountancy (150 credits)**

This program is an extension of the undergraduate accounting degree, allowing students to fulfill the 150-credit requirement for the CPA exam while attaining an undergraduate degree.
Majors and Concentrations

The Gabelli School of Business offers students the option of either an area-specific major, or a business administration degree with a specific concentration. Both options carry distinct advantages.

An area-specific major provides students with extensive knowledge in that particular business discipline, which they can complement with limited electives in other areas. A business administration degree allows students to pursue a more generalized program along with an area-specific concentration, and it provides greater flexibility to explore other business disciplines, liberal-arts subjects, and electives.

No matter whether they choose an area-specific major or a business administration major, students may elect to add any of the following on top of their requirements: a four-course concentration, a three-course secondary concentration, a specialization, a liberal-arts minor, or a minor in marketing. Due to scheduling limitations, however, students should consider their interests and career goals and then consult their class deans for advice on which paths are feasible and would best suit their needs.

Students wishing to incorporate more than one area of study in business find it better to pursue a major in business administration with a primary concentration. This degree path allows for the most flexibility and room to incorporate a second, or even a third, area from business or liberal arts, as well as a greater variety of options when choosing classes for study abroad.

All Gabelli School students must choose one of the following majors:

**Majors**
- Applied Accounting and Finance (120 credits)
- Accounting Information Systems (120 credits)
- Public Accounting (120 credits)
- Public Accountancy (150 credits)
- Management of Information and Communication Systems
- Finance
- Marketing

**Business Administration** (with at least one concentration in one of the following areas):
- Accounting
- Business Economics
- Entrepreneurship
- Finance
- Information Systems
- Management Systems
- Marketing

Secondary Concentrations, Specializations, and Minors

These are available in the following areas:

**Secondary concentrations in:**
- Accounting
- Business Economics
- Finance
- Information Systems

Specializations in:
- International Business (G.L.O.B.E.)
- Value Investing

Minors in:
- Accounting
- Business Law and Ethics
- Economics
- Marketing (beginning spring 2014)
- The Liberal Arts.

Electives (Liberal Arts, Business, and Free)

Students in the Gabelli School of Business are required to complete as part of their degree requirements, a combination of 14 courses that are made up from a possible combination of major courses, concentration courses, minor courses, specialization courses and/or electives (free, business or liberal arts). Below are the courses that are required for each year. In this case, they are merely listed by the types of courses that are required, unlike the liberal arts core and the business core curriculum which are listed by specific course requirements.

Below is an example listing for a student taking business administration as a major.

This also denotes the placement for major requirements in accounting (Acct), management of information and communication systems (MICS), marketing (Mkt) and finance (Fin) majors.

**Electives**

Concentration: four courses (min. 12 credits)
1. Concentration Course or (Major Acc, MICS, Mkt, Fin)
2. Concentration Course or (Major Acc, MICS, Mkt, Fin)
3. Concentration Course or (Major Acc, MICS, Mkt, Fin)
4. Concentration Course or (Major Acc, MICS, Mkt, Fin)

**Fordham College (liberal arts) Electives: six courses (min. 18 credits)**
1. Liberal arts elective
2. Liberal arts elective
3. Liberal arts elective
4. Liberal arts elective or (major acct, MICS, Mkt, Fin)
5. Liberal arts elective or (major acct, MICS, Mkt, Fin)
6. Liberal arts elective or (major acct, MICS, Mkt, Fin)

**Free Electives (business or liberal arts): 3 courses (min. 9 credits)**
1. Free elective or (major acct, MICS, Mkt, Fin)
2. Free elective or (major acct, MICS, Mkt, Fin)
3. Free elective or (major acct, MICS,Fin)

**Business Elective: one course (three credits)**
1. Business elective or (Major Acc, MICS, Mkt, Fin)

Public accountancy majors must complete four liberal arts electives.

All other Accounting majors must complete at least three liberal arts electives. Finance and MICS majors must complete at least four liberal arts electives. Marketing majors must complete at least six liberal arts electives.
electives (one of which must be from the list of marketing-related liberal arts electives. And finally, business administration majors must complete 6 liberal arts electives.

### Program Differences Between Four-Year Day and Evening Programs

The Gabelli School of Business has two programs: a full-time day program designed for recent high school graduates who wish to receive their degree after four years of concentrated study, and an evening program for students who may be unable to attend classes during the day or who wish to pursue a part-time course of study. Application for admission to the full-time day programs is through the Office of Admission, 1-800-FORDHAM.

There is no direct admission to the Gabelli School of Business evening program. Students interested in pursuing an evening program focusing on business would first seek acceptance into Fordham's School of Professional and Continuing Studies, then complete all of the GSB Evening prerequisites, and meet the internal transfer requirements for eligibility to apply to the GSB Evening Program. Interested students seeking to pursue this part-time evening program should begin by going to into Fordham’s School of Professional and Continuing Studies website for more information: [http://www.fordham.edu/academics/colleges__graduate_s/undergraduate_colleg/school_of_profession/index.asp](http://www.fordham.edu/academics/colleges__graduate_s/undergraduate_colleg/school_of_profession/index.asp)

Evening program students are subject to the similar curriculum requirements as four-year day students, although the term of study will be extended beyond four years in all but exceptional cases. Furthermore, evening program students will fulfill their liberal arts requirements in Fordham School of Professional and Continuing Studies, while four-year day students will fulfill these requirements in Fordham College at Rose Hill.

### Four-Year (Traditional) Day Program

The curriculum consists of 40 courses and requires a minimum of 120 credits (please note, where certain three-credit core business courses are split into two 1.5-credit courses, the two split courses still count as one course). A cumulative quality point index of at least 2.0 must be achieved in order to graduate. Students who transfer into GSB from another school are required to complete a minimum of 20 courses and 60 credits as matriculated GSB students.

Students typically take five courses every semester. Any deviation from this number should be approved by the student's class dean. All students who come to Fordham without any prior credit for college coursework must take five courses in each semester in order to be on target for graduation in four years.

Below is a table listing of business courses, liberal arts courses, and free electives for the different business majors. The number refers to the actual number of courses that must be completed for each major.

The raw numbers indicate the business administration major course summary, while the numbers in parentheses indicate the marketing major course summary and those in brackets indicate the accounting, management of information and communication systems, or finance major course summary. This parallels the courses listed on the curriculum analysis forms.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Business Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Courses</strong></td>
<td>Bus. Admin.</td>
</tr>
<tr>
<td>Business core</td>
<td>13</td>
</tr>
<tr>
<td>Concentration + bus elec.(col. 1) or major (col. 2-4)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>Liberal Arts and Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Liberal arts core</td>
<td>13</td>
</tr>
<tr>
<td>Liberal arts elective(s)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>19</td>
</tr>
<tr>
<td>Free electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total of courses</strong></td>
<td>40</td>
</tr>
</tbody>
</table>

ACCT denotes each of the accounting area majors, MICS denotes the management of information and communications systems major, FIN denotes the finance major, and MKT denotes the marketing major.

See the liberal arts core and business core courses listed earlier for specific course requirements.

**Please see your dean for any updates to this curriculum.**

### Evening (Nontraditional) Program Curriculum

Nontraditional students accepted into the evening program of the Gabelli School of Business have the opportunity to begin or continue their university-level education in business in a manner that is more accommodating and flexible than a typical traditional day program.

The program is designed to allow students to complete most of their degree requirements in the evening and on a part-time or a minimally full-time basis depending on the circumstances. In addition to the evening courses that a student may take, a select number of liberal-arts courses are offered during the daytime on Saturdays for students in this program. Students also may elect to take a minority of their business coursework in the daytime if given express permission from the evening program director. All liberal arts core courses must be taken in evening or on Saturdays through Fordham School of Professional and Continuing Studies.

Evening students first must be accepted into the Fordham School of Professional and Continuing Studies. They then must complete five evening program prerequisite courses, attain a specified minimum cumulative GPA, and meet the standards for evening program admission. Once accepted into the evening program, students typically begin their studies with the liberal arts core and with select business core courses, which should be carefully chosen with guidance from the evening program adviser.

To enter the evening program, students must have completed the following evening program prerequisite courses:
• Microeconomics
• Macroeconomics
• Statistics I
• Finite Math
• Calculus

With those prerequisites complete and other requirements met, candidates must fill out and submit an internal transfer application. Candidates should contact the transfer dean, Steven Najdzionek at (najdzionek@fordham.edu) for more information at this stage.

Evening program admissions decisions are typically made twice a term. The evening program is similar academically to the day program but varies in its delivery, structure, and approach.

As in the day program, evening program students are required to complete a liberal arts core, a business core, major/concentration courses, and electives. Please see the table below for the exact requirements based on the date of entrance into the program. Also, please refer to the areas of study section for each major and concentration.

The evening program calls for at least 40 courses, rated at 3 credits or more each (please note: a 1.5 credit class counts as half a full 3 credit class), and 120 credits with a minimum cumulative index of 2.0. Students who transfer from another school are required to complete a minimum of 20 courses and 60 credits as matriculated Gabelli School of Business students.

Concentrations Available in the Evening Program
Evening students may choose any of the same traditional majors or concentrations available to the four-year day students (please see the majors section under Gabelli School of Business, Academic Excellence).

Evening students may elect to pursue a secondary concentration or liberal arts minor. Students interested in pursuing either of these should see their academic adviser as soon as possible for further information.

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

The raw numbers indicate the business administration major course summary, while the numbers in parentheses indicate the public accounting major course summary. This parallels the courses listed on the curriculum analysis forms.

Nontraditional students accepted into the evening program of the Gabelli School of Business have the opportunity to begin or continue their university-level education in business in a manner that is more accommodating and flexible than a typical traditional day program.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Business Admin. major</th>
<th>ACCT major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business core</td>
<td>12</td>
<td>(12)</td>
</tr>
<tr>
<td>Concentration + bus elec. (col. 1) or major (col. 2-4)</td>
<td>5</td>
<td>(10)</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>17</td>
<td>(22)</td>
</tr>
<tr>
<td><strong>Liberal Arts and Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal arts core</td>
<td>16</td>
<td>(16)</td>
</tr>
<tr>
<td>Liberal arts elective(s)</td>
<td>4</td>
<td>(2)</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>20</td>
<td>(18)</td>
</tr>
<tr>
<td>Free electives</td>
<td>3</td>
<td>(0)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>(40)</td>
</tr>
</tbody>
</table>

For students who entered the GBS Evening Program before fall 2009:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Business Admin. major</th>
<th>ACCT major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business core</td>
<td>12</td>
<td>(12)</td>
</tr>
<tr>
<td>Concentration + bus elec. (col. 1) or major (col. 2-4)</td>
<td>5</td>
<td>(11)</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>17</td>
<td>(23)</td>
</tr>
<tr>
<td><strong>Liberal Arts and Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal arts core</td>
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<td>(13)</td>
</tr>
<tr>
<td>Liberal arts elective(s)</td>
<td>7</td>
<td>(4)</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>20</td>
<td>(17)</td>
</tr>
<tr>
<td>Free electives</td>
<td>3</td>
<td>(0)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>(40)</td>
</tr>
</tbody>
</table>

ACCT denotes each of the public accounting major.

It is advisable for GSB Evening students to save two or three liberal arts electives and the fine arts core requirement until their last year because these courses are not so specific in nature. It is much easier to schedule them around the very specific senior year business requirements.

Any current evening student who has questions about this program should consult with the program director: Rosanne Conte, Hughes Hall, 4th Floor, (718) 817-4112, rconte@fordham.edu.

**Student Professional and Personal Development**

The student support services that the Gabelli School of Business offers to its students complement the existing student support the University offers as a whole. Please refer to the Fordham at a Glance chapter of this bulletin for more information.

The GSB Office of Student Personal and Professional Development (SPPD), is the heart of the student support system at GSB. The center offers the students many services, but the most important is the assistance provided by SPPD staff, including preprofessional advisers and the GSB class deans. Class deans help all GSB students with choosing their courses; planning their curricula; investigating concentrations,
majors, specializations, minors, registering, and anything related to their education and educational experience in the Gabelli School of Business. SPPD staff focus on career development, internships, and job search success. The Gabelli School of Business’s Office of SPPD concentrates on fostering a very open and caring atmosphere. Students are encouraged to either make appointments directly with their class dean, who is their primary SPPD adviser, or to just come in on a walk-in basis; and to take full advantage of appointments with the SPPD staff. The hours of the office are 9 a.m.–5 p.m. and we are open two nights a week until 6:30 p.m. for GSB evening students. GSB evening students are encouraged to make an appointment if we are not able to accommodate them on the nights that we are open. All appointments can be made either in the Office of SPPD or online at http://www.gsb-access.com/

Each class in the traditional GSB day program has its own dean who is the student's primary adviser for that particular year. In addition, the traditional GSB day program students are assigned a Freshmen Enrichment Professor from the faculty and the senior administration of the college. Instead of having class deans the GSB evening program students have a GSB evening program director who is their primary SPPD adviser.

In addition to freshmen enrichment faculty, class deans, and evening program director, GSB has many faculty and staff who are responsible for the organization, coordination, and advisement of students in some highly specialized areas. Below is an overview of the SPPD Program.

The Ignite Program: The Four-Year Advising and Professional Development Plan for GBS Students
The four-year advising and professional development experience at the Gabelli School of Business will:

- Reinforce the themes of a Fordham education: education for intellectual excellence, education for others and respect of difference, education for leadership, and education for wisdom
- Provide programs that foster self-awareness, ethical decision making, and exploration, and reinforce reflective thinking, which will support students in their quest for determining who they are and who they want to be
- Provide the tools necessary to research, explore, experiment with and choose a major that will allow them to secure not only a job, but also a career that is right for them
- Provide students with strong connections to alumni and environments outside of the university
- Provide students with unique, meaningful internships, as well as shadowing and mentoring programs

Cura Personalis (Formation)
- Self awareness
- Goal setting
- Discernment
- Cultural awareness
- Self-assessment
- Exploration
- Service learning

Magis (Actualization)
- Innovative
- Discernment
- Continuing evaluation
- Presentation skills
- Social justice
- Social responsibility
- Continuing development
- Intellectual curiosity
- Sustainability
- Résumés and E-portfolios
- Interviewing skills
- Leadership

Service Career Pursuit
Formation
Freshman Year: Self Awareness
Objectives:
- Introduction and orientation to college life
- Develop self-awareness
- Develop a basic knowledge of majors and post-graduate options

Student Outcomes:
- Introduction to majors
- Introduction to careers
- Using the WSJ/FT
- Awareness of discernment in decision making
- Involvement in clubs
- Understand the Academic Integrity Standards

Sophomore Year: Development—Ingenuity
Objectives:
- Build presentation and interpersonal skills
- Build knowledge and begin selection of majors and postgraduate options
- Develop a basic awareness of cultural differences and the global economy

Student Outcomes:
- Knowledge of majors
- Knowledge of career options
- Industry knowledge
- Effective presentation skills
- Global cultural awareness
- Leadership roles
- Research postgraduate opportunities

Actualization
Junior Year: Passion
Objectives:
- Develop employment strategies
- Develop a postcollege plan
- Develop a junior/senior plan to support the postcollege plan
- Build a social and professional network

Student Outcomes:
- Choose a major
- Portfolio approach to course selection
- Hone presentation and interview skills
- Effective résumés and cover letters
- Internship experience
- Roles of leadership and persistence
- Conference participation
- Develop the “60-second story”
- International experience
Senior Year: Heroism

Objectives:
• Implement the postcollege plan
• Complete the portfolio course selection
• Continue to build a social and professional network

Student Outcomes:
• Secure a career start
• Apply to graduate school
• Conference participation
• Participate in networking events

Traditional GSB Day Program

In the Gabelli School of Business, we view freshmen year as a critical year for our traditional day students. It is a transitional year that requires the students to begin to create a new support structure as they move into the next stage in their life, which for many students is the first stage in their professional life. To ensure that each student starts out with the appropriate program of study, the academic profile and interests of each freshman is analyzed. Using this information, as well as the freshman questionnaire, a fall schedule is created for each freshman, which is distributed at orientation just prior to the start of classes. In addition, freshmen are placed into a “Ground Floor” course which will facilitate advising and allow them to experience an introduction to business via the business faculty’s expertise. The combination of the attention from the class dean, the “Ground Floor” faculty, and upperclassmen mentors allows students to easily transition into freshman year and sets the tone for a successful future path.

Sophomore advising consists of exposing the students to the various majors via alumni guest speakers, corporate executives and faculty. Study abroad, international business opportunities (G.L.O.B.E.), internship opportunities, and curriculum advising sessions are held throughout the year.

As juniors, students declare their major or primary concentration and minor/specialization. Interviewing skills, global protocol, and life skills are covered in advising sessions.

As seniors, GSB students continue to prepare for successful careers in business; advising sessions focus on career paths using guest speakers as the gateway to the business world. Seniors are asked to become advisers to the freshman and to share their experiences with them.

All GSB students should acquaint themselves with Hughes Hall and the GSB offices and facilities on the third and fourth floors.

The Office of SPPD, along with the GSB Access website (http://www.gsb-access.com), is the hub for the distribution of current business literature and information. In addition, the center provides students with information on graduate study, scholarships, internships, current lectures, GSB curriculum, majors, concentrations, specializations, minors, and business recruiting. Students should periodically stop by the office of academic advising to pick up updated material.

### Special Program

<table>
<thead>
<tr>
<th>Special Program</th>
<th>Special Program Advisers</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.L.O.B.E. Program (Int'l Business)</td>
<td>Michael Polito</td>
<td>Hughes Hall, Rm. 300A</td>
</tr>
<tr>
<td>Boyle Scholars/CEO Breakfast Club</td>
<td>Brian Dunn</td>
<td>Hughes Hall, Rm. 300A</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>Steven Najdzionek</td>
<td>Hughes Hall, Rm. 414</td>
</tr>
<tr>
<td>Accounting &amp; Beta Alpha Psi</td>
<td>Tara Naughton</td>
<td>Hughes Hall, Rm. 300B</td>
</tr>
<tr>
<td>Information Systems</td>
<td>Mark Silver</td>
<td>Faber Hall, Rm 454</td>
</tr>
<tr>
<td>BS/MBA and BS/MS</td>
<td>Tara Naughton</td>
<td>Hughes Hall, Rm. 300B</td>
</tr>
<tr>
<td>Honors Thesis Program</td>
<td>Marcia Flicker</td>
<td>Faber Hall, Rm. 353</td>
</tr>
<tr>
<td>GSB International Service Learning</td>
<td>Katherine Combellick</td>
<td>Hughes Hall, Rm 411</td>
</tr>
<tr>
<td>Finance Society</td>
<td>Lisa Henkoff</td>
<td>Hughes Hall, Rm. 300B</td>
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<tr>
<td>NYSSA Investment Research Competition</td>
<td>John Hunter, Steven Najdzionek</td>
<td>Hughes Hall, Rm. 414</td>
</tr>
<tr>
<td>Business Internships</td>
<td>Heather Krasna</td>
<td>Hughes Hall, Rm. 366</td>
</tr>
<tr>
<td>Student Study Center</td>
<td>Brian Dunn</td>
<td>Hughes Hall, Rm. 358</td>
</tr>
</tbody>
</table>

### Specialized Study Abroad Programs

- GSB London Summer Program, GSB London Semester Program and GSB Study Tours
- University College Dublin
- IQS Barcelona

### Special Academic Programs and Offerings

#### International Business

**G.L.O.B.E. Program Specialization**

**Director:** Michael Polito, Assistant Dean, Director of International Programs

**RH:** Hughes Hall 300-A, (718) 817-4541, mpolito6@fordham.edu

The G.L.O.B.E. Program (Global Learning Opportunities and Business Experiences) is designed to prepare students for multinational careers and careers in multinational corporations. Students will be required to achieve competence in one of the following fields: accounting, business economics, entrepreneurship, finance, human resource management, information systems, management of information and communications systems, management, or marketing. Courses taught from an international perspective will be required.

Students interested in this international specialization need to obtain permission from the dean’s office to enroll and must meet with the director of the program in order to see the specific requirements (in accordance with their class year).
Chartered Financial Analyst

The Chartered Financial Analyst (CFA) charter is a professional designation awarded by the CFA Institute. The CFA charter, perhaps the most respected and recognized investment credential in the world, demonstrates a mastery of a comprehensive body of knowledge important in the investment decision-making process. To earn a CFA designation a candidate must pass three levels of exams (Levels I, II, III) and meet the experience requirement specified by the CFA Institute. The CFA Body of Knowledge has ten topic areas: ethical and professional standards, quantitative methods, economics, accounting and corporate finance, global markets and instruments, valuation and investment theory, analysis of fixed-income securities, analysis of equity investments, analysis of alternative investments, and portfolio management. Candidates are tested on all topic areas at each level.

To enroll with the CFA Institute and register for the first exam, a candidate must have a bachelor's (or equivalent) degree, or be in the final year of your bachelor's degree program at the time of registration. If you initially enroll/register as a final year undergraduate student with a degree in progress, you may not register for the Level II exam until you have earned your degree (or obtained enough professional work experience to meet the program's entrance requirements).

Many investment firms require entry-level employees to pursue the CFA designation as a condition of employment. However, the CFA Institute's program is a graduate-level curriculum. Thus it shows a particular level of commitment for an undergraduate student to be preparing for the exam. We are offering this program as one opportunity for our students to distinguish themselves in a competitive employment market.

At Fordham, the CFA Program is a sequence of undergraduate courses offered by the Gabelli School of Business. The courses have been designed to prepare a student to take the CFA Level I exam shortly after graduation. When possible, courses use the same textbooks and reference materials as the CFA Curriculum. Also, questions from previous CFA exams are used on some course exams.

A candidate completing the finance courses in the CFA Program should have a basic framework for the fixed-income securities analysis, equity securities, analysis, and portfolio management topic areas. Other required courses in the business school curriculum should also give the student a preliminary background in the quantitative analysis and economics sections. The remaining sections (ethical and professional standards, and financial accounting) are covered in the business core curriculum and supplemented with business electives in the curriculum.

To learn more about the CFA Charter, please refer to the CFA Institute website at http://www.cfainstitute.org/cfaprogram/Pages/index.aspx. To learn more about the CFA Program at the Gabelli School of Business, please contact Elaine Henry, Ph.D., CFA, ehenry6@fordham.edu.

Entrepreneurship

The Bert Twaalfhoven Center seeks to support the entrepreneurial process by increasing understanding of new venture creation and by helping students develop the knowledge and skills required to succeed. It was created in honor of Bert Twaalfhoven, a graduate of Fordham University and Harvard School of Business, who started a number of internationally successful ventures. Consistent with the mission of Fordham University, GSB is developing a curriculum geared toward enhancing students' capacities to create and sustain businesses that are economically viable, environmentally responsible and socially just. Hence, our program is aligned with the principles of sustainable development.

The main goal of the entrepreneurship concentration is to nurture an entrepreneurial spirit that students may draw on to pursue either their own new business ventures or career paths outside the focus of much of on-campus recruiting, i.e., careers in:

• Small or family business
• Innovative/entrepreneurial larger companies
• Social enterprise
• Being leaders and/or change agents in any number of professional settings

In order to accomplish the above, we have developed a hands-on, experiential, and forward-thinking program that will challenge students to think, feel, and act differently to prepare for the rigors of entrepreneurship.

• “Think different”: Consider possible career paths outside what's most common from the majority of Gabelli students and learn how to innovate, questions assumptions, scans environments to identify and then evaluating potential opportunities.

• “Feel different”: Build comfort and confidence in dealing with uncertainty, risk, and the possibility of and experience of making mistakes and failure—essentially, to build resilience.

• “Act different”: Learn the skills and assemble the professional network that are required to lead the changes envisioned and make the ideas a reality.

Director of the Entrepreneurship Program:
Professor Christine Janssen-Selvadurai
cjanssen@fordham.edu
718-817-0494

Entrepreneurship Concentration Requirements

Students who wish to pursue entrepreneurship as a primary concentration are required to complete four upper-level courses:

• MGBU 3226-SPECIAL TOPIC: EXPLORING ENTREPRENEURSHIP
• MGBU 3227-SPECIAL TOPIC: INNOVATION & RESILIENCE
• MGBU 3228-SPECIAL TOPIC: EXECUTING ENTREPRENEURSHIP
• Any Entrepreneurship Elective (different courses will be offered each semester for the elective. Please consult with your academic adviser)

Please note that there is no secondary concentration in Entrepreneurship.

Undergraduate Research Learning Opportunities (URL Os)

Fordham’s Gabelli School of Business offers its students multiple ways in which they may incorporate undergraduate research into their educational portfolios. Each of these undergraduate research options offers current GSB students a unique approach to the curriculum. The programs are made available to those students who have demonstrated exceptional
The Gabelli School of Business’ Global Business Honors Program selects students with stellar high school academic records and prepares them to be ethical global business leaders of tomorrow. The program achieves this goal by focusing on three core components—academic, experiential, and personal development, and relationship building.

**The Academic Component**

Global Business Honors students take a challenging course of study that combines the strengths of the Gabelli School’s business curriculum and Fordham University’s liberal arts tradition. The honors courses are designed to spur students’ intellectual curiosity, develop their analytical and presentation skills, and connect what they learn in the classroom with what is happening in corporations around the world.

During freshman and sophomore year, Global Business Honors students enroll in specially designed honors sections of select liberal arts and business core requirements. The honors courses are enhanced to focus on the international aspects of their material as well as further develop students’ critical reading, writing, and quantitative skills. Junior and senior year, students are matched with a business faculty member who advises them as they write a thesis paper on a business issue of their choice.

**The Experiential Component**

To fully understand and appreciate how business is conducted domestically and internationally, and the diversity of business practices across the globe, students need to experience it firsthand.

The Program capitalizes on New York City’s position as one of the world’s foremost centers of commerce. Students visit organizations such as the Federal Reserve Bank of New York, the United Nations, and Fortune 500 companies which have far reaching impact on the global economy. Global Business Honors students have access to the myriad internship opportunities available throughout New York City.

The experiential aspect extends internationally to include study tours of the United Kingdom (freshman year), Asia, and South America. These tours improve students’ grasp of local culture and business practice through meetings with company leaders, university lectures, and cultural excursions.

**The Personal Development and Relationship Building Component**

Global Business Honors students’ soft skills are developed through skills seminars (e.g., interviewing and presentation skills), mentoring relationships with an accomplished Gabelli alumni mentor, and their faculty thesis adviser.

**GSB Honors Thesis Program**

**Director:** Marcia Flicker, flicker@fordham.edu

**Overview**

Superior and gifted students of Fordham’s Gabelli School of Business have the opportunity to distinguish themselves by participating in the Gabelli Honors Thesis. During the students’ senior year, this two-course sequence enables them to conduct original business research of publishable quality. The Director of the Honors Thesis Program manages the process and administers each term. Honors students also need the active involvement of thesis adviser in their own fields.

During the first (fall) semester of the Honors Thesis Program, each student learns research methodology, chooses a thesis adviser, and with the adviser’s help, defines a specific topic for thesis. The outcome of the fall semester is a proposal (outlined below), including comprehensive literature review, for a theory-based study comparable to the paper a professor would present at an academic conference.

The second (spring) term sees the implementation of the proposed research, including data gathering and analysis, writing a first draft, and editing it under the adviser’s and seminar leader’s supervision into the final draft of the thesis. All students to complete an Honors Thesis earn a sash and medal at Awards Night in May; the best thesis each year earns a special award.

**What Is a Thesis?**

A thesis is not the same as a term paper—it is probably unlike any research you have done before. Most research papers you have written have involved library inquiry; you read all that is to be found about a subject, summarize it, and, perhaps, contribute a new perspective to what is already known.

In completing a thesis, you engage in original research—that means you must go beyond what is known already. You will design a study that generates new knowledge—that gathers data and manipulates it (statistically, qualitatively, or via legal analysis) in new ways to shed new light on whatever is the subject of the inquiry. Reading all that is to be found about the topic is only the beginning part of this process; you will use previous studies as the springboard for your own work. Next fall, Professor Flicker and an adviser of your choice from your discipline will help you craft a scientific, theory-based research project that satisfies these criteria and can be completed in time for you to graduate. During the spring semester of next year, Professor Ramsey and your adviser will help you complete that study.

During the course of Honors Thesis Seminar I (fall term), you will learn more about scientific research in business field—both the topics and the methodologies. To begin with, a textbook and an ancillary paperback that cover the matter will be assigned. Moreover, you will be exposed to theses from former years and, on a weekly basis, published academic studies. Members of the Fordham business faculty will be invited to speak to the class, discussing research in their respective fields or presenting their own scholarship and the process that created those studies. Between this learning process and working with your adviser closely, you will be well prepared to develop a scholarly thesis proposal by the end of the fall semester.
Role of Honors Thesis Advisers

An Honors student's thesis adviser is critical to the student's success. Undergraduate business students' training does not expose them to the topics or techniques of original scholarship, upon which faculty careers are built; therefore, it is up to the thesis adviser to help direct the advisee in crafting a topic and completing the inquiry. As an expert in the student's discipline, the adviser must guide his or her advisee to relevant theory and literature in the field. In conjunction with the thesis seminar leader, the adviser must help the student develop a focused research plan, paring down the student's generally too-broad initial ideas into something that can be completed in three months. The adviser may often recommend the thesis topic, and the completed thesis can become a joint conference publication.

The Thesis Proposal

The following is an outline for the deliverable for this semester: a detailed research proposal, in academic format, for your scholarly honors thesis. Remember, this is a proposal—a blueprint for the research you will complete next semester, not just a literature review. In preparing this paper, you should be as precise and complete as possible, so that the proposal becomes your blueprint to complete the research in the spring term.

General outline for the proposal

I. Introduction (not necessarily in this order)
   A. Importance ($ volume of business, % or markets, etc.) of the issue
   B. Background and history of the issue
   C. Objective of the research

II. Literature Review
   A. What is known to date?
      1. About the phenomenon under study
      2. About methodologies of studying that phenomenon
      (You may find it useful to draft a summary table, e.g., Issues and Papers)
   B. What is not known that you intend to address?
   C. Hypotheses, tied in to prior research that led you to adopt those hypotheses

III. Methodology
   (not necessarily in this order, but including these elements)
   A. Data
      1. What concepts? What operational measures for those concepts?
         For legal theses: What statutes or cases? What commentary?
      2. How will you obtain the data?
         a. Primary research? What methods? Are you sure it's feasible? Draft measurement instrument/questionnaire
         b. Secondary research? What source(s)? Are you sure you will have access to that source/those sources?
   B. Sample (size; method of drawing the sample; justification, if necessary)

IV. Data Analysis
   A. What SPECIFICALLY do you plan to do with the data after you've collected it?
      For legal/policy theses: you may find it helpful to add an appendix that summarizes the pros and cons of your position.
   B. "Dummy Tables" (optional): What will your results look like when you've obtained them?

V. Potential Contribution(s):
   What do you hope to be able to contribute?
   A. To practitioners
   B. To scholars

VI. Costs and time line:
   List any out-of-pocket expenses that will be incurred and deadlines for:
   A. Institutional Review Board application (should be before Christmas or by early January—refer to deadlines at www.fordham.edu/irb/)
   B. Beginning and completion of data collection
   C. Data entry
   D. Data analysis/statistical analysis
   Allow yourself time to think about your findings
   E. First draft to adviser and Prof. Ramsey – including an abstract for publication on the Gabelli Honors Thesis website
   F. Final Draft to Adviser, Prof. Ramsey, Dean Rapaccioli, and Prof. Flicker (to me via e-mail)

VII. References (APA or Legal citation style)

While there is no set page requirement, experience indicates that – in double-spaced format – the introduction usually takes at least one page, a thorough literature review at least eight pages, the description of proposed methodology at least one page, potential contributions about half a page, the costs / deadlines section about half a page, and the references at least a page. In the past, most students have found that they needed 18-30 pages to discuss their topic and research plans effectively.

When properly written, the proposal will constitute a foundation for your final thesis. In an ideal situation all you will have to do is add your results and substitute conclusions (limitations, contributions) for “potential contribution” in order to complete the thesis paper.

Courses:

BABU 4461 - HONORS SEMINAR I
During the first (fall) semester of the Honors Thesis Program, each student learns research methodology, chooses a thesis adviser, and—with the adviser’s help—defines a specific topic for his or her thesis. The outcome of the fall semester is a proposal, including comprehensive literature review, for a theory-based study comparable to the paper a professor would present at an academic conference. Note: This course will take the place of a liberal arts elective

BABU 4462 - HONORS SEMINAR II
The second (spring) term sees the implementation of the proposed research, including data gathering and analysis, writing a first draft,
and editing it under the adviser's and seminar leader's supervision into the final draft of the thesis. All students who complete an honors thesis earn a sash and medal at the Awards Night in May; the thesis voted best each year earns a special award. Note: This course will take the place of a business elective (preferably within your chosen area of study, going toward your major, based on the topic).

Invitation:
Admittance into the Honors Thesis Program is by invitation only. During the second semester of their junior year, qualified students are invited to apply, based upon the GPA. From those who apply, the co-directors choose the final, accepted students for the program.

**Undergraduate Research Assistantship**
Program Director: Brian Dunn
RH: Hughes Hall, Room 300-A, (718) 817-5203, bdunn@fordham.edu

This program is open to GSB sophomores, juniors, and seniors who have demonstrated exceptional academic performance and have an interest in academic research. This is a highly competitive program that matches qualified students with a full-time faculty member to assist in performing in-depth academic research during the academic year.

The availability of such opportunities varies from semester to semester dependent on faculty needs.

Below is a basic structure for this program:
- Student works with one or more faculty on a specific research project
- Student is compensated for their work and, in some cases, listed as a co-author of the resulting paper
- Duration (project, semester, year) is dependent upon faculty needs
- To apply, see program director

**Undergraduate Student Mentorship/Campion Institute Summer Fellowship**
Each year, the Campion Institute (through the Office for Prestigious Fellowships) offers special competitive awards to students who will be competing for external scholarships and fellowships (such as the Rhodes, Marshall, Gates Cambridge, Fulbright, Truman, Goldwater, etc.).

These special awards, presented at the end of the spring semester, are available to a select group of students as a way to enrich their intellectual endeavors, build more solid research histories, and help them gain experiences that will ultimately strengthen their applications to the major external award competitions.

This summer program, open both to undergraduate and graduate students, is tailored for each group and offers varying levels of awards (based on GPA requirements and geared to the different types of external fellowship applications). Finally, the specific terms of each award are determined on an as-needed and case-by-case basis (small stipend, summer housing, or a combination of both). All summer projects are subject to the approval of the Campion's Summer Fellowship Selection Committee.

Students are encouraged to apply for this outstanding opportunity as early in your undergraduate college career as possible. Applications are available at the Office of Prestigious Fellowships. Location: Thebaud Hall, 1st floor Website: http://www.fordham.edu/fellowships

**Dual-Degree Programs (B.S./M.S., B.S./M.B.A. and B.S./J.D.)**
Dual-Degree Programs (GSB/GBA - B.S./M.S. and B.S./M.B.A.)
Program Director: Tara Naughton, C.P.A., Accounting Adviser
RH: Hughes Hall, Room 300-B, tnaughton2@fordham.edu

The dual-degree programs are designed to enable students of superior ability, maturity, and focus to earn both baccalaureate and graduate degrees in business through an accelerated dual-degree program and thus enhance their appeal as job prospects in an increasingly competitive job market. The programs leverage the natural synergy that exists between Fordham University's Gabelli School of Business (GSB) and its Graduate School of Business Administration (GBA).

The dual-degree programs constitute a special kind of honors program. Students may apply for admission into the program during junior or senior year during matriculation in GSB. Students are encouraged to speak with the academic adviser to the dual-degree program as early as freshman year.

**B.S./M.B.A. Program**
Students pursuing the B.S./M.B.A. are required to take the GMAT exam and apply for acceptance into GBA. The criteria for acceptance into GBA for this program are a superior cumulative grade point average, a superior GMAT score, and internship experience. Students who satisfy all criteria may complete both the B.S. and the M.B.A. degrees in as little as five calendar years. Students who are accepted into GBA may, of their own volition, choose to defer admission for one to three years and then complete the additional 30 credits required to earn their M.B.A. degree.

B.S./M.B.A. students may choose to major in accounting, finance, management of information and communication systems, marketing or in business administration in GSB. *Business administration majors are required to select a concentration from accounting, business economics, entrepreneurship, finance, human resource management, information and communications systems, management systems, or marketing. Students may also pursue the communications and media management specialization, the international business specialization (G.L.O.B.E.), the legal and ethical studies minor, or the e-business specialization. Students must complete one or more approved internships. At the graduate level, they may select the same area of concentration they pursued at the undergraduate level although a different area of concentration is strongly encouraged at the graduate level. *Note: Students who wish to satisfy the 150-hour requirement for the CPA should major in accounting in GSB and may then select any concentration in GBA.

**B.S./M.S. Program**
Students pursuing the B.S./M.S. program are required to achieve an excellent cumulative grade point average and standardized test scores, internship experience, volunteerism, and participation in honor societies.
Students who satisfy all criteria may complete both the B.S. and M.S. degrees in as little as five calendar years. B.S./M.S. students may choose to major in public accounting, applied accounting and finance, or accounting information systems in GSB. Students then choose to major in either professional accounting or professional taxation (B.S. accounting majors only) in GBA. Students who are accepted into GBA may choose to defer admissions for one to three years and then complete the additional 30 credits required to earn their M.S. degree. This 150 credit hour program fulfills the academic requirements for students wishing to pursue the New York State Certified Public Accounting examination.

In recognition of the social aspects of the college experience, students in the programs are eligible for competition for honors at the completion of their baccalaureate degree requirements and receive their degrees at the commencement ceremonies with the rest of their undergraduate class. They receive their M.B.A. or M.S. degrees at the commencement ceremonies following the completion of their graduate degree requirements.

Dual-Degree Program (GSB/LAW: B.S./J.D.)
The six-year program to be offered through Fordham University Gabelli School of Business and Fordham University School of Law is entitled Dual Degree B.S./J.D. 3-3 Program

The 3-3 Program will enable students to move on to Fordham School of Law after three years of study at Fordham GSB. The B.S. is awarded following the completion of the first year of law school. Participation requires that students:

1. Complete all core and major requirements and at least 92 credits before beginning law school;
2. Maintain a superior grade point average, including transfer credits; and
3. Have a very strong LSAT score. It is preferable that the LSAT scores be available by December of the academic year in which the application is made.

Students who meet these criteria will become eligible to be considered for application to the Fordham School of Law during their junior year. Interested students should meet with their academic advisers early on to make sure they complete all necessary undergraduate courses and credits. The program may be successfully pursued without advanced placement courses, however, advance coursework will provide students with greater flexibility when selecting course electives.

Students who intend to participate in the 3-3 program must have an interview with a pre-law adviser, who may then forward your name to the director of admissions at Fordham's School of Law. Admission is not guaranteed and is very competitive. Students must meet Fordham University School of Law's criteria for admissions, which can vary from year to year.

GSB Pre-Law Adviser: Dennis Cappello, dcappello@fordham.edu.

Service-Learning Program
The Jesuit philosophy of educating men and women for others (Homines pro aliis) is exemplified in this uniquely positioned program at the Gabelli School of Business. This program is designed to offer students an opportunity to integrate their business coursework with a community service project. The program allows students to earn one additional credit for a course by incorporating their coursework while working with a nonprofit organization. In most cases, the director of the program will have multiple placements for interested students or a student may seek their own nonprofit placement. In any event all placements and work to be performed are to be approved by the director of the service learning program in GSB. Students are encouraged to meet with the director prior to registering for the program.

For more information please contact your dean.

International Service Learning
The Gabelli School of Business has developed a new international service learning program which was designed to offer students an opportunity to apply their business training while being immersed in an international community service project. The program director accompanies a team of students to an international location and provides business planning and technical advice to businesses.

For more information, please contact the director, Katherine Combellick, Ph.D., at (718) 817-5139.

The Business of Sports Certificate
The Gabelli School of Business currently offers an extracurricular program for students interested in the business of sports. The current program has been designed to allow students to gain a deeper insight into this fascinating area of business through their participation in selected sports lectures, experiential activities, academic coursework, and individually produced student research on the topic of the business of sports. The intent of the program is to have the student gain deeper understanding and appreciation for this area by engaging faculty, external experts, and by actively participating in this exciting industry through internship, work, and volunteer opportunities. Students are required to meet with the adviser of the program, Assistant Dean Steven Najdzionek, to determine their ability to incorporate this program into their overall studies. During the upcoming year GSB will also be exploring the opportunity to expand this program into a formal specialization or a concentration in GSB.

This program is currently open to all GSB students. Interested students should see Assistant Dean Steven Najdzionek in Hughes Hall, 4th Floor for more information.

Internships and Internship Seminars
Students in the Gabelli School of Business are encouraged to pursue internships as a part of their preparation for future careers in business and related fields. Internships are one of the most important extracurricular activities that a student may pursue in order to transition from college to employment. They are invaluable sources of real world knowledge, understanding and experience.

For advice about pursuing an internship, students are encouraged to contact the following:

- Career Services, McGinley 224, (718) 817-4350
In order for a student to receive credit for an internship, the following sequence of events must take place:

1. Consult with your class dean. We also encourage you to consult with the staff of the Center for Professional Advising (Hughes Hall, 3rd floor) to determine what type of internship you are interested in and prepare your resume and cover letter.

2. Choose an internship course to enroll in for the following semester.

3. Go to the Office of Career Services (McGinley Center, Room 219) and go to the required information session/seminar (GSB students taking the accounting or marketing internship class should see the professor before registering for the course).

4. Seek out an internship through the Office of Career Services, the business internship coordinator in GSB (Hughes Hall, 3rd floor), looking on GSB Access, networking, searching on your own, or seeing the professor supervising the accounting or marketing internship class—whichever applies to your circumstance.

5. Report your internship to the Gabelli Center for Professional Advising using our placement forms.

6. If enrolling for credit, have the internship approved by the Gabelli Center for Professional Advising by submitting the proper internship registration paperwork, or by the professor (if it is for the accounting or marketing internship class)—whichever applies to your circumstance.

7. Have the internship begin approximately the same time as the course.

8. Put in at least 120 hours in the internship for the semester (or summer).

9. Complete (and pass) the internship course taken in conjunction with the actual internship placement, including submitting the relevant essays or evaluations and attending required events or class meetings.

If students wish to pursue a non-credit internship, they should follow steps 1, 2, 4, and 5.

Note: Students typically begin their search for an internship approximately four to five months prior to the planned start date for the internship. Each company and industry has different time frames for recruiting interns. Please see your class dean or a professional in the Center for Professional Advising or the Office of Career Services for more information.

**Internship Courses**

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Title</th>
<th>Restrictions/Notes/Fulfills</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGBU/CMBU 4443</td>
<td>Personal Leadership</td>
<td>Junior or senior status required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May fulfill business elective, free elective, management concentration course, or communications and media management specialization.</td>
</tr>
<tr>
<td>ACBU 4444</td>
<td>Research Seminar in Accounting</td>
<td>Must have instructor’s permission to enroll in the class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior status required, Accounting elective (for public accounting).</td>
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<tr>
<td></td>
<td></td>
<td>Business or free elective (for management accounting).</td>
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<tr>
<td></td>
<td></td>
<td>Note: May fulfill a management accounting concentration course if a student is taking a second concentration and has the GSB class dean’s permission.</td>
</tr>
<tr>
<td>COMM 4701</td>
<td>Internship Seminar (Communications)</td>
<td>Seniors minor in communications at Rose Hill or by special permission.</td>
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<tr>
<td></td>
<td></td>
<td>FC (liberal arts) or free elective.</td>
</tr>
<tr>
<td>ECON 4900</td>
<td>Internship Seminar</td>
<td>Please consult class dean.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FC (Liberal Arts) or free elective.</td>
</tr>
<tr>
<td>SOCI 4900</td>
<td>Internship Seminar</td>
<td>Please consult class dean.</td>
</tr>
<tr>
<td></td>
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<td>FC (liberal arts) or free elective.</td>
</tr>
<tr>
<td>SOCI 4902</td>
<td>Internship Seminar: Community Orgs.</td>
<td>Please consult class dean.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FC (liberal arts) or free elective.</td>
</tr>
<tr>
<td>SSCI 4665</td>
<td>Career Management/Intern</td>
<td>Seniors from any major or concentration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FC (liberal arts) or free elective.</td>
</tr>
</tbody>
</table>

**Internships for Freshmen**

It is not unusual for a student to pursue an internship or business-related part-time job during the first summer following freshman year. For advice and guidance on internships, GSB student should consult with their class dean, the internship coordinator at the Career Services Office in McGinley Center, and/or the staff of GSB’s Center for Professional Advising (3rd floor, Hughes Hall).
Internships for G.L.O.B.E. Students
The experiential component of the G.L.O.B.E. program can be fulfilled with an international internship and/or study abroad program. It is possible to pursue and complete certain internships in the U.S. and New York City, in particular, that may count toward this G.L.O.B.E. requirement. Also internships can be for-credit or not-for-credit. Students must see the director of G.L.O.B.E. for approval and documentation.

Scholarship, Education, Mentoring and Internships Program
The Scholarship, Education, Mentoring, and Internships (SEMI) Program is sponsored by the New York Society of Security Analysts (NYSSA). It is primarily an education program that students participate in during the summer while they are interning. Currently, Fordham is one of only five schools to participate in this outstanding program. SEMI is an excellent complement to a summer internship in New York City or in the area. The focus of the program is on students interested in the security analysis industry. Students who are selected are paired up with a mentor in the industry, are invited to morning meetings with industry professionals, and are given the opportunity to gain an in-depth understanding of this exciting and challenging industry.

Applications can be found online at www.nyssa.org, then type in “Semi Application” in the search function. Applications are typically due in late September or early October for the following summer. All interested GSB students should apply.

Dream Careers
Dream Careers is a structured summer internship camp in several locations, including Los Angeles, Chicago, New York, Boston, London, Barcelona, Hong Kong, etc. Dream Careers is not your typical internship program—it is run by an outside agency that for a fee sets up students in internships in numerous locations in the world. Fordham students are very fortunate to have an extensive network of employers and corporate contacts who offer Fordham students opportunities for such internships in thousands of possible placements in nearly every business sector. Although Dream Careers has a cost to it, it offers the interested students one more network of opportunities to obtain internships outside of the New York region. Interested Fordham GSB students should consider applying for this program if they are interested in what this organization has to offer.

For more information please go to the Dream Careers website (http://www.summerinternships.com/) or speak with Assistant Dean Steven Najdzonek (Hughes Hall 414, najdzonek@fordham.edu) for more information.

Credit for Summer Internships
Students may receive credit for a summer internship as long as they follow the steps listed under Internships and Internship Seminars and seek the formal approval of the internship prior to leaving Fordham in the spring (prior to the internship’s start date). Typically, a student will be required to take one of the internship courses in the summer or during the fall term, directly following completion of the summer internship.

When Searching for an Internship
1. All GSB students who wish to pursue an internship, whether for-credit or not-for-credit, should consult with their class dean as well as a representative from the GSB Center for Professional Advising:

   • Heather Krasna, Director of Personal and Professional Development hkrasna@fordham.edu, (Hughes Hall 300-B-A, (718) 817-4100)

   • Nancy McCarthy, M.A., Manager of Student Personal and Professional Development namccarthy@fordham.edu, (Hughes Hall 300-B, (718) 817-0444)

   • Tara Naughton, M.B.A, C.P.A, Accounting Adviser tnaughton2@fordham.edu, (Hughes Hall 300-B, (718) 817-0175)

   • Lisa Henkoff, Finance Adviser lisa.henkoff@gmail.com, (Hughes Hall 300-B)

   • Gina Hill, Marketing Adviser hilllobasso@fordham.edu, (Hughes Hall 300-B, (718) 817-0745)

2. Plan ahead. For internships in the fall and spring semester, you should begin researching, searching, and applying for opportunities with at least two to three months’ lead time. For summer internships, especially those between the junior and senior years, many companies conduct recruiting efforts in the early fall for that following summer. Therefore, you will need your résumé perfected and ready to go by early fall, and be prepared for interviews by mid-fall.

3. Make weekly to regular trips to Career Link (info found at www.fordham.edu/career) and www.gsb-ccess.com; make sure you have registered with the Career Services Office (McGinley Center, Rom 219) so you can access Career Link; and visit Hughes Hall, third floor, to get individual coaching assistance, résumé and cover letter assistance, practice interviews, etc. and to check for new listings of internships posted. Take advantage of company information sessions, seminars, panel discussions, job and internship fairs, and workshops that are offered, both by the Gabelli Center for Professional Advising and the Career Services Office.

4. Choose an internship course to enroll in for the summer or following semester.

5. Have the internship approved by filing out an internship form with the GSB Center for Professional Advising.

6. Put in at least 120 hours in the internship for the semester (or summer).

7. Complete (and pass) the internship course taken in conjunction with the actual internship placement.

Study Abroad
The Gabelli School of Business encourages qualified students to study for the summer or a semester in a foreign country. Fordham University has partnerships with many schools that offer study abroad opportunities. In addition, the Gabelli School of Business has a few strongly linked exchange programs that fit particularly well with the Fordham GSB program. These
programs include University College in Dublin, Ireland; The Beijing Center, Beijing, China; IGS in Barcelona, Spain; PUC-Rio in Rio de Janeiro, Brazil, and Sogang University in Seoul, South Korea. Applications for these programs can be found in either the Office of International and Study Abroad Programs (Walsh Library, Room 039, (718) 817-4924, studyabroad@fordham.edu)

The college also offers spring and summer study programs at the Fordham London Centre. Applications for these programs can be obtained at the GSB offices (Hughes Hall, Room 300-A, (718) 817-4541).

For all programs students should complete the required applications and hand them in approximately eight to nine months prior to the date you plan to leave for your study abroad program.

In addition, GSB offers several study tours per year. These tours are typically eight to 10-day trips to various countries and award three credits for the work completed during the experience.

See Michael Polito, Assistant Dean, Director of International Programs, for more details about all study abroad opportunities, (Hughes Hall, Room 300-A, (718) 817-4541).

In addition, study abroad programs can be found in either the Office of International and Study Abroad Programs in Walsh Library, Room 039, (718) 817-3464, studyabroad@fordham.edu.

**Fordham's London Centre**

Adviser: Michael Polito, Assistant Dean, Director of International Programs
RH: Hughes Hall 300-A, x4541, mpolito6@fordham.edu.

**London Summer Study Program**

Fordham University's Gabelli School of Business has its own summer study abroad program in London. This program is designed for GSB students who have an interest in studying in England. The program's duration is five weeks, and the students study at Fordham's London Centre in central London. The coursework is specifically designed to integrate the international experience while completing important coursework in the student's program. Courses vary from summer to summer. Interested students should consult Michael Polito, Hughes Hall, Room 300-A.

**Semester Abroad in London**

In addition to the current London Summer Program, Fordham University's Gabelli School of Business offers a semester program in London for its GSB sophomores and juniors. Classes are offered in both the fall and spring, so students can choose their preferred semester to go abroad. This program is for students considering a spring semester abroad in London. The primary focus of the program is to allow GSB students a chance to have a meaningful and full study abroad experience through a Fordham program. Interested students should consult Michael Polito, Hughes Hall, Room 300-A.

**Semester Abroad in Beijing**

Fordham University has linked study abroad programs with the Beijing Center in Chinese Studies and the Syracuse Center in Beijing, China. These programs allow business students the opportunity to gain a strong foundation in business coursework while exploring one of the fastest-growing and important economies in the world. GSB students are strongly encouraged to consider these quality programs. Interested students should contact the office of International and Study Abroad Programs in Walsh Library, Room 039, (718) 817-3464, studyabroad@fordham.edu.

**Semester Abroad in Rio de Janeiro**

Fordham University, GSB, has a direct enroll (exchange) program with Brazil's leading and largest Catholic university, Pontifícia Universidade Católica do Rio De Janeiro. Students wishing to pursue study in this program are encouraged to speak with their class dean as early as possible. This program is particularly well suited to undergraduate business students. Both business and liberal arts courses are offered. While the classes are taught in Portuguese, no prior Portuguese language is required. An intensive Portuguese course is offered to exchange students prior to the start of each academic semester. For more details, please visit the Office of International and Study Abroad Programs in Walsh Library, Room 039, (718) 817-3464, studyabroad@fordham.edu.

**Semester Abroad in Seoul**

Fordham University, GSB, has a direct enroll (exchange) study abroad program with the Jesuit University in Seoul, Korea. Students wishing to pursue study in this program are encouraged to speak with their class dean as early as possible. This program is particularly well suited to undergraduate business students, and the courses are taught in Korean and English. Both business and liberal arts courses are offered. Korean language courses are available to international students. For more details, please visit the Office of International and Study Abroad Programs in Walsh Library, Room 039, (718) 817-3464, studyabroad@fordham.edu.

**Study Tour Courses**

Study tour courses are designed to allow students the opportunity to combine the academic study of the classroom with actual corporate visits to international firms. The international visitations give the student the ability to see how these firms put theory into practice in their region of the world. The international visitations typically occur during the winter break, after Christmas, or during the spring break. There are additional costs for participating in these courses and deposits/payments are generally due approximately four months in advance of the trip. Below are some examples of past (and possibly future) study tour locations:

- Argentina
- Paris
- London
- Japan
- Peru
- Canada
- Italy
- Dublin
- Brazil
- India

Students interested in the study tour courses should contact Michael Polito, Assistant Dean, Director of International Programs, mpolito6@fordham.edu, Hughes Hall 300-A, x4541.
Law and Graduate Programs

The degree program of the Gabelli School of Business is included in the
list of approved degree programs registered with the New York State
Education Department as preparation for entry into law schools in New
York State. The bachelor of science degree of the Gabelli School of Business
also qualifies a student for graduate studies toward the Ph.D., M.B.A.,
M.A., or other graduate degrees, depending on the student's quality
point index and the admission requirements of the graduate program in
question.

The Graduate School of Business Administration offers an M.S./M.B.A.
program at the Lincoln Center campus in New York City; at the
Westchester campus in West Harrison, New York; and in Beijing, China.
Inquiries should be addressed to:

Telephone: 212-636-6200, E-mail: admissionsgb@fordham.edu

ACADEMIC POLICIES AND PROCEDURES

Full-Time Day Program Admission

Admission is based on a number of factors: high school academic
performance, SAT or ACT scores, and evidence of motivation and diverse
interests reflected in extracurricular and personal activities. Fordham
recommends a solid grounding in English (four years), science (one
to two years), mathematics (three to four years), social studies (two to
four years), and foreign languages (two years). Business students are
encouraged to pursue four years of college-preparatory mathematics. For
additional information about admission, please call or write:

Fordham University | Office of Undergraduate Admission
Duane Library | Bronx, NY 10458-5191
1-800-FORDHAM

Evening Program Admission

There is no direct admission to the Gabelli School of Business evening
program. Students interested in pursuing an evening program focusing
on business would first seek acceptance into Fordham's School of
Professional and Continuing Studies, then complete all of the GSB
Evening prerequisites, and meet the internal transfer requirements for
eligibility to apply to the GSB Evening Program. Interested students
seeking to pursue this part-time evening program should begin by going
to Fordham's School of Professional and Continuing Studies website
for more information: http://www.fordham.edu/academics/colleges_
graduate_s/undergraduate_colleg/school_of_profession/index.asp

Financial Aid

The University has developed an extensive financial aid program in order
to help students attend the Gabelli School of Business. This aid may be in
the form of a scholarship or grant-in-aid, a loan or a work grant.

All inquiries concerning financial aid should be directed to the Office
of Student Financial Services:

Financial Services - Thebaud Hall
441 East Fordham Road
Bronx, NY 10458

Phone: (718) 817-3800
Fax: (718) 817-3921
E-mail: FinancialAid@fordham.edu
Hours of Operation: Monday–Friday 9 a.m.–5 p.m.

Fordham University's Financial Aid Guide describes the principal forms
of university, state, and federal financial assistance and explains the
procedure for applying for these programs. The Guide is available upon
request at the Office of Student Financial Services, or check the Financial
Aid website (www.fordham.edu/finaid) for more information.

Note: It is the student's responsibility to be aware of any GPA, academic
progress, or other requirement necessary to keep their financial aid.

Registration

Students will register only for prescribed courses and the electives
permitted in the program to which they have been admitted. Students are
responsible for consulting with their class dean to know the requirements
of their program as well as to ensure that their program is correctly listed
on DegreeWorks.

Students may register for a maximum of five full courses in any semester
(with 1.5 credit classes counted as half courses).

Note: In order to graduate on time, GSB day program students should
register for five courses each semester. Any deviation from this (normal)
five-course load requires the approval of your class dean. Students need at
least 120 credits and 40 classes to graduate.

No student registered in the GSB shall at the same time be matriculated
in any other school or college, either at Fordham University or elsewhere,
without the consent of the dean.

Registration at a time other than the days designated may be permitted
for serious reasons by way of exception. Students registering late are held
accountable for absences thus incurred.

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

Registration dates for each semester can be found on the University's
Enrollment Services website: http://www.fordham.edu/enrollment_services/

Important note regarding financial aid, participation in intercollegiate
athletics, University housing and family medical insurance plans: Students
should maintain full-time status in order to be eligible for each of these
programs. Full-time status means that a student is enrolled in at least
12 credits each semester and completes at least 12 credits each semester.
Students who fail to complete at least 12 credits per semester may find
themselves ineligible for University housing, intercollegiate sports,
financial aid, scholarships, and/or your families medical insurance. If you
believe that you may be in a position where you will not be full-time for
a particular semester, you should speak with your parents and your class
dean as soon as possible to better understand the consequences.
Program Approval

GSB students must declare their program of study (i.e., their combination of major, concentration, minor, and/or specialization, etc.) with their class dean at the GSB Dean’s Office (Hughes Hall, 4th floor). Students are encouraged to declare their major/primary concentration in either the second semester of their sophomore year (especially Accounting majors) or the first semester of their junior year. Students are responsible to ensure their program is listed correctly on DegreeWorks (found on my.fordham.edu), and must let their class dean know if their program is listed incorrectly. Please see your class dean for more information.

Change of Program

Under certain conditions, changes in a student’s program are permitted. Students who wish to change their program must do so with their class dean.

Students who are contemplating a change in program should first seek advice from their class dean. It should be noted, in this connection, that (1) courses cannot be added to a program after the first week of class in any given semester without permission; and (2) a failure will result in any course that is dropped without written permission from the student's class dean.

Students who wish to change their major/concentration should consult with their class dean, then seek the appropriate area representative as soon as possible. Such changes may involve considerable adjustments in program and become increasingly costly in time and credits if delayed beyond the first semester of the third year.

Dual concentrations, specializations, and/or minors are available to students upon approval by their class dean and an area representative from each of the concentrations, specializations, or minor areas.

Changes of Name or Address

Students are expected to immediately notify in writing the Office of the Dean and the Office of Enrollment Services of any change of name or address.

Course Failures

Students who have failed any course and whose academic records otherwise are such that they have not been directed to withdraw from the University, may continue with subsequent courses with the understanding that any required course is a deficiency that must be made up by repeating the course, normally before the beginning of the senior year. A failure in any course is a permanent part of the student’s record and influences the student’s cumulative index even after the course has been repeated. Since responsibility for make-up of failures rests with the students, they should see to it that arrangements for deficiencies are made as early as possible.

Make-Up by Equivalent Course

It is required, wherever possible, that course deficiencies be eliminated by taking courses at the Gabelli School of Business, Fordham College at Rose Hill, or the Fordham Summer Program for traditional day GSB students; and the Gabelli School of Business, Fordham School of Professional and Continuing Studies, or the Fordham Summer Program for nontraditional/evening GSB students. If scheduling or other difficulties should prevent this, the student may apply for permission from their class dean to take an equivalent course in another school of the University or at another institution.

Students wishing to take courses at other institutions must obtain prior approval from their class dean to ensure that the University will accept the course in question for transfer credit. Forms for this purpose are available in the GSB Dean’s Office, Hughes Hall, 4th Floor. Please note that if the course requirement in question is a liberal arts core course, a class dean may also require that the student get permission from the chair of the department that teaches that required core course.

While students may be permitted to attend another university in order to remove a deficiency, only courses taken at Fordham University are used in computing the quality point index. Therefore, courses taken elsewhere will not influence the overall cumulative grade point average of students. However, it is important to note that the university will not transfer in any course where the grade is below a C (2.0/4.0).

Academic Progress

Academic progress toward a degree must be maintained in order to continue study in the Gabelli School of Business. Satisfactory academic progress, as defined by the college, must also be maintained to receive financial aid.

Fordham University recognizes that the responsibility for seeing that each student succeeds academically is shared by the student, the faculty and the administration. Therefore, before a student begins coursework at the University, preregistration counseling is provided.

For graduation, students must complete a minimum equivalent of 40 full courses (with minimum rating of 3 or 4 credits each) and attain 120 credits with a minimum grade point average (GPA) of 2.0.

The Gabelli School of Business has established minimum standards of academic progress for each year of attendance. Failure to maintain these standards will result in academic penalties: probation, suspension, and even dismissal. Students on probation may continue to study at Fordham and may be awarded financial aid; however, they will need to improve their academic status so that they return to good academic standing.

Full-time students are expected to complete their coursework in four years. Students who need additional time to complete their degree due to special circumstances, such as illness, a change in major, etc., need to be approved to continue by the senior class dean. Part-time students typically take more than four years to complete their degree requirements.

To preserve the quality of a Fordham education, GSB restricts the use of grades W, ABS, and INC. Their use depends on the exigencies of individual circumstances. However, a pattern of reliance on these grades contravenes the intentions of an academic program. In addition, a pattern of reliance on grades of W, ABS, and INC will be taken as evidence of failing to maintain reasonable academic progress. Repeated courses will be calculated into a student’s GPA and will not replace the original grade. In addition, the satisfactory completion of fewer credits...
than stipulated may warrant dismissal for failure to maintain satisfactory progress toward the Gabelli School of Business bachelor’s degree.

The following tables under Academic Status provide the minimum requirements to meet academic progress. Both GPA and the timeframe in which the student completes the program of study are considered.

**Academic Status**

Although a 2.000 cumulative GPA is required for graduation, minimum standards for the first three years of study are somewhat lower.

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

**Table 1: Academic Status**

<table>
<thead>
<tr>
<th>Year of Attendance</th>
<th>Minimally Acceptable</th>
<th>Academic Probation</th>
<th>Subject to Suspension</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First/freshmen</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>1.350</td>
<td>less than 1.350</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Spring</td>
<td>1.600</td>
<td>1.500-1.599</td>
<td>1.450-1.499</td>
<td>less than 1.450</td>
</tr>
<tr>
<td><strong>Second/sophomore</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>1.700</td>
<td>1.600-1.699</td>
<td>1.550-1.599</td>
<td>less than 1.550</td>
</tr>
<tr>
<td>Spring</td>
<td>1.800</td>
<td>1.700-1.799</td>
<td>1.650-1.690</td>
<td>less than 1.650</td>
</tr>
<tr>
<td><strong>Third/junior</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>1.900</td>
<td>1.800-1.899</td>
<td>1.700-1.799</td>
<td>less than 1.700</td>
</tr>
<tr>
<td>Spring</td>
<td>2.000</td>
<td>1.900-1.999</td>
<td>—</td>
<td>less than 1.900</td>
</tr>
<tr>
<td><strong>Graduation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.000</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

*These standards apply to transfer students beginning study at Fordham in their second year. Both full- and part-time students on probation for two semesters may be subject to dismissal if they do not make satisfactory progress towards achieving good academic standing. In addition, students may be subject to dismissal if their GPA falls below those indicated.

**Re: GSB Evening Students and Table 1**

<table>
<thead>
<tr>
<th>Year of Attendance</th>
<th>Minimally Acceptable</th>
<th>Academic Probation</th>
<th>Subject to Suspension</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First/freshman</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>15-29 credits attempted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>30-44 credits attempted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second/sophomore</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>45-59 credits attempted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>60-74 credits attempted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third/junior</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>75-89 credits attempted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>90+ credits attempted</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 2: Minimum Credit Completion Policy**

<table>
<thead>
<tr>
<th>Year or Classification</th>
<th>Credits Attempted*</th>
<th>Percentage Completed*</th>
<th>Minimum credits completed**</th>
</tr>
</thead>
<tbody>
<tr>
<td>First/freshman</td>
<td>up to 30</td>
<td>65%</td>
<td>18-20</td>
</tr>
<tr>
<td>Second/sophomore</td>
<td>30-60</td>
<td>70%</td>
<td>42</td>
</tr>
<tr>
<td>Third/junior</td>
<td>60-92</td>
<td>75%</td>
<td>69</td>
</tr>
<tr>
<td>Fourth/senior</td>
<td>92+</td>
<td>80%</td>
<td>99-100</td>
</tr>
</tbody>
</table>

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

**For GSB evening students pursuing a degree on a part-time basis: credits earned will be proportionate. Half-time students should complete half of these credits and three-quarter-time students, three quarters of these credits.

**Appeal Process**

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

**Academic Probation**

Probationary status is not automatically acquired by a student, but must be granted by the dean. Normally, a student will be permitted to be on probation for a period not exceeding the equivalent of one academic year.

**Academic Suspension**

Suspension is an enforced termination of formal studies. This is typically given for two semesters. A student may be liable for suspension if:

1. He or she fails to maintain satisfactory academic standing as indicated on Table 1, located under Academic Status; or
2. He or she receives three failing grades in any semester.

If, after a period of suspension, a student wishes to continue his or her studies in GSB at Fordham, he or she must formally apply for readmission to GSB. Students should contact the Office of Admission for an application.

**Academic Dismissal**

A student may be liable to dismissal if:

1. He or she fails to maintain satisfactory academic standing as indicated on Table 1, located under Academic Status; or
2. He or she receives three failing grades in any semester.

Once a student has been dismissed from GSB for academic reasons, he or she may not take courses in GSB. Dismissal is a formal termination of all further studies in GSB.

**Written Assignments**

It is extremely important that students develop adequate skills in written and oral English. In all fields of business there is a need to communicate clearly and concisely in reports, at meetings, and in day-to-day relations with others. Students should be sure to develop these habits as undergraduates.

Each teacher, no matter what the subject, may include an assessment of the student’s ability to communicate as part of the grade. The teacher can adjust grades for the quality of the student’s writing and has the right to require reports to be rewritten on the basis of poor writing alone.
Grievance Procedure
Any enrolled student has the right to grieve alleged discriminatory treatment on the part of any Fordham administrative office, department, procedure, or student organization. The student alleging discriminatory treatment has the right to a prompt investigation of the charges, resulting in redress of grievances where cause is found. Internal grievance channels provide for the investigation and adjudication of charges by members of the Fordham community. Two internal procedures have been established: one for grievances in academic matters, and a second in nonacademic matters. In either instance, in order to be valid, a grievance must be filed within 30 days of the action against which the grievance is directed. Further details concerning these procedures are available at the Office of the Dean.

Academic Honors, Awards and Societies
The Gabelli School of Business Administration offers citations and distinctions for which students qualify by their performance in curricular and co-curricular activities. A description of each group of honors and awards specific to Gabelli School of Business Administration students follows. Please refer to the Financial Services chapter of this bulletin for information on scholarships and awards available to students from all disciplines.

Dean’s List
To be named to the Dean’s List, both GSB day and evening students must meet the following criteria for the entire academic year (fall or spring):

- 3.60 GPA or better for the year (fall and spring combined)
- 12 credits or more (in each semester, fall and spring)
- No grade(s) of I (Incomplete) or F (Failure) in either the fall or spring semesters

This honor is given in recognition of superior scholastic achievement and each fall these students are recognized at the annual GSB Dean’s List Ceremony.

Scholarships and Awards
Internal Scholarships and Awards
The following scholarships are open to current Fordham Gabelli School of Business students. Applications are typically available as of March 31 on the Scholarships page of www.fordham.edu/gabelli.

The Nicholas W. Brandemarti Memorial Scholarship was established through the generosity of Nicholas and Nancy Brandemarti to honor the memory of their son, Nicholas W. Brandemarti, GSB ’01, who perished in the World Trade Center tragedy of 2001. The scholarship provides financial support to a Gabelli School of Business student athlete who demonstrates academic excellence and financial need. For further information, contact the Office of Student Financial Services.

The Michael J. Breslin III Scholarship was established in memory of Michael J. Breslin III, GSB ’87, by his family and friends. The scholarship supports a Gabelli School of Business or Fordham College Rose Hill student who has demonstrated academic achievement, extracurricular involvement, and financial need. Preference is given to members of the Fordham Rugby Union. The scholarship is administered by the Fordham College Rose Hill Dean's Office. Applications are typically due by early March.

The Restina Lucarelli Brown Memorial Scholarship was established by Joseph A. Pecora, GSB ’86, in memory of his classmate and friend Restina Lucarelli Brown, FCRH ’87. The scholarship provides emergency assistance to students experiencing financial pressures created by illness. Students of Fordham College at Rose Hill, Gabelli School of Business, or Fordham College at Lincoln Center may apply. Student must demonstrate financial need. For further information, contact the Office of Student Financial Services.

The Benjamin M. Brown Scholarship was established in memory of Benjamin M. Brown, GSB ’06, by his family. The scholarship supports a Gabelli School of Business student who is interested in communications/journalism and has demonstrated academic merit. For further information, contact the Office of Student Financial Services.

The Conroy Family Class of 1979 Scholarship was established through the generosity of Anne L. Conroy, FCRH ’79, and Francis J. Conroy, GSB ’79. The scholarship supports a sophomore, junior, or senior from the New York City metropolitan area who is studying accounting and has demonstrated financial need.

The James J. and Mary Ann Dowdall Scholarship was established through the generosity of James J. Dowdall, GSB ’57, and his wife, Mary Ann. The scholarship supports a full-time Gabelli School of Business student who demonstrates financial need and academic merit. Student must be a commuter from one of New York City’s five boroughs.

Richard J. Fay Memorial Scholarship was established in memory of Richard J. Fay, GSB ’65, by his family. The scholarship supports a nontraditional Gabelli Evening Program student who is employed during the day and supporting a family (spouse and child/children).

The Fordham College Class of 1989 Scholarship was established by members of the Class of 1989 in memory of two classmates who died during their senior year, Gregory Aiosa and Mark Tobin. The scholarship supports a Gabelli School of Business or Fordham College Rose Hill student who has exhibited academic achievement, contributed significantly to student life at Fordham, and demonstrated financial need. The scholarship is administered by the Fordham College Rose Hill Dean’s Office. Applications are typically due by early March.

The Fordham University Club of Washington, D. C. supports undergraduate students whose permanent residence is within the greater Washington, D.C., area and who exhibit financial need. For further information, contact the Office of Student Financial Services.

The Ghiloni Family Scholarship was established to support a full-time sophomore, junior, or senior in Gabelli who has demonstrated academic achievement.

The John Gilder Memorial Scholarship supports a Gabelli School of Business student from City Island, NY who is pursuing the G.L.O.B.E.
specialization. For further information, contact the Office of Student Financial Services.

The Peter and Carol Howe Scholarship was established through the generosity of Peter and Carol Howe. The scholarship supports a full-time Gabelli School of Business student who is studying accounting, involved with Beta Alpha Psi, and active in community service.

The James H. MacNeill Scholarship was established in memory of James H. MacNeill by his family. The scholarship supports a full-time Gabelli School of Business student who demonstrates financial need and academic merit. For further information, contact the Office of Student Financial Services.

Harold Mulqueen, S.J., Scholarship is awarded to a member of the university band to be selected by the moderator of the band.

The Stroz Family Scholarship supports a full-time Gabelli School of Business student who is earning his or her degree in accounting.

The Summers Family Scholarship for Veterans supports an honorably discharged, military service member who is earning his/her degree at Fordham University.

The Tognino Family Scholarship supports a Gabelli School of Business Evening Program or and Fordham College Liberal Studies student employed during the day, (preference for those majoring in economics but may be from another related area) and who demonstrates merit and financial need.

The Ralph Godfrey Trapani Memorial Scholarship was established in memory of Ralph Godfrey Trapani by his family. The scholarship supports a full-time transfer student to the Gabelli School of Business student who demonstrates academic merit and financial need.

UNOVA Scholarship supports Gabelli School of Business students going into their junior or senior year. Based primarily on academic merit. Open to full-time students in any major in business, who demonstrates some need.

The David H. Winton Memorial Scholarship was established to honor the memory of David H. Winton, GSB ‘94, who died on September 11, 2001, in the World Trade Center. The scholarship supports a full-time junior or senior in the Gabelli School of Business concentrating in finance who demonstrates academic merit and financial need.

The following scholarship is applicable toward graduate study at Fordham:

John and Barbara Costantino Scholarship is awarded to a GSB senior/graduate who is pursuing their graduate degree at Fordham Law. It provides a substantial portion of tuition in each of the three years of law school. The recipient is selected by the Fordham Law Office of Admissions.

The following scholarships are typically awarded to incoming freshmen:

The John E. Toffolon, Jr., Presidential Scholarship will provide a four-year scholarship to an academically exceptional incoming freshman who is well rounded with a number of extracurricular and athletic activities during high school. The recipient must enroll in the Gabelli School of Business, live in a campus residence hall for at least the first two years, and maintain a good academic and disciplinary standing for four years. The Toffolon Scholar will be chosen by the director of admission and the dean of GSB.

The George McMahon, S. J. Scholarship supports a Presidential Scholar from the Gabelli School of Business or Fordham College Rose Hill by providing additional funding beyond the Presidential award.

The Robert and Elaine Ciatto Scholarship provides a four-year award to freshmen. This scholarship is intended to significantly impact a student’s ability to attend Fordham University. The scholarship is renewable each year, as long as the recipient continues to meet the required academic criteria.

Joseph P. Fitzpatrick, S.J., Scholarship supports outstanding high school seniors who reside or attend school in innercity areas, particularly in our south and west Bronx neighborhoods. The scholarships are renewable each year up to four years, if the students maintain normal academic progress, and are awarded on the basis of both academic excellence and financial need.

Scholarships, Fellowships, and Grants

The Gabelli School of Business encourages all students to compete for external scholarships, fellowships, and grants. Many programs demand immediate action during the first weeks of classes in the fall. Graduating seniors who plan to apply for fellowships should see the dean as soon as possible, preferably in spring of their junior year. The following is a brief outline of the major fellowship and grant competitions open to all students. Interested students should contact the Campion Institute (Thebaud Hall, (718) 817-0591) for more information.

Rhodes Scholarships Awarded for graduate study at Oxford University. Good grades (3.7 or better) and an exceptional record of leadership and participation in extracurricular activities are prerequisites for applying.

The Marshall Scholarships are awarded for graduate study in Great Britain. Criteria for selection include the highest scholastic achievement, good character, and the ability to contribute to an understanding between the United States and the United Kingdom.

Fulbright-Hayes Fellowships Awarded for one year of graduate study in one of more than 70 countries abroad. Areas of study covered and the amount of the award vary with the particular countries involved. A double project and the appropriate undergraduate preparation are critical elements in the selection process.

Thomas R. Pickering Undergraduate Foreign Affairs Fellowship supports students as they prepare for careers in the U.S. Department of State Foreign Service. The Fellowship aims to attract students who will go on to pursue a master’s degree relevant to work in the Foreign Service (i.e., international affairs, political, and economic analysis, administration, management, or science policy).

The Gates-Cambridge Scholarship is awarded for advanced study at Cambridge University. The program aims to build a global network of future leaders committed to improving the lives of others.
Harry S. Truman Scholarships is awarded to sophomores in the upper quarter of their class with an interest in a career in public service. The scholarship is intended to cover the last two years of college and the first two years of graduate or professional school. Applicants must have an outstanding record indicating potential for leadership in public service and a strong background in politics or politically related areas with a good practical knowledge of the political system at some level.

Boren Scholarship is dedicated to enabling students to study languages and world regions critical to U.S. national security.

The Luce Scholars Program is awarded to young American leaders who have little or no prior experience of Asia to travel and work in Asia. Luce Scholars are given professional placements based on their backgrounds, qualifications, experience, and interests. The program is “experiential rather than academic in nature.” Participants do not enroll in universities or receive academic credit.

Saint Andrew’s Society of the State of New York Scholarship is awarded for one year of graduate study in any field in Scotland. Selection is based upon the applicant’s record of academic achievement, participation in other activities, responsible leadership, financial need and employment, evidence of Scottish descent, and a statement of personal objectives.

New York City Urban Fellows and Government Scholars Program offers 20 outstanding college seniors and graduate students the opportunity and challenge of an intensive fieldwork experience in urban government. Fellows work closely with city officials on long- and short-term projects and attend weekly seminars to get an academic perspective on the workings and problems of local government. Urban fellows are selected annually in a nationwide competition and serve for a full academic year, from mid-September to mid-June. They receive a stipend from the city and a choice of paid health insurance plans. A fellow must be about to start his or her senior year, or must be an accepted or actual graduate student.

Rotary Scholarship is awarded for one year of study in any foreign country where a Rotary Club is located, for the purpose of learning about other cultures and serving as an Ambassador of Good Will. Students should apply through their local Rotary club.

Honor Societies
Alpha Mu Alpha
Alpha Mu Alpha is the American Marketing Association’s national marketing honor society for undergraduate, graduate, and doctoral marketing students, and marketing faculty. Students with who have earned a qualifying cumulative GPA are nominated and invited to join Alpha Mu Alpha during their senior year.

Alpha Sigma Nu
Alpha Sigma Nu is the National Honor Society of Jesuit Colleges and Universities. The purpose of the society is to honor students of Jesuit colleges and universities who distinguish themselves in scholarship, loyalty, and service and to encourage those honored in this way to appreciate and promote the ideals of Jesuit education.

Admission is in junior and senior years to those students who are approved by a selection committee. Candidates must demonstrate: an above-average interest and proven competence in academic work; a proven concern for others demonstrated by cocurricular and extracurricular activities in support of the College, University, or community; an intelligent appreciation of and commitment to Jesuit ideals of higher education — intellectual, moral, social and religious; and a sufficiently visible identification with those ideals to warrant a candidate’s being singled out for membership in Alpha Sigma Nu.

Beta Alpha Psi
Beta Alpha Psi is the national honor society for students pursuing a career in financial services and studies in accounting, finance, or information systems. Membership is restricted to students in their junior and senior years who have maintained outstanding scholastic records in all subjects and distinguished records in accounting, finance, or information systems. Membership is considered on an individual basis during sophomore year. The purpose is to encourage and foster the ideal of service in the financial services profession; to promote the highest ethical standards; to bring together professional men and women, instructors, students, and others who are interested in the development of the financial services profession.

Beta Gamma Sigma
Beta Gamma Sigma is the national academic honor society for accredited member colleges of the AACSB (The Association to Advance Collegiate Schools of Business). Students are nominated based on their scholastic record and their contributions to the advancement of business education and the fostering of integrity in the conduct of business. Students are invited to join Beta Gamma Sigma during the second semester of their junior and senior years.

Omicron Delta Epsilon
Omicron Delta Epsilon is the International Economic Honor Society. The society seeks to recognize and honor outstanding academic achievements in economics. Outstanding students major or minor in economics are inducted into Fordham University’s Gamma Chapter during their senior year.

Phi Kappa Phi
Phi Kappa Phi is a national honor society for superior scholars in all academic disciplines. The society is convinced that recognizing and honoring persons of good character and scholastic excellence, in whatever field, will stimulate others to espouse excellence. The Phi KappaPhi Foundation offers a number of fellowships that are awarded following a national competition among graduating students who have been initiated into the society and intend to continue their graduate study.

Clubs and Activities
Students in the Gabelli School of Business at Fordham have many different clubs and activities that they may become involved in to complement their studies and their professional development. Below is a list of popular activities and clubs from the Club Directory that GSB students have selected over the years. For the full Club Directory, including links and adviser listings, please consult the website for the
Rose Hill office of Student Leadership and Community Development at http://www.fordham.edu/student_affairs/student_leadership__/rose_hill/

**Student Governments**
- United Student Government (USG)
- Commuting Students Association (CSA)
- Residence Halls Association (RHA)

**Programming Clubs**
- Campus Activities Board (CAB)
- Peer Educators

**Academic Clubs**
- Academia Hispania
- Ascend
- Association of Latino Professionals in Finance and Accounting (ALPFA)
- Beta Alpha Psi
- Economics Society
- Finance Society
- Fordham Marketing Association
- Gamma Kappa Alpha
- G.L.O.B.E.
- Laennec Society
- Phi Alpha Theta
- Philosophy Society
- Psi Chi
- Psychology Society
- Society of Computer Science
- Society of Visual Arts (SOVA)

**Cultural Clubs**
- African Cultural Exchange
- Armenian Society
- Asian Cultural Exchange (ACE)
- ASILI
- El Grito de Lares
- Fordham University South Asian Entity (FUSE)
- Gaelic Society
- Hellenic Society
- The International Community of Fordham (ICF)
- Le Cercle Français
- MECA (Middle Eastern Cultural Association)
- Muslim Students Association (MSA)
- FUPAC (Fordham University Philippine-American Club)
- Korean Student Association (KSA)
- Polish Cultural Exchange
- Pope Dante Italian Society
- PRIDE Alliance
- Ukrainian Society

**Performing Clubs**
- Debate Society
- Expressions Dance Alliance
- Fordham University Band and Orchestra
- Fordham University Concert Choir
- F.E.T. (Fordham Experimental Theatre)
- Fordham Flava
- Fordham University Glee Club
- The Ramblers
- The Satin Dolls
- The b-Sides
- Fordham Jazz Collective
- Mimes and Mummers
- Mock Trial

**Political Clubs**
- College Democrats
- College Republicans
- Pre-Law Society

**Publications**
- Ampersand
- Fordham Political Review
- Perspectives
- The Maroon Yearbook
- the paper
- The Ram

**Service Clubs**
- Big Brothers/Big Sisters
- Circle K
- Fashion for Philanthropy
- Fordham University Emergency Medical Service (FUEMS)
- Global Outreach (GO!)
- Parks Action for the City of New York (PACNY)
- Students for Fair Trade
- Student Global AIDS Campaign

**Special Interest Clubs**
- 1000#lb. Club
- Contemporary Science Fiction (CSF)
- Film and Television Production Organization (FTP)
- Hip-Hop Coalition
- Ignatian Society
- Orthodox Christian Fellowship (OCF)
- People Advocating Natural Discoveries and Adventure
- Pershing Rifles
- Progressive Students for Justice (PSJ)
- Ram Real Estate
- Respect for Life
- Ski and Snowboard Club
- Sixth Man Club
- Smart Woman Securities
- St. Robert Bellarmine Society

**Father William Emmett Boyle, S.J. Society**

The Father Boyle Society was founded to encourage student scholars in GSB to seek out opportunities that are both academic and professional and to acknowledge and promote the ideals which Father Boyle lived by, those of the Society of Jesus. The society’s advisers will work to help guide
students in the society to develop and contribute to a life of being men and women for others, and to promote integrity, community, and a sense of accomplishment and excellence in our lives and the lives around us. Through mentoring, tutoring, and joint research with faculty, the members of the Boyle Society are able to demonstrate and contribute to the greater good. In addition to promoting these ideals, the society strongly encourages its members to continually seek excellence in all that they pursue. Boyle Society students are also encouraged to prepare for prestigious scholarships, including competitive internal university scholarships, regional and national scholarships, as well as fellowships and assistantships. Interested students should consult with their class dean for more information regarding this society.

Father William Boyle, S.J., (1914–2000) was a true leader at the Gabelli School of Business. As a dean, professor, and student adviser he was a positive thinker who stressed the importance of academic excellence and living life to the fullest—which to him meant being a leader who gave back to the community. In 1999, through the support of his many grateful students, the Boyle Society was founded to honor his memory and continue his legacy of outstanding scholarship, leadership, and community service.

**On-Campus Business-Related Clubs and Organizations**

**ALPFA (Association of Latino Professionals in Finance and Accounting)**

ALPFA is a professional development organization dedicated to building leaders. We are the oldest and largest Latino network in the nation, with more than 17,000 members. We have expanded our approach and welcome members from all nationalities and backgrounds, because we believe that diversity benefits the workplace. Students are able to connect directly with professionals at all of our events and learn about career opportunities. ALPFA is a family that helps students grow professionally and develop even as they move into their careers.

ALPFA is also proud to sponsor its National Convention every August. At this convention, students and professionals are able to participate in workshops, team-building activities, social events, and the largest career fair the organization has to offer. ALPFA has links to more than 100 of the world's largest companies, including the Big 4, Goldman Sachs, J.P. Morgan, Boeing, Target, Disney, and New York Life. This organization is truly a family, and all are welcomed to join.

Chapter website: [http://fordham.alpfaany.org](http://fordham.alpfaany.org)
E-mail: alpfa.fordham@gmail.com
Twitter: @alpfa_fordham

**ASCEND**

ASCEND is a premier nonprofit professional association that enables its members, corporate partners, and the community to realize the leadership potential of Pan-Asians in global corporations.

ASCEND reaches 13,000 people with 37 professional and student chapters located in major business hubs and on university campuses. Membership is open to individuals of all ethnicities and business backgrounds.

The group's services include mentoring programs, leadership training sessions, networking events, résumé workshops, mock interviews, other professional development events, and more.

Adviser: Dean Gabriella Brown, gbrown24@fordham.edu

Chapter website: [http://www.ascendleadership.org/?stufordham](http://www.ascendleadership.org/?stufordham)

E-mail: ascend@fordham.edu

Facebook: [http://www.facebook.com/groups/14595857993/](http://www.facebook.com/groups/14595857993/)

**Beta Alpha Psi**

Beta Alpha Psi is an international honorary organization that encourages and recognizes scholastic and professional excellence in the business information field. This includes promoting the study and practice of accounting, finance, and information systems; providing opportunities for self-development, service, and association among members and practicing professionals; and encouraging a sense of ethical, social, and public responsibility.

Adviser: Professor Kelly Ulto, ulto@fordham.edu

E-mail: fordhambetaalphapsi@gmail.com

Website: [http://www.fordham.edu/bap/](http://www.fordham.edu/bap/)

**Entrepreneurship Society**

The Fordham University Entrepreneurship Society, associated with the Gabelli School of Business, was created to educate its members about the opportunities and challenges of entrepreneurship to better prepare themselves to be successful business owners. Our goal is to stimulate interest in entrepreneurship among Fordham students from all majors by providing an environment to apply knowledge and skills acquired in the classroom to real-world business opportunities. With U.S. Census data approximating that 2,356 people become entrepreneurs every day and forecasting dramatic growth over the next four years, members of the Entrepreneurship Society are encouraged to pursue future business trends to launch forward-thinking enterprises.

Becoming a part of the club requires attendance at bimonthly meetings. Students are expected to take on leadership roles and to actively participate in Entrepreneurship Society-sponsored events; to identify speakers and hands-on learning opportunities; to work with administrators, faculty, and outside professionals to strengthen the club; and to learn from one another through brainstorming sessions, idea pitches, and sharing feedback. The purpose and format of the club enables students to start putting their ideas into action by accessing a wealth of business resources for real-life innovation. Through guest-speaker series, creative hands-on activities, networking events, and the development of student-run businesses, the Society aims to establish long-lasting, mutually beneficial relationships among students, faculty, student organizations, alumni, and local professionals to build sustainable business ventures both on and off campus.

Entrepreneurship is about taking action and embracing successes as well as setbacks. Those looking for an exciting and rewarding career are encouraged to join.

Adviser: Dr. Janssen-Selvadurai, cjanssen@fordham.edu

E-mail: entrepreneur@fordham.edu

LinkedIn: [http://www.linkedin.com/in/thefordhamues](http://www.linkedin.com/in/thefordhamues)
Finance Society
Mission statement: To promote knowledge, provide information, develop networks, be a host to intellectuals, and prepare students to develop into ethical and professional members of the financial community.

Overview: The Fordham Finance Society accomplishes these goals by organizing informational events, training workshops, alumni meet-and-greets, and informal club meetings, and disseminating information about financial news and events.

By joining the Finance Society, which includes more than 500 members, students have the opportunity to connect with and utilize the resources of peers, faculty, alumni, and business professionals to achieve their professional aspirations.

The Fordham Finance Society assists students in preparing for internships and jobs in the finance industry by leveraging the resources of the Gabelli School of Business. The society works closely with Lisa Henkoff, the preprofessional adviser for finance, to organize career-building events (such as interview-prep seminars and résumé workshops) and to expose members to all of the different possibilities that exist in the world of finance.

Adviser: Professor James Kelly, ajakelly@fordham.edu
E-mail: ffs@fordham.edu

G.L.O.B.E. (Global Learning Opportunities and Business Experiences)

Overview: G.L.O.B.E. provides members with exactly what its name stands for: global learning opportunities and business experiences.

By joining G.L.O.B.E., students learn how to conduct business in international settings and help to promote cultural awareness. Throughout the year, members participate in exciting tours and events in venues such as the United Nations headquarters, the Ellis Island Immigration Museum, Wall Street, and the New York Stock Exchange.

Club members who pursue the Gabelli School of Business’s G.L.O.B.E. specialization receive an international business designation on their diplomas at graduation, which offers an immense competitive edge in the workforce. Attending G.L.O.B.E. club meetings contributes toward the requirements for the specialization.

Mission statement: Fordham’s G.L.O.B.E. club is fitting for students who aspire to get their feet in the door at some of New York’s most interesting international firms and organizations. The club’s overall mission is to embrace diversity, raise cultural awareness, connect students with international business sectors, and enable students to become proficient in global business.

International Business Week (IBW): Every February, G.L.O.B.E. co-sponsors International Business Week at the Gabelli School of Business. The four-days event includes prominent guest speakers, discussion panels, international-themed social events, and more, putting a global twist on popular Gabelli business sectors, such as accounting, finance, entrepreneurship, fashion business, management, and marketing.

Attending IBW events also helps students make progress toward earning the G.L.O.B.E. specialization.

Faculty Adviser: Dean Polito, Director of International Programs, mpolito6@fordham.edu
E-mail: fordhamglobeclub@gmail.com
Facebook: Search “Fordham G.L.O.B.E. Club”
Website: http://www.gabelliconnect.com/globe-program

Fordham Marketing Association

Dedicated to promoting the knowledge and appreciation for marketing in the world around us, the Fordham Marketing Association caters to all students who are interested in the fields of marketing, advertising, and public relations. We focus on current knowledge of the marketing industry, invite marketing guest speakers to Fordham, and conduct professional development workshops. We are a registered collegiate chapter of the American Marketing Association and attend its International Collegiate Conference in New Orleans every year, as well as other regional events. We put a strong emphasis on building a personal brand and learning to network in this technological age.

E-mail: fordhammarketingassociation@gmail.com
Facebook: http://www.facebook.com/fordhammarketing

Smart Woman Securities
Fordham Smart Woman Securities (SWS) seeks to provide undergraduate women with the skills necessary to make investment decisions through market education, exposure to industry professionals, and real-world financial experience. Fordham Smart Woman Securities offers a 10-week educational seminar series, a mentoring program, and a final simulated equity research project.

Website: http://s.ws.gabelliconnect.com/

On-Campus Volunteer Organizations

The Dorothy Day Center for Service and Justice
Student interested in pursuing volunteer and service opportunities should consult with The Dorothy Day Center for Service and Justice, which acts as a liaison between the Fordham community and the local community offering a variety of University resources and access to support the exceptional work of our community partners.

Website: http://www.fordham.edu/mission/mission_and_ministry/dorothy_day_center_f

Contact info:
Dorothy Day Center for Service and Justice
Rose Hill Campus
441 East Fordham Road
101 McGinley Center
Bronx, NY 10458
Tel: (718) 817-4510
Fax: (718) 817-5419
E-mail: csprh@fordham.edu

Fair Trade Program
If traveling to Africa and promoting its small businesses are college experiences that you want to have, Fordham’s Fair Trade program is for you. This highly successful international program turns Gabelli undergraduates into marketing consultants for businessmen and women in Kenya who produce certified Fair Trade goods.
During the one-semester course, Gabelli students get to know their African clients via Skype and, eventually, through an in-person visit to their villages. Students then work to find U.S. markets for the products. In a reflection of Fordham’s Jesuit tradition of volunteerism, students provide their services free of charge, so that all the money earned from their efforts benefits their clients.

With the guidance of an advising professor, Fair Trade students:

• Determine which African products will sell well in the United States
• Develop a comprehensive marketing plan
• Import goods to New York
• Conduct online and face-to-face sales
• Return the profits to the business owners

Recent products imported and sold through Fordham’s Fair Trade program include:

• Fair Trade–certified coffee
• Fair Trade–certified chocolate
• Beaded accessories
• Jewelry
• Soapstone carvings

Gabelli students may choose to join Fordham Students for Fair Trade, a student organization that brings in speakers to talk about successful businesses based in sustainably produced, ethically sound goods.

Adviser: Prof. Katherine Combellick, combellick@fordham.edu
Website: http://www.theamanistore.com/Home.html

Local Consulting Program
Each semester, Gabelli students have the chance to become pro bono business consultants to one business or organization in New York City. You might help nearby St. Barnabas Hospital figure out how to run more efficiently. Or advise a brand-new charter school on how to attract students and much-needed financial support. The entire class works as a team to develop strategies and delivers recommendations at the end of the semester in a professional-caliber business presentation to the clients themselves. Other past clients include the United Nations Global Compact, the United States Agency for International Development, and The Hunger Project.

Student Government and Student Representation Opportunities
Student Advisery Council (for GSB)
United Student Government
GSB Dean’s Council

Students interested in any of these clubs and organizations should see their class dean or the Office of Student Activities in McGinley Center for more information.

CEO Breakfast Club
Students in the CEO Breakfast Club have the opportunity to attend breakfast meetings hosted by chief executive officers of major firms in the New York metropolitan area. This club gives the students an opportunity to interact informally with successful business leaders.

Members gain insight into contemporary business problems as well as the culture and unique status of specific firms. Most of the executives who have participated in this program are GSB/FCRH alumni. Recent breakfasts have been held at Tiffany & Co., Sanford Bernstein, Lehman Brothers, Merrill Lynch, ABC Daytime TV, Saks Fifth Avenue, Scudder Fund, AIG, Inter-Continental Hotels, UBS Financial Services, T.D. Waterhouse, Phillips Van-Heusen Group, General Electric Company, Blackstone Group, Parsons Brinckerhoff Aviation, and Doral Financial Group, just to name a few.

Students can sign up for these events on www.gsb-access.com.

For more information, please contact Angela Giovine at agiovine@limeevents.net.

Graduation Honors and Awards
Graduation Honors and Awards Students who have achieved superior grades are graduated with honors that are reflected on their diploma. Minimum requirements for graduation with honors are (1) summa cum laude: a quality point index of 3.8; (2) magna cum laude: a quality point index of 3.7; and (3) cum laude: a quality point index of 3.6.

At graduation, medals and honors are awarded for outstanding achievement. Among them are the Senior Gold Medal, the Outstanding Honors Thesis Medal, the Accounting Medal, the Business Economics Medal, the Finance Medal, the Information and Communications Systems Medal, the Human Resource Medal, the Management Accounting Medal, the Management of Information and Communication Systems Medal, the Management Systems Medal, and the Marketing Medal.

Other awards include recognitions of a number of organizations:

• The Dean’s Award: This award recognizes singular commitment to the Fordham community. Jesuit education aims at producing leaders who can unite others in a common cause and coordinate their efforts to accomplish goals, which could not be attained by individual efforts alone.

• New York State Association of Certified Public Accountants Award: This award recognizes superior scholarship for outstanding work in accounting. It acknowledges both academic achievements and contributions to the advancement of the accounting program at GSB and the profession at large by fostering enthusiasm and team spirit among budding professionals.

• Homines Pro Aliis Award: Homines Pro Aliis Award: This award is given to students who have shown leadership qualities and have made a contribution to the Gabelli School of Business and the surrounding community.

• Hugh S. O’Reilly Gold Medal for Accounting: This plaque is awarded by the Catholic Accountants’ Guild of Brooklyn to a senior for outstanding work in Accounting. The plaque is named in honor of one of the first students to come to GSB in the winter of 1920, when the school was first established as a School of Accounting. Mr. O’Reilly subsequently earned his doctorate and taught at GSB.
The GSB Alumni Association Award is awarded to the graduating senior who has been inducted into Beta Gamma Sigma and who has exhibited exceptional scholastic abilities, outstanding character demonstrated and possesses promise of future business leadership.

The GSB Leadership Award: This award was established as a means to recognize the outstanding leadership in the lives of students during their college years.

The Benedict T. Harter Award: This award is presented to the senior who held a position in USG and has shown outstanding leadership in their college years.

The Angela Lopez HEOP Award: This award recognizes the HEOP student with the highest cumulative academic achievement in a business program.

The Nicholas Brandemarti Award: This award is given to a senior athlete concentrating in finance who successfully balanced academics along with their athletic commitment to Fordham.

The Angelo Mozillo Award: This prize is awarded to a student who has demonstrated excellence in all areas of the undergraduate experience. This student personifies the mission of Fordham by making excellence the focus of his or her life.

The Nicholas Brandemarti Award: This award is given to a senior athlete concentrating in finance who successfully balanced academics along with their athletic commitment to Fordham.

The Student Government Leadership Award: This award is given to a senior who held a position in USG and has shown outstanding leadership in their college years.

The Benedict T. Harter Award: This award is presented to the senior athlete with the highest grade point average from the Gabelli School of Business Administration. The award honors Dean Ben Harter, who was dean of both GSB and GBA from 1979 to 1983. Dean Harter graduated from what was then called Fordham’s School of Business in 1939. Dean Harter’s memory lives on in GSB.

The GSB Alumni Association Award is awarded to the graduating senior who has demonstrated the promise of future leadership as a member of the Fordham alumni.

Areas of Study

Accounting

Area Chair: Bryan
Director: Naughton (Undergraduate Accounting)
RH: Hughes 300-B, (718) 817-4100

Faculty

Professors: Bryan, Rapaccioli, Schiff
Associate Professors: Henry, Kushel (clinical), Mozes, Newman, Zhang
Assistant Professor: Bochner (clinical), Cho, Lynch, Peng, Porco, Romeo (clinical), Shon, Tan, Ulto (clinical), Veliotis, Xie, Yan, Young

Adjuncts: Farley, Goodman, Hedley, Hillenbrand, Hymes, Johansen, Lizza, Mandel, Nazareth, J. Pischiker, Savignano, Shah, Stefano, Szilagyi

Overview

Accounting is the language of business. All businesses, big or small, use the theories of accounting to understand and report their financial performance. Core-level accounting classes equip students with the basic knowledge to interpret and analyze financial statements. The accounting profession is a challenging and diversified field. Accountants can practice auditing, financial planning, tax compliance, financial analysis, and more. Students pursuing this exciting profession will have the unique opportunity of participating in a variety of outstanding programs. Beta Alpha Psi, the financial services honor society and the financial services society hold weekly meetings on campus. These seminars include guest lecturers from the world's largest public accounting firms and Fortune 500 corporations. In addition, distinguished members of the faculty and other notable persons speak to the students regularly regarding business, the profession and important related topics and current events in the industry. As important as the topics covered, these meetings also offer the students a true forum to network with some of the most respected members of the accounting and financial services community.

Accounting students seeking tutoring should contact Beta Alpha Psi (the financial services honor society) at Fordham. Beta Alpha Psi students provide tutoring in accounting to Fordham students. Please contact this society if you are interested in seeking a tutor. This is a volunteer service provided by students for students.

Program Requirements

The Gabelli School of Business offers several approaches to the study of accounting. Students may pursue a major in public accounting, applied accounting and finance, and accounting information systems, as well as a major in business administration with a concentration in accounting or a minor in accounting. Below are the program requirements for each of these approaches (majors, concentrations, and minors).

Requirements for Majors in the Accounting Area

In addition to the public accounting major, the Gabelli School of Business offers two additional majors in accounting for students pursuing certified public accountant: Applied Accounting and Finance (AAF); and Accounting Information Systems (AIS) (see below for major requirements). Students who wish to sit for the Examination for Certified Public Accountants (CPA Exam) are required to meet the 150-hour New York State (NYS) requirement.

Areas of Study
At Fordham GSB, students may choose to major in one of the following three areas in accounting that may lead them toward licensure:

1. Public Accounting
2. Accounting Information Systems
3. Applied Accounting and Finance

Note: You may choose one of these three majors even if you are not planning to pursue CPA licensure.

**CPA Licensure Tracks in Accounting**

In order to fulfill the 150-hour requirement, Fordham has developed a variety of unique degree programs that are licensed under the NYS 150-hour requirement. These programs consist of the following two types of dual-degree programs: B.S./M.B.A. programs and B.S./M.S. programs and a 150-credit B.S.

The following degree programs offered by Fordham will academically qualify a student to sit for the NYS Certified Public Accountants (CPA) examination:

<table>
<thead>
<tr>
<th>Undergraduate Major</th>
<th>Graduate Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dual Degree</strong></td>
<td></td>
</tr>
<tr>
<td>(1) B.S. in Public Accounting (PA)</td>
<td>combined with (a) M.B.A. Public Accounting or (b) M.B.A. Finance or (c) M.B.A. Information Systems (d) M.B.A. Communication &amp; Media Management or (e) M.B.A. Management (f) M.B.A. Marketing (g) M.S. in Professional Accounting (h) M.S. in Professional Taxation</td>
</tr>
<tr>
<td>(2) B.S. in Applied Accounting and Finance (AAF)</td>
<td>combined with (a) M.B.A. Public Accounting (b) M.S. in Professional Accounting</td>
</tr>
<tr>
<td>(3) B.S. in Accounting Information Systems (AIS)</td>
<td>combined with M.S. in Professional Accounting</td>
</tr>
<tr>
<td><strong>Single Degree</strong></td>
<td></td>
</tr>
<tr>
<td>(4) 150-credit B.S. in Professional Accountancy (Additional 30 credits at GSB)</td>
<td>N/A - No Graduate Credits</td>
</tr>
</tbody>
</table>

Students who wish to pursue one of the licensure dual-degree programs should apply during their senior year and complete the appropriate M.B.A. or M.S. applications at Fordham’s Graduate School of Business.

For further information, please refer to the section titled Dual-Degree Programs. Students are encouraged to meet with the Director of Undergraduate Accounting for additional information regarding the programs.

**Major Requirements in the Accounting Area**

**Major in Public Accounting (PA)**

Students pursuing a major in public accounting must complete the following courses in the major:

1. ACBU 3434-Intermediate Financial Accounting I
2. ACBU 3435-Intermediate Financial Accounting II
3. ACBU 3441-Advanced Concepts in Financial Accounting
4. ACBU 3442-Individual and Business Entity Taxation
5. ACBU 3443-Assurance and Auditing
6. ACBU 3440-Advanced Assurance and Auditing
7. BLBU 3436-Commercial Transactions
8.-9. ACBU/BG-Two accounting electives
10-11. **BU-Two business electives**

**Major in Applied Accounting and Finance (AAF)**

Students pursuing a major in applied accounting and finance must complete the following courses in the major:

1. ACBU 3434-Intermediate Financial Accounting I
2. ACBU 3435-Intermediate Financial Accounting II
3. ACBU 3441-Advanced Concepts in Financial Accounting
4. ACBU 4646-Ethics in Financial Reporting and Accounting
5. BLBU 3436-Commercial Transactions
6.-9. Four upper-level electives in Finance
10-11. **BU-Two business electives**

**Major in Accounting Information Systems (AIS)**

Students pursuing a major in accounting information systems must complete the following courses in the major:

1. ACBU 3434-Intermediate Financial Accounting I
2. ACBU 3435-Intermediate Financial Accounting II
3. ACBU 3441-Advanced Concepts in Financial Accounting
4. ACBU 3421-Accounting Information Systems
5. BLBU 3436-Commercial Transactions
6-9. Four upper-level electives in Information Systems
10-11. **BU-Two business electives**

**Major in Public Accountancy (PAY)** * 150 credits

1. ACBU 3434-Intermediate Financial Accounting I
2. ACBU 3435-Intermediate Financial Accounting II
3. ACBU 3441-Advanced Concepts in Financial Accounting
4. ACBU 3442-Individual and Business Entity Taxation
5. ACBU 3443-Assurance and Auditing
6. ACBU 3440-Advanced Assurance and Auditing
7. ACBU 4646-Ethics in Financial Reporting and Accounting
8. ACBU 4444-Accounting Research Seminar
9. ACBU 3421-Accounting Information Systems
10. ACBU 3445-Corporate and Partnership Taxation
11. BLBU 3436-Commercial Transactions
12. One upper-level accounting course
13. One upper-level finance course
14-19. **BU-Six business electives**

*Please see the director of undergraduate accounting regarding the number of additional electives in business and liberal arts that a student would need to complete for the public accountancy major.

Students wanting to pursue a secondary concentration, the honors thesis program specialization, or a minor in conjunction with public accounting
as a major may find it necessary to complete more courses than are minimally required for a degree. Additional coursework may have to be made up during the summer sessions. Students wishing to pursue one of these combinations with public accounting should see their class dean early for advising.

Public accounting students who wish to pursue a secondary concentration should consult the secondary concentration requirements for the particular area of study in business.

Concentrations in Accounting

Primary Concentration in Accounting

Students who want to concentrate in accounting must take ACBU 3434 and ACBU 3435 and two upper-level accounting courses.

Secondary Concentration in Accounting

Students who want to pursue accounting as a secondary concentration are required to complete three upper-level accounting courses.

Minor in Accounting

For students wishing to minor in accounting, a total of seven courses are required and include ECON 1200, ACBU 2222, ACBU 2223, ACBU 3434, ACBU 3435, and two minor elective courses from accounting.

Course Descriptions

ACBU 2222 - PRNPL OF FINANCIAL ACCTG (3 CREDITS)
The course analyzes how financial information is developed and utilized. Methodology of accounting and the application of accounting principles in the preparation of financial statements. Prerequisite: ECON 1200.

ACBU 2223 - PRNPL OF MANAGERIAL ACCTG (3 CREDITS)
The nature of cost accounting; costing of materials, labor and manufacturing expenses; job costing, process costing, and standard costing. Managerial decision making and control. Prerequisite: ACBU 2222.

ACBU 3421 - ACCOUNTING INFORMATION SYSTEMS (3 CREDITS)
The purpose of this course is to introduce students to computer-based accounting information systems. The four critical objectives are a sound understanding of business processes, transaction cycles, internal controls, and the systems components of each. Prerequisite: ACBU 2222.

ACBU 3434 - INTRO MDT FINANCIAL ACCTG I (3 CREDITS)
The first semester of a two-semester course of intensive study in accounting theory and its applications. An in-depth study of the nature of assets and liabilities such as cash, receivables, short-term investments, inventories, plant and equipment, intangibles, and the preparation of financial statements. The first semester of a two-semester course of intensive study in accounting theory and its applications. An in-depth study of the nature of assets and liabilities, such as cash, receivables, short-term investments, inventories, plant and equipment, intangibles, and the preparation of financial statements. Prerequisite: ACBU 2222.

ACBU 3435 - INTERMEDIATE FINANCIAL ACCOUNTING II (3 CREDITS)
The second semester of this advanced course in financial accounting theory covers the following topics in corporate accounting: contributed capital, stock rights, convertible securities, retained earnings, and earnings per share. The accounting for long-term investments, long-term liabilities, deferred taxes, pensions, leases, the preparation of the statement of cash flows, the concept of price level, and fair value accounting. Prerequisite: ACBU 3434.

ACBU 3436 - GLOBAL FINANCIAL STATEMENT ANALYSIS (3 CREDITS)
Course provides students with the tools necessary to understand, analyze, and use the information provided in corporate financial statements for this type of economic decision making. Students will address complex accounting issues from a financial statement analysis perspective. Prerequisite: ACBU 2222.

ACBU 3440 - ADVANCED ASSURANCE AND AUDITING (3 CREDITS)
This course has been newly developed to address the current needs and demands of the ever-changing and competitive work of public accounting. This course can be divided into three distinct segments. The first section is devoted to teaching soft skills. The second section will focus on auditing skills. The third section will focus on audit strategy. The students obtain an understanding of the various topics and subjects that an auditor faces on a regular basis as part of their profession. This course will contain content on Sarbanes-Oxley, Audit Committees, and International Accounting Standards. Prerequisite: ACBU 3443.

ACBU 3441 - ADVANCED CONCEPTS IN FINANCIAL ACCOUNTING (3 CREDITS)
An advanced accounting course designed primarily for accounting students. An in-depth study is made of the preparation of consolidated financial statements, the accounting for partnerships, and fund accounting. Prerequisite: ACBU 3435.

ACBU 3442 - INDIVIDUAL & BUSINESS ENTITY TAXATION (3 CREDITS)
Concepts of taxable income with emphasis on principles of taxation of individuals and business firms. Prerequisite: ACBU 2222.

ACBU 3443 - ASSURANCE & AUDITING (3 CREDITS)
A study of the basic concepts of auditing and its purpose. Topics include generally accepted auditing standards, professional ethics, legal responsibilities, internal control, the auditor's reports, and computer auditing. Prerequisite: ACBU 3435.

ACBU 3445 - CORPORATE & PARTNERSHIP TAXATION (3 CREDITS)
Focuses on special problems relating to taxation of partnerships, estates and trusts, corporations and tax-exempt status. Prerequisite: ACBU 3442.

ACBU 4444 - SEMINAR: ACCOUNTING RESEARCH SEMINAR (3 CREDITS)
A seminar designed to provide students in this concentration with an opportunity to experience elements of their intended specialization in a work environment. In addition to the time spent with the cooperating organization, the student will attend seminar sessions and fulfill the instructor's seminar course requirements. By permission, seniors only. Today's ever-changing financial environment coupled with the plethora of accounting pronouncements requires future certified public accounts to have strong research skills to interpret critical accounting literature. This course hone students' analytic tools and effective communication capability, thus enabling students to potentially become successful...
members of their chosen firm. Additionally, the course will heighten students’ awareness as to their personal responsibility and importance of behaving with integrity and professionalism as a new member of the accounting profession. Prerequisite: ACBU 3435.

ACBU 4500 - SPECIAL TOPIC: CONTEMPORARY ISSUES IN FINANCIAL FORENSICS (3 CREDITS)
This course studies deceptions in financial and accounting processes focusing on the methods of fraud detection, investigation, and prevention. Topics include financial fraud, bankruptcy, insolvency, computer forensics, financial forensics, and the corresponding professional responsibilities of the CPA. Prerequisite: ACBU 3435.

ACBU 4646 - ETHICS IN FINANCIAL REPORTING & ACCOUNTING (3 CREDITS)
This course is designated to provide future accountants with a critical understanding of the principles of accounting ethics and professionalism, and in doing so—foster greater ethical awareness that ultimately will encourage moral behavior—through text readings, role plays, case studies, research, and other interactive student-learning techniques. Prerequisites: ACBU 2222 and BLBU 3443.

ACBU 4648 - SPECIAL TOPIC: FINANCIAL STATEMENT ANALYSIS (3 CREDITS)
The course provides students with a more comprehensive understanding of financial statements and the information they communicate on the operating, investing, and financial activities of corporations. Focuses on the impact of financial accounting principles, disclosure standards, and alternative accounting practices on financial reports. Examines and evaluates traditional and nontraditional methods of financial statement analysis. Prerequisite: ACBU 3435.

Business Economics
Area Chair: Salvatore;
Associate Chair (RH): Burke
RH: DE 5th 503E, (718) 817-4048
Web: www.fordham.edu/economics

Faculty
Distinguished Professor: Salvatore
Professors: Brent, Dowling, Vinod
Associate Professors: Barry, Combs, Francis, Hepp, James, McLeod, Mitra, Moore, Rengifo, Schwalbenberg, Tassier
Assistant Professors: Collins, Conte, LaHaye, Mani, Shaw, Vali
Professors Emeriti: Cammarosano, Diulio
Lecturers: Buckley, Burke, Campano, Iqbal, Kintanar, Santangelo, Themeli, Tobin, Winczewski

Overview
The business economics concentration offers students a clear and concise way of analyzing a wide array of issues in economics and business. Because it is central in the study of business, the business economics concentration has numerous synergies with concentrations in accounting, finance, and marketing. Students who plan to attend a graduate business school will find this concentration helpful since microeconomic theory (or managerial economics) and macroeconomic analysis are required courses in many graduate business programs. Additionally, students who plan to work after graduation will find many job recruiters favorably disposed toward students who have selected business economics as a concentration.

For course descriptions, please refer to the Department of Economics.

Program Requirements

Primary Concentration in Business Economics
Students who select business economics as their primary concentration are required to take four 3000-level economics courses:

ECON 3116-Macroeconomic Analysis
ECON 3118-Microeconomic Theory or
ECON 3125-Managerial Economics

Two additional 3000-level economics courses.

For the latter two courses, the Department of Economics offers a wide array of courses in monetary and financial economics, international economics and development, economics of law, and industrial economics, and public-sector economics. For a detailed list of courses please consult the course descriptions under the Economics Department with the Fordham College at Rose Hill section of the bulletin.

Secondary Concentration or Minor Requirements in Business Economics
Students in the Gabelli School of Business Administration may elect to minor in economics or pursue a secondary concentration in business economics (but not both). The requirements for either are the same: three additional 3000-level courses in economics. A student electing to pursue one of these routes should consult with either their class dean or the associate chair of the economics department.

Communications and Media Management
Area Chair: Fortunato

Faculty
Professors: Carey, Fortunato, Greco, Napoli
Associate Professors: Drury, Mierzejewska, Russ
Lecturers: Baard, Combellick
Adjuncts: D’Agustino, Gross, Little-Percival, N. McCarthy, Sateja, Schwartz, Shulman, Trabakino, Walton
Visiting: VanOosting

Overview
The communication and media management specialization is designed to enable business students to strengthen their personal portfolios through advanced studies that enhance their communicative skills with specific application to their chosen area of disciplinary focus; and/or increase their understanding of the communication, information media and entertainment industries, including television and cable, book and magazine publishing, new media, and others. Studies will emphasize administrative, financial, and marketing issues in these industries.
Program Requirements

Specialization in Communications and Media Management
As part of their business core curriculum, all GSB students must take CMBU 2665-Business Communications. Students who select the communications and media management specialization must also take three additional elective courses chosen from among the following:

CMBU 3810-Special Topic: Applied Business Communication
CMBU 4444-Special Topic: Communication and Media Internship
CMBU 4450-Special Topic: International Business Communication
CMBU 4452-Special Topic: Corporate and Public Service Communication
CMBU 4458-Public Relations (cross registered with MKBU 4458 ST: Public Relations)
CMBU 4470-The Business of Media and Entertainment
CMBU 4471-The Business of New Media
CMBU 4472-Special Topic: Persuasive Communication
CMBU 4473-Special Topic: The Motion Picture Industry
CMBU 4474-Special Topic: Explore Business thru Media
CMBU 4488-Special Topic: The Business of Sports Media

Each of the courses will have strong linchpins to major business disciplines, either through case studies and examples or in projects where students can relate the communication and media management material to their major field, whether that is accounting, business economics, entrepreneurship, finance, management, human resource management, management of information and communications systems, or marketing. Students can fashion this specialization to make them conversant with the business and economic aspects of key media industries or develop an executive communication capacity. Both of these approaches or a mix of the two will give students practical information and skills useful on the business side of the communication industry, in management and leadership roles, and, important in the various business fields that now have media and telecommunication practices.

GSB students who elect to pursue this specialization are still required to choose a primary concentration with a major in business administration or a major in business other than business administration.

Course Descriptions

CMBU 2665 - BUSINESS COMMUNICATION (1.5 CREDITS)
This course offers a chance to improve basic competency in written and verbal business communication skills. The ability to communicate well is crucial to career success. Corporate cultures, international communications, conversational strategies, timed writing, interviewing, problem solving, and business style are discussed.

CMBU 3810 - SPECIAL TOPIC: APPLIED BUSINESS COMMUNICATIONS (3 CREDITS)
Communications strategies and tactics useful in all business settings are covered in a context that emphasizes management and leadership functions. There are written and oral assignments along with presentational opportunities. Prerequisite: CMBU 2665.

CMBU 4443 - SPECIAL TOPIC: PERSONAL LEADERSHIP (3 CREDITS)
This course is an exploration of self-awareness and motivation. We will uncover your own personality and motives and understand what makes you unique and different. What does “crafting a career and a life” have to do with leadership? Effective leaders are able to tackle complex and ambiguous problems and mobilize people toward resolution. We will reflect on your signature talents and explore how to channel them effectively. In-depth research on topical issues will be conducted by individuals and groups. This course is cross-listed with MGBU 4443. Prerequisites: CMBU 2665, and MGBU 3223.

CMBU 4444 - SPECIAL TOPIC: COMMUNICATION & MEDIA INTERNSHIP (3 CREDITS)
A structured internship under faculty supervision in a media industries organization or in the communication or public relations department of a business firm or a nonprofit entity. Emphasis is on business communication in a workplace.

CMBU 4458 - SPECIAL TOPIC: INTRO TO PR (3 CREDITS)
Strategic and tactical approaches to public relations as a business and as a business management tool. Emphasis on planning and executing public relations programs and activities, including relations with the news media and other external communications as well as internal/organizational communication. This course is cross-registered with MKBU 4458-Intro to Public Relations. Prerequisite: CMBU 2665 and MKBU 3225.

CMBU 4470 - SPECIAL TOPIC: BUSINESS OF MEDIA & ENTERTAINMENT (3 CREDITS)
An introduction to the substantive business operations and media economics issues in the publishing, broadcasting, recorded music, new media, and film industries. A required project links the course to the student’s specific business discipline. Prerequisite: CMBU 2665.

CMBU 4471 - SPECIAL TOPIC: BUSINESS OF NEW MEDIA (3 CREDITS)
An introduction to new media industries covering matters of economics, technology, and regulation; convergence in media and entertainment industries as well as social and cultural consequences. A required research paper or project links the course to the student’s specific business discipline. Prerequisite: CMBU 2665.

CMBU 4472 - PERSUASIVE COMMUNICATION (3 CREDITS)
This course provides students with insights into the process of influencing attitudes and behavior, with opportunities to their own persuasion skills. The latest research findings are applied to practical business situations. The ability to persuade is prized in corporate America. In the role of a manager, influence has replaced authority as the preferred means to lead. This course also prepares students for the many career paths in which persuasion is the key skill required, such as in media and corporate sales. Prerequisite: CMBU 2665.

CMBU 4473 - THE MOTION PICTURE INDUSTRY (3 CREDITS)
In this course, the motion picture industry is studied in depth. Key topics include the structure of the motion picture industry; the creative process (e.g., the director and producer as managers; screenwriters); financial
issues; film production; film marketing, distribution, and exhibition; and economic theories related to predicting the success of films.

CMBU 4474 - SPECIAL TOPIC: EXPLORE BUS THRU MEDIA (3 CREDITS)
This course uses documentary films as texts to stimulate discussions of contemporary issues in business communications and media Management. The effects of media depictions of businesses and corporations, and how corporations respond to the challenges presented by these media depictions and the role of “social responsibility” in contemporary corporate culture as depicted by media will be discussed. Prerequisite: CMBU 2665.

CMBU 4488 - SPECIAL TOPIC: BUSINESS OF SPORTS MEDIA (3 CREDITS)
This course will offer students the opportunity to develop a broader understanding of the multiple playing fields within the sports industry via in-depth study of leading media coverage primarily through the SportsBusiness Journal and the SportsBusiness Daily. Prerequisite: CMBU 2665.

Finance
Area Chair: Chatterjee
Advisers: Kelly (Barron’s Challenge), Fuest (NYSSA Research Challenge)

Faculty
Professors: Blake (Joseph Keating Professor of Business), Cakici, Chatterjee, Chen (Co-Director of MS in Global Finance), Finnerty, Hasan (Gerald E. Corrigan Chair in International Business and Finance, and Co-Director of the Center for Research in Contemporary Finance), Leistikow (Director of MS in Quantitative Finance), Lothian (Topetta Family Chair in Global Financial Markets), Marton, McNelis (Robert Bendheim Professor of Economic and Financial Policy), Yan (Co-Director of MS in Global Finance and Co-Director of Center for Research in Contemporary Finance)
Associate Professors: Borun, Goswami, Hokvamikian, Simaan (Director of Masters in Investor Relations), Werner
Assistant Professors: Blackburn, Chidambaram, George, Gonzalez, Gu, Hunter (Clinical), Margisiri, Raymar, Tan, Tang, Waismann, Wise, Xu
Clinical/Visiting Professors: Bennett, Rolfo
Lecturers: Fillet, Kelly, Mirabile
Adjuncts: Aw, Cannialiato, Gray, Luh, Matina, McCann, McCarthy, Shaw, Quinlan, Wilson

Overview
Located in New York City, the world’s financial capital, the Gabelli School of Business enables students to explore a variety of careers in the financial services industry. For example, recent developments in the financial markets has created a demand for rigorous security analysis for both equity and fixed income securities, value investing, and portfolio management services.

There are three major career orientations in the field of finance: corporate finance, investment management, and financial institutions. The courses offered in corporate finance are appropriate for students interested in the investment and financing decisions of business firms and nonprofit organizations. Emphasis is placed on the development of analytical techniques and understanding of the economic environment influencing day-to-day and long-term financial decisions. Investment management is intended for students primarily interested in the evaluation of securities and the management of portfolios. Here the focus is on the relationship between the economic environment and the valuation of securities. The financial institutions program is offered in cooperation with the economics department and is intended to serve commercial banks, insurance companies, and other financial institutions not generally covered under corporate finance and investment management.

The finance area offers several approaches to the study of finance for its students. Students may choose to major in finance, concentrate in finance or consider a secondary concentration in finance. Each approach offers a specific level of depth and structure in the study of finance. Each approach should be considered if a student is interested in finance as an area of study.

Program Requirements
Major Requirements in Finance
In addition to the 16 required arts core courses, the 12 required business core courses, and the two liberal arts elective courses, the B.S. in finance degree requires 10 courses (major requirements) in finance. These 10 specific requirements are listed below:

A. Seven required finance courses:
1. FNBU 3440-Corporate Financial Policy
2. FNBU 3441-Investment and Security Analysis
3. ACBU 3436-Accounting for Finance Majors
4. FNBU 3442-Portfolio Management
5. FNBU 3446-Options and Futures Markets
6. FNBU 4450-International Investments*
7. FNBU 4454-Financial Modeling

B. Three elective courses that can be any combination of upper-level finance courses or 3000-level economics courses.

*Please note that you may fulfill your Portfolio Management requirement with Quantitative Portfolio Management – FNBU 4421 (however, you cannot take both classes).

** Please note that the Global Investments requirements may also be fulfilled by the second course for the Student Managed Investment Fund (SMIF). If you have been accepted into SMIF, please see your dean for more details.

Primary Concentration in Finance
Students who wish to pursue finance as a primary concentration are required to complete the following four upper-level finance FNBU courses:
FNBU 3440-Corporate Financial Policy
FNBU 3441-Investment and Security Analysis
* Two upper-level finance courses.

The Internship MGBU/CMBU 4443-Personal Leadership course may not be used toward the concentration in finance. Students who choose to pursue a secondary concentration in conjunction with their
concentration in finance may then use the Internship MGBU/CMBU 4443 – Personal Leadership toward their concentration in finance.

**Secondary Concentration in Finance**

Students who wish to pursue finance as a secondary concentration are required to complete any three upper-level finance FNBU courses.

Note: Students pursuing either a major, concentration or a secondary concentration in finance should not take ECON 3778-Corporate Finance.

One of the following four-credit courses offered by the department of economics may be selected to fulfill one of the requirements for the concentration in finance. Only with class dean’s approval. (For descriptions of these courses see the economics section of this book.)

- ECON 3125-Managerial Economics
- ECON 3347-International Finance
- ECON 3636-Money and Banking
- ECON 3637-Monetary Theory and Policy

**Value Investing Specialization**

A new three-course specialization in Value Investing is now offered to junior finance major and concentration students.

The program will consist of the following courses (taken in sequential order over three semesters):

1. **Introduction to Value Investing:** Value Investing, developed by Graham & Dodd, is a time-tested and proven investment methodology which is based on a comprehensive analysis of a company’s current and historical financial statements. Students will learn how to identify and analyze undervalued securities which provide a significant margin of safety to their intrinsic value.

2. **Behavioral Finance** is closely related to Value Investing. Swings in investor psychology by the emotional “Mr. Market” explain why stocks can trade far below, or far in excess, of their intrinsic value. Students will learn about these behavioral anomalies to gain insight into the psychological underpinning of investor behavior and asset prices.

3. **Advanced Topics in Value Investing:** Students will study a variety of advanced topics which draw on the principles outlined in the first two courses. These topics will include business strategy, emphasizing the importance of barriers to entry; Mario Gabelli’s Private Market Value with a Catalyst; Warren Buffett’s capital allocation principles; and distressed investing; and merger arbitrage.

Finance Majors can use these three courses towards their three finance electives, while Finance concentration students can also use them for their three finance electives.

**Course Descriptions**

**ACBU 3436 - GLOBAL FINANCIAL STATEMENT ANALYSIS**

(3 CREDITS)

Course provides students with the tools necessary to understand, analyze, and use the information provided in corporate financial statements for this type of economic decision making. Students will address complex accounting issues from a financial statement analysis perspective. Prerequisite: ACBU 2222.

**FNBU 3221 - FINANCIAL MANAGEMENT**

(3 CREDITS)


**FNBU 3440 - CORP. FINANCIAL POLICY**

(3 CREDITS)

From the standpoint of finance theory, the value created by a corporation depends on the profitability of investments and the mode of financing these profitable investments. This course enables students to analyze and understand the interaction between the investment and financing decisions. The course is case-oriented and covers advanced capital budgeting issues, debt-equity choice, dividend decision, investment banking, convertible, and warrants, and issues of international corporate finance. Prerequisite: FNBU 3221.

**FNBU 3441 - INVESTMENTS & SECURITY ANALYSIS**

(3 CREDITS)


**FNBU 3442 - PORTFOLIO MANAGEMENT**

(3 CREDITS)

Focuses on management of large institutional portfolios, such as pension endowment and mutual funds. Diversification concepts and analytical techniques, including Markowitz and simplified capital asset pricing models are considered. Covers strategies for asset allocation decisions, equity management, fixed income security management, and options. Prerequisite: FNBU 3221.

**FNBU 3446 - FUTURES & OPTIONS MARKET**

(3 CREDITS)

An introduction to futures, options, and commodities trading. The course traces the evolution of the current commodities and futures marketplace; covers technical (charting) and fundamental market analysis; discusses practical approaches to trading, such as spreads and arbitrage; and reviews the important legal and regulatory aspects of commodity contracts and trading. Prerequisite: FNBU 3221.

**FNBU 3447 - REAL ESTATE FINANCE**

(3 CREDITS)

A course in the valuation and financial structuring of real estate. Discusses the major factors affecting the real estate market, including general tax and depreciation policies. The roles of principal lending institutions, mortgage banks, and investment banks in real estate lending, syndications, and partnerships are presented. The course also surveys the real estate–related securities and their markets. Prerequisite: FNBU 3221.

**FNBU 4100 - Mergers & Acquisitions**

(3 CREDITS)

Mergers and corporate restructurings occupy an important place in corporate finance and corporate strategy. Valuation models and innovative financing techniques find widespread applications in this field. This course will familiarize students with the major concepts and applications in corporate restructuring. Special attention will be given to analyze the spectacular developments of the last decade. Students will be asked to prepare case notes from *Wall Street Journal* and *Business Week* and these will be discussed more fully in class. Prerequisite: FNBU 3221.
FNBU 4421 - SPECIAL TOPIC: QUANTITATIVE PORTFOLIO MANAGEMENT (3 CREDITS)
The objective of this course is to introduce the students to the basic concepts and techniques of quantitative portfolio management, including construction optimal portfolios, evaluating portfolio performance, passive and active performance strategies, and portfolio risk management. Topics will include basic portfolio management concepts, asset allocation, single-index and multi-index models, and portfolio performance evaluation techniques. You will need good quantitative skills for this course. We will use computer software, including Excel, and SAS, which will be demonstrated throughout the course. No prior knowledge of SAS is required, but a basic knowledge of matrix (linear) algebra and Excel will be useful. Prerequisite: FNBU 3221. Note: You cannot get credit for taking both this class and Portfolio Management; you must take one or the other.

FNBU 4445 - TOPICS IN FINANCE (3 CREDITS)
Offered from time to time to permit faculty and students to explore a finance topic of particular interest. The specific topic and prerequisites are announced when the course is offered.

FNBU 4449 - SPECIAL TOPIC: SMALL BUSINESS FINANCE (3 CREDITS)
Small Business Finance is the gateway to entrepreneurship and then enterprise management. This course will take the student from Start-Up to the cross-over point of revenue, profitability, structure and management. It will allow the enterprise to grow and succeed or stumble and fail. Prerequisite: FNBU 3221.

FNBU 4450 - GLOBAL INVESTMENTS (3 CREDITS)
Course required for concentration. Reviews the case for and against international investing. Provides an understanding of international investment concepts. Topics include purchasing power and interest rate parity, currency risk and how to hedge it, mean-variance investment concepts in an international context, emerging markets, and how professional investors approach international investing. Prerequisite: FNBU 3441.

FNBU 4452 - SPECIAL TOPIC: INTERNATIONAL FINANCIAL ENVIRONMENT (3 CREDITS)
The course's objective is to familiarize students with basic concepts of international finance and their application to global corporations. You will learn about international monetary systems and various foreign exchange systems. We will apply these ideas to examine FX risk exposure in corporations and illustrate related risk management techniques. Corporate strategies for entering foreign markets, and how to raise capital in international debt and equity markets, are discussed. We will read about and discuss many current international financial events. This will help students learn how the international environment presents opportunities and risks for global companies. Prerequisite: FNBU 3221.

FNBU 4453 - SPECIAL TOPIC: FIXED INCOME ANALYSIS (3 CREDITS)
The focus of this course is the evaluation of the risk and return characteristics of individual fixed income securities. Credit/liquidity risk and embedded options will be priced for both traditional and innovative debt instruments using a binomial valuation model. Securitized instruments will also be evaluated with an emphasis on what can go wrong. The course will cover fixed income investment strategies utilizing repurchase agreements, credit derivatives, interest rate swaps, and Treasury bond futures. Prerequisite: FNBU 3221.

FNBU 4454 - FINANCIAL MODELING (3 CREDITS)
This course will introduce the student to the process of designing and building financial models using Microsoft Excel. Examples will be drawn from Finance/Accounting. The student will learn the steps needed to understand a financial problem, design a solution, then implement the solution in the spreadsheet. Lab time will be used to explore features of Excel frequently used in financial models. The class will also discuss how Excel is used to structure, manipulate, debug, and present financial models and their results. The course will prepare the student to use Excel and financial modeling effectively in a business environment. Prerequisite: FNBU 3221.

FNBU 4455 - SPECIAL TOPIC: HEDGE FUND (3 CREDITS)
An introductory course designed to provide students with an overview of the alternative investment business and in particular hedge fund investment management. The course will survey the rationale for investing in hedge funds from an academic and a practitioner's perspective. The course will explore the benefits of including alternative investments and hedge funds in traditional portfolios and asset allocation models from both an individual and institutional investor perspective. Students will learn about building blocks of alternative investments such as leverage, short-selling, and derivatives. They will also learn how to perform detailed rate of return and risk assessment on a wide range of the most popular hedge fund strategies and styles, including long/short equity, global macro, quantitative trading, credit arbitrage, convertible arbitrage, risk arbitrage, and distressed investing. Prerequisite: FNBU 3221.

FNBU 4456 - SPECIAL TOPIC: VENTURE CAPITAL (3 CREDITS)
This course introduces the cyclical venture-capital process, and examines it from the viewpoint of entrepreneurs, venture capitalists, and investors. Topics include raising venture capital, structuring venture capital partnerships, and key issues in evaluating stage companies, including exit alternatives, intellectual property, and patent issues. Prerequisite: FNBU 3221.

FNBU 4457 - INTRO TO VALUE INVESTING (3 CREDITS)
Value Investing, developed by Graham & Dodd, is a time tested and proven investment methodology which is based on a detailed analysis of a company's current and historical balance sheet, income and cash flow statements. Students will learn how to identify and analyze undervalued securities which provide a significant margin of safety to their intrinsic value. Prerequisite: FNBU 3221.

FNBU 4458 - BEHAVIORAL FINANCE (3 CREDITS)
Behavioral Finance suggests that investors act on the basis of heuristics and not elaborate rational models and that there is a need to understand the psychological roots of decision making in order to explain many anomalies and puzzles. Students will study these behavioral anomalies to gain insight into the psychological underpinning of investor behavior and asset prices. Prerequisite: FNBU 3221.
FNBU 4459 - ADVANCED TOPICS IN VALUE INVESTING
(3 CREDITS)
Students will study a variety of advanced topics which draw on the principles outlined in the first two courses. These topics will include business strategy, emphasizing the importance of barriers to entry, Mario Gabelli's Private Market Value with a Catalyst, Warren Buffett's capital allocation principles, distressed investing, and merger arbitrage. Prerequisite: FNBU 4457.

FNBU 4460 - SPECIAL TOPIC: DERIVATIVES (3 CREDITS)
The relationship between various derivative instruments such as options, futures, and credit default swaps. Also, investment strategies using derivatives for hedging and arbitrage. Prerequisite: FNBU 3221.

FNBU 4461 - SPECIAL TOPIC: FINANCE & BUSINESS IN POST-CRISIS WORLD (3 CREDITS)
Objective: Expose students to the transformational economic events of the past few years, while analyzing the shifting contours of global finance and trade. Specifically, the course will review the pros and cons of globalization; the key drivers of a more open and integrated global economy; the "rise of the rest," of the developing nations, least by China and India; the origins of the global financial crisis; the global policy responses to the crisis; and how the events and policies of today will influence the global economy of tomorrow. Prerequisite: FNBU 3221.

FNBU 4462 - SPECIAL TOPIC: STUDENT-MANAGED INVESTMENT FUND - I (3 CREDITS)
Over two consecutive semesters, students will actively manage a global balanced portfolio consisting of securities representing the major uncorrelated asset classes, namely equities, bonds, and alternative investments consisting of commodities, real estate, and FX. Prerequisite: FNBU 3441. Note: Students must apply in order to be accepted. Please see your dean for more info on the application process.

FNBU 4463 - ST: STUDENT-MANAGED INVESTMENT FUND - II (3 CREDITS)
A continuation of Special Topic: Student-Managed Investment Fund - I. Prerequisite: FNBU 4462. Note: This course satisfies the Global Investments requirement for the Finance major.

FNBU 4464 - SPECIAL TOPIC: COMPLIANCE & RISK MANAGEMENT (3 CREDITS)
This course will review risk management in the financial services industry through compliance and regulatory perspectives. The course will cover the economic basis and goals of financial services regulations from the Great Depression to the recent financial crisis. Emphasis will be placed on identifying, controlling, mitigating, and managing financial services compliance and reputational risks. Topics will include capital adequacy, risk limits, supervision, Value at Risk, Monte Carlo simulation, Industry and self-regulation, insider trading, elements and style of both U.S. and overseas regulation, corporate governance, and reputational risk. Prerequisite: FNBU 3221.

Information and Communications Systems
Area Chair: Silver

Faculty
Professors: Raghupathi
Associate Professors: Chiang, Katsamakas, Saharia, Silver
Assistant Professors: Lee, Yim
Adjuncts: Bruck, Kline, Powers, Thwaites

Overview
Rapid advances in information and communications technologies over the last quarter-century have had a dramatic effect on business and the economy. Due to the combination of technological advancement and globalization, we have seen the emergence of new types of markets, new ways of organizing business processes, new ways of reducing risk, new thinking on how to compete in the marketplace, and new work environments. We have also seen the dramatic rise in popularity of such Internet-based applications as electronic commerce, social networking, mobile computing, and digital goods and services. All of these phenomena have led to the collection of huge amounts of information, commonly referred to as “Big Data,” which can then be used to inform business decision making using the ever expanding power of business analytics.

The Information and Communications Systems (ICS) curriculum addresses the role of information technology (IT) in creating business value. Students in this program will learn to recognize new business opportunities created by IT; will learn to address the strategic, tactical, and operational issues associated with deploying and employing IT successfully in business; and will become familiar with key IT applications and the underlying technology that supports them. Students will emerge from the program equipped with the knowledge and skills for selecting the appropriate technologies for specific business applications, for leading implementation projects, and for managing IT operations.

GSB students may major in the management of information and communications systems (MICS) or pursue a primary or secondary concentration in information systems as part of a business administration major. As a third possibility, students majoring or concentrating in other functional areas may select ICS as a secondary concentration to complement their major or concentration with additional strength in IS/IT. These alternative paths give students the flexibility to incorporate the study of information systems in their academic programs to varying extents to meet their individual needs. In particular, students who choose the B.S. in management of information and communications systems program (the MICS major) focus their programs on information systems and information technology in business while complementing their ICS courses with a sound business education. Alternatively, students choosing the B.S. in business administration with a primary concentration in ICS still make ICS their main area of business specialization but devote additional attention to the various other functional areas.
Program Requirements

Major in Information and Communications Systems (MICS)

To earn the B.S. in MICS, students must complete 40 courses and 120 credits. This includes the business core courses, the liberal arts core courses, the liberal arts electives, six MICS required major courses, and four MICS major electives. All MICS required courses are drawn from the information and communications systems area. While most students choose all four electives in the information and communications systems area, up to two electives can be taken in the computer science department or other business areas with the approval of the faculty adviser.

MICS required courses (six courses, 18 credits)

1. INSY 3432-Database Systems (formerly ICBU 3432)
2. INSY 3433-Object-Based Programming (formerly ICBU 3433)
3. INSY 3434-Telecommunications (and Networks) (formerly ICBU 3434)
4. INSY 3441-Systems Analysis (formerly ICBU 3441-3440)
5. INSY 3442-Systems Design (formerly ICBU 3442)
6. INSY 4800-Information Resources Management (Capstone course. Formerly ICBU 4800).

Electives (four courses, 12 credits):

Two courses from the following:

INSY 3421-Special Topic: Accounting Information Systems
INSY 4410-Information System in a Global Context
INSY 4444-Supervised Internships (maximum one)
INSY 4449-Special Topic: Data Warehousing
INSY 4505-Electronic Commerce
INSY 4506-Business Analytics
INSY 4507-Project Management
INSY 4508-Advanced Spreadsheet Methods

Primary Concentration in Information and Communications Systems

The bachelor of science in business administration with a primary concentration in information and communications systems meets the needs of students who plan careers in using IT assets as tools to better execute business strategy, streamline operations, and provide value to customers. As such, this track emphasizes foundation/technical skills as well as management, strategic, planning, and execution skills so companies can realize the anticipated benefits from technology investments.

The primary concentration in ICS requires the following four courses (beyond INSY 2300 from the business core):

INSY 3432-Database Systems
INSY 3433-Object-Based Programming
INSY 3441-System Analysis
One upper-level ICS course

Secondary Concentration in Information and Communications Systems

The B.S. in business with secondary concentration for information and communications systems meets the need of the students who want to pursue careers in other areas yet would like to have enough technical background to recognize and exploit opportunities provided by information and communication technologies to support and enhance the value of business processes.

The secondary concentration in ICS requires any three upper-level INSY courses (beyond INSY 2300 from the business core). These courses will satisfy your free/business electives from your curriculum.

Course Descriptions

INSY 2300 - INFORMATION SYSTEMS (3 CREDITS)

This course introduces students to the subject of computer-based information systems in business. Upon completion of this course students should be familiar with the basic concepts and current developments in the field of information technology and information systems; appreciate the role of information systems in business organizations; and understand the issues that employing information technology raises. Students also learn to use effectively key software tools (such as electronic spreadsheets) that improve personal productivity and can contribute to business value. Note: For students in the Integrated core, Information Systems is split into two 1.5 credit courses: INSY 2299 and INSY 2301.

INSY 3421 - SPECIAL TOPIC: ACCOUNTING INFORMATION SYSTEMS (3 CREDITS)

The rapid advances in information technology (IT) of recent years have brought with them dramatic changes in the way business organizations operate and compete. It is equally true that any enterprise in either the private or public sector requires sound accounting procedures and processes that integrate throughout, which has resulted in the sweeping Sarbanes-Oxley legislation. The purpose of this course is to introduce students to the subject of computer-based accounting information systems. The four critical objectives are a sound understanding of business processes, transaction cycles, internal controls, and the systems components of each. Cross-listed with ACBU 3421. Prerequisites: INSY 2300 (or INSY 2299) and ACBU 2222.

INSY 3432 - DATABASE SYSTEMS (3 CREDITS)

Study of database design principles and techniques, including entity relationship model, relational model and normalization. Study of SQL (structured query language) and database management system capabilities. The concepts and techniques are applied to practical business data processing environments. The course includes a series of exercises on design and implementation of database applications using commonly available database management systems. It is recommended that MICS majors and ICS primary concentrators take this course prior to, or concurrent with, Systems Analysis (INSY 3441). Prerequisite: INSY 2300 (or INSY 2299).

INSY 3433 - OBJECT-BASED PROGRAMMING (3 CREDITS)

Introduction to programming with a focus on providing practical experience with an object-oriented development tool. Topics include object reuse, scalability, distributed objects, event-based processing, and database connectivity. Prerequisite: INSY 2300 (or INSY 2299).

INSY 3434 - TELECOMMUNICATIONS AND NETWORKS (3 CREDITS)

An intensive examination of distributed computer systems and data communications. Topics include local area networks (LAN), groupware, public and corporate networks, client/server computing, the Internet, and digital voice/video networks. Prerequisite: INSY 2300 (or INSY 2299).
INSY 3441 - SYSTEMS ANALYSIS (3 CREDITS)
An introduction to the process of developing information systems. Emphasizes soliciting business, user, and functional requirements, and building conceptual models that help to analyze these requirements. Major topics include project identification, selection, and planning; requirements solicitation, development, and management; business process modeling; and traditional and object-oriented system analysis techniques. It is recommended that MICS majors and ICS primary concentrators take Database Systems (INSY 3432) prior to, or concurrent with, this course. Prerequisite: INSY 2300 (or INSY 2299).

INSY 3442 - SYSTEMS DESIGN (3 CREDITS)
This course is a continuation of INSY 3441 (System Analysis), aimed at further strengthening students' understanding of the overall system development lifecycle, with emphasis on hands-on system design, build, and implementation. Major topics include a review of project planning, system analysis, and project management; architecture design; detailed component, database, network, and (user and system) interface design; system development (programming and testing); system implementation (deployment and transition to use and support organization). Prerequisite: INSY 3441.

INSY 4410 - INFORMATION SYSTEMS IN A GLOBAL CONTEXT (3 CREDITS)
Information technology is playing an increasingly significant role in businesses' global strategies. To be effective, one needs to understand how to use information technology to counter competitive forces and exploit opportunities created by globalization and electronic commerce. This course provides an understanding of the information needs of global business organizations and how information technology can be leveraged for competitive advantage on a global scale. The course examines the role of information technology in global firms through a combination of discussions and projects. Prerequisite: INSY 2300 (or INSY 2299).

INSY 4449 - SPECIAL TOPIC: DATA WAREHOUSING (3 CREDITS)
In this course students will explore issues related to implementing a data warehouse for decision-support applications. Topics discussed include the use of decision-support systems; business intelligence, and business analytics; the separation between operational and decision support databases; designing and implementing data warehouses; loading and refreshing data warehouses; the use of desktop tools to retrieve data from a warehouse; and the use of online analytical processing (OLAP) and data mining tools to analyze data. Prerequisite: INSY 2300 (or INSY 2299).

INSY 4506 - BUSINESS ANALYTICS (3 CREDITS)
This course introduces business analytics and such related concepts & techniques as business intelligence (BI), data analytics, data warehousing, data mining, and online analytical processing (OLAP). It explores how business analytics can help in improving management decision-support effectiveness in such functional areas as marketing, finance, and manufacturing. The course is intended for business students in general and not just IS/IT specialists. In addition to conceptual material, students will gain substantial hands-on experience with a set of BI tools. Prerequisite: INSY 2300 (or INSY 2299).

INSY 4507 - PROJECT MANAGEMENT (3 CREDITS)
This course provides the project management skills needed to develop information and communications systems on time and within budget. It concentrates on methods and issues of organizing, planning, and controlling of projects and the use of computer-based project management tools. Cross-listed with MGBU 4507. Prerequisite: INSY 2300 (or INSY 2299)

INSY 4508 - SPECIAL TOPIC: ADVANCED SPREADSHEET METHODS (3 CREDITS)
Spreadsheets have become the near-exclusive tool used by millions of managers in analyzing business problems. Nowadays, spreadsheets contain many powerful tools that can be used to analyze more sophisticated models and make better decisions. This course introduces students to many advanced features in Microsoft Excel and the key ideas of modeling and management decision making that will be important throughout their careers. Students will learn to build and analyze decision-making models in Excel. The emphasis is hands-on use of Excel and its add-ins. Students will have opportunities to model and solve various representative practical problems in class and in homework using Excel. Students are expected to have basic understanding of Excel prior to enrolling in this class. Prerequisite: INSY 2300 (or INSY 2299).

INSY 4800 - INFORMATION RESOURCES MANAGEMENT (3 CREDITS)
This Capstone course addresses the issues involved in managing information systems resources, including long-term planning for information systems, acquiring and implementing information systems resources, data center management, capacity planning, and introduction of new technologies. The students will examine political and organizational issues in information systems implementation through case studies and class discussions. Prerequisites: Completion of at least four MICS core/major courses; senior standing.

INSY 4505 - E-COMMERCE (3 CREDITS)
This course introduces students to concepts, issues, and technologies for transacting electronic business. Topics include use of Internet and Web technologies for interacting with customers and suppliers, electronic business-to-business and business-to-consumer transactions, capturing and processing transactions online, electronic publishing and entertainment, electronic payment and settlement systems, security and privacy, encryption and firewalls, and corporate intellectual property protection. Cross-listed with MKBU 4504. Prerequisite: INSY 2300 (or INSY 2299).
Law and Ethics

Area Chair: Davis

Faculty

Professors: Davis, Jackson
Associate Professors: Conrad
Assistant Professors: Alzola, Horton, Pinho-Cosenza
Visiting Assistant Professors: Friedland, Cappello, Berle
Adjuncts: Byrne, Greene, Healy, Kisswany, McLaughlin, Parmach, Silberman-Berle

Overview

The law and ethics area offers courses highlighting business law and business ethics concepts important for students entering the business world. The business law courses are designed to give students a strong foundation in areas of contract law, agency, partnerships, and limited liability companies and corporations. In addition, classes in a variety of other topics in law are offered, such as Law of Commercial Transactions (required for accounting majors), Communications Law, International Business Law (an important elective for G.L.O.B.E. students), Employment Law (required for students in the human resource management concentration), and Sports and the Law. The required business ethics class addresses issues involving values and social norms in the business community. As an elective, students can take International Business Ethics. Case discussions and role-play simulations are featured in all of the business law and ethics classes. The concepts discussed in all classes in Law and Ethics expose students to salient issues that affect the business environment today. Making our students think about legal and ethical issues—many of which are cutting-edge—will give them a competitive advantage. Student wishing to pursue this area in more depth may consider minoring in business law and ethics.

Program Requirements

Minor in Business Law and Ethics

The minor in business law requires six courses in total (the first two of which are already part of your business core). The requirements, specifically, are as follows:

- BLBU 2234 - Legal Framework of Business
- BLBU 3443 - Ethics in Business

Four upper-level Business law courses of your choice (please see the course descriptions for a list of possible choices)

Course Descriptions

BLBU 2234 - LEGAL FRAMEWORK BUSINESS (3 CREDITS)
This course covers the fundamental concepts and legal principles applicable to the American business community and the international environment. Topics include: sources of the modern legal system; legal ethics and governmental regulation; creation and discharge of contractual rights and liabilities; characteristics of agencies, partnerships, limited liability companies and corporations, including the rights and liabilities of agents, partners and corporate management.

BLBU 3436 - COMMERCIAL TRANSACTIONS (3 CREDITS)
This course completes the legal background of the student and considers the commercial issues in the laws of sales, bailments, suretyship, negotiable instruments, insurance, creditor’s rights, and bankruptcy. Prerequisite: BLBU 2234.

BLBU 3438 - SURVEY OF LAW (3 CREDITS)
This course is designed for students considering law school and a career in law. It presents a detailed study of litigation and arbitration. Topics covered include personal and subject matter jurisdiction, pleadings, motion practice, discovery, trial practice, evidence, appeals, and remedies. The course features an appellate argument role-play simulation and a mock trial. Prerequisite: BLBU 2234.

BLBU 3440 - INTERNATIONAL BUSINESS LAW (3 CREDITS)
This course provides an overview of various international business issues. Students study the transnational contract, with a focus on international sales, distributorship, and licensing agreements, as well as coverage of relevant U.S. trade laws. International trade organizations, conferences, and treaties are also discussed, as is the resolution of international disputes and copyright protection. Prerequisite: BLBU 2234.

BLBU 3443 - ETHICS IN BUSINESS (3 CREDITS)
This course considers the interplay of ethical criteria, moral values, and social norms in determining the environment in which managers must operate. Performance of selected profit and nonprofit organizations and their contributions to society are examined. This course also discusses current issues and problems such as sustainability, cross-cultural ethical norms and practices, energy, regulation, consumerism, health, transportation, and affirmative action. (Students in GSB are required to complete BLBU 3443, not PHIL 3123 - Business Ethics—important: do not take PHIL 3123.) Please note: BLBU 3443 - Ethics in Business fulfills the Senior Values distribution requirement for GSB students.

BLBU 3450 - COMMUNICATIONS LAW & BUSINESS (3 CREDITS)
This course acquaints students with important legal issues, which govern the traditional media and Internet fields and how the law affects the way these industries operate. Attention will be given to the role of the media in society; First Amendment interpretation, defamation and privacy; and a comparison of the standards regarding print media, broadcasting media, Internet; and e-commerce. The class will devote considerable coverage of relevant U.S. trade laws. International trade organizations, conferences, and treaties are also discussed, as is the resolution of international disputes and copyright protection. Prerequisite: BLBU 2234.

BLBU 4430 - THE LAW OF INNOVATION (3 CREDITS)
This course examines the legal issues that technology entrepreneurs face as they launch for-profit, not-for-profit, or both for-profit and not-for-profit businesses. Topics include business formation, corporate social responsibility, and intellectual property, including copyrights, trademarks, patents, and trade secrets. In addition, the course covers privacy under contract law, focusing on traditional and Internet issues, nondisclosure/noncompete agreements, and tech licensing. Students also study good practices for using open-source software. Industry experts will provide insights throughout the course as guest speakers. Note: This course was formerly titled “High Tech Law.” Prerequisite: BLBU 2234.
BLBU 4431 - SPECIAL TOPIC: WHITE COLLAR CRIME (3 CREDITS)
This course will focus on the contemporary legal and ethical issues involving the topical and scandalous field of white-collar crime that is increasingly in the business world spotlight with such cases as those of Bernie Madoff, Enron, and insider-trading networks. The focus will be on the substantive law regarding such crimes as conspiracy, mail fraud, pyramid schemes, bribery, extortion, insider trading, RICO, perjury, Sarbanes-Oxley Act violations, and money laundering statues. Prerequisite: BLBU 2234.

BLBU 4445 - SPECIAL TOPICS: BUSINESS LAW (3 CREDITS)
Offered from time to time to permit faculty and students to explore a business law topic of particular interest, the specific topics and prerequisites are announced when the course is offered. Prerequisite: BLBU 2234.

BLBU 4449 - SPECIAL TOPIC: SPORTS AND THE LAW (3 CREDITS)
Hardly a day goes by when sports and law do not make news. Professional and amateur sports have attained great importance in American society. Concomitant with this growth are the increasing number and complexity of legal issues in sports. This class will discuss the major legal issues involving the sports industry. Included are labor-management relations, free agency, professional and amateur league governance, agents, contracts, antitrust, personal injury law, discrimination, broadcasting, and Internet. This class will discuss and analyze the applicable rules, both internal and governmental, governing the amateur and professional sports industries and the controversies and policy considerations surrounding those rules. This course may be the only one where students will be encouraged by a professor to read Sports Illustrated. Prerequisite: BLBU 2234.

BLBU 4450 - SPECIAL TOPIC: EMPLOYMENT LAW (3 CREDITS)
This course studies the emerging theories of employer-tort liability and employment discrimination. Areas emphasized include discrimination based on race, age, disability, and sex with emphasis on sexual harassment, affirmative action, the employment-at-will doctrine, negligent hiring, defamation, and invasion of privacy. While the course provides a background in established areas of employer liability, it emphasizes recent developments and the public policies driving such developments. The course will also discuss strategies for avoiding exposure to employer liability in the workplace. Emphasizing an interactive approach with students and real-world case studies, this course features an appellate argument role-play simulation and a mock sexual harassment trial. Prerequisite: BLBU 2234.

BLBU 4460 - INTERNATIONAL BUSINESS ETHICS (3 CREDITS)
This course will explore current issues of ethics in the world marketplace. Specific topics include analysis of ethical issues raised by practices such as bribery, high-technology transfer, and employment rights. Discussions of special managerial problems posed by doing business in countries with cultural, moral, and legal standards that differ from the corporation's home-country standards, and inquiry into the moral authority of codes of conduct and other institutional standards promulgated for transnational enterprises by regional and global organizations. Study of the basic human rights responsibilities that multinational corporations owe to various stockholders in the global business environment Prerequisite: BABU 3443.

BLBU 4464 - SPECIAL TOPIC: COMPLIANCE & RISK MGMT (3 CREDITS)
This course will review risk management in the financial services industry through compliance and regulatory perspectives. The course will cover the economic basis and goals of financial services regulations from the Great Depression to the recent financial crisis. Emphasis will be placed on identifying, controlling, mitigating, and managing financial services compliance and reputational risks. Topics will include capital adequacy, risk limits, supervision, a Value at Risk and Monte Carlo simulation, industry self-regulation, insider trading, elements and style of both U.S. and overseas regulation, corporate governance, and reputational risk. Prerequisite: BLBU 2234.

Management Systems
Area Chair: Sen

Faculty
Felix E. Larkin Chaired Professor: Wright
Professors: Egelhoff, Georgantzas, Hollwitz (University professor), Hurley, Klotz, Sen, Stoner, Wharton, Zeleny
Associate Professors: Livesey, Orsini, Solomon, Yang
Assistant Professors: Cole, Dunne, Emich, Luo, Lupton, Markle, Parson, Wells, Wu, Zhang
Adjuncts: Awoyami, Grossman Laitres, Latzko, Minoque
Professors Emeriti: Mooney, Rackow

Overview
The management curriculum provides students with a thorough understanding of the principles of management within the historical and ethical framework of a classical liberal arts education. Major themes include international business, continual process improvement, personal development and leadership, negotiations, entrepreneurship and sustainability. Within the business administration major, students can choose a concentration in either management systems or entrepreneurship. They may also opt for a minor in sustainability.

Faculty members are currently working on research projects involving leadership, team dynamics, trust, process improvement, the impact of technological change in emerging economies, self-learning systems, healthcare dynamics, and empirical studies concerning management decision making. Faculty members often invite students to participate in research projects on an individual basis.

A concentration in management offers a selection from a wide range of opportunities: gaining employment as managers in large corporations, entering family businesses, and pursuing an M.B.A. or law degree.

Program Requirements
Primary Concentration in Management Systems
Students who wish to pursue management systems as a primary concentration are required to complete any 12 credits of upper-level
management systems courses (made up of three credit and/or 1.5 credit MGBU courses).

Secondary Concentration in Management Systems
Students who wish to pursue management systems as a secondary concentration are required to complete any nine credits of upper-level management systems courses (made up of three credit and/or 1.5 credit MGBU courses).

Primary Concentration in Entrepreneurship
The main goal of the entrepreneurship concentration is to nurture an entrepreneurial spirit that students may draw on to pursue either their own new business ventures or career paths outside the focus of much of on-campus recruiting, i.e., careers in:

- Small or family business
- Innovative/entrepreneurial larger companies
- Social enterprise
- Being leaders and/or change agents in any number of professional settings

In order to accomplish the above, we have developed a hands-on, experiential, and forward-thinking program that will challenge students to think, feel, and act differently to prepare for the rigors of entrepreneurship.

- “Think different”: Consider possible career paths outside what’s most common from the majority of Gabelli students and learn how to innovate, questioning assumptions, scanning environments to identify and then evaluating potential opportunities.
- “Feel different”: build comfort and confidence in dealing with uncertainty, risk, and the possibility of experience of making mistakes and—essentially, to build resilience.
- “Act different”: Learn the skills and assemble the professional network that are required to lead the changes envisioned and make the ideas a reality.

Director of the Entrepreneurship Program:
Professor Christine Janssen-Selvadurai
cjanssen@fordham.edu
(718) 817-0494

Entrepreneurship Concentration Requirements:
Students who wish to pursue entrepreneurship as a primary concentration are required to complete four upper-level courses:

MGBU 3226-SPECIAL TOPIC: EXPLORING ENTREPRENEURSHIP
MGBU 3227-SPECIAL TOPIC: INNOVATION & RESILIENCE
MGBU 3228-SPECIAL TOPIC: EXECUTING ENTREPRNL VISION
• Any Entrepreneurship Elective (different courses will be offered each semester for the elective. Please consult with your academic adviser)

Please note that there is no secondary concentration in Entrepreneurship.

Minor in Sustainable Business
The Gabelli School of Business Minor in Sustainability has been created to address a growing need for integration of sustainability concepts and awareness in business education. It advances Fordham’s mission to align itself with both the International Association of Jesuit Business Schools’ recommendations to “aggressively expand focus on issues of global sustainability” and with principles embodied in the global forum titled “Principles of Responsible Management Education,” in which GSB is a participant.

In addition to business courses, the new minor in sustainability will incorporate social science, natural science, and building design curricula from other Fordham University departments. The social science coursework will introduce sustainability concerns related to globalization, poverty, and inequality and will introduce new economic models for evaluating impacts of global business policies that are affected by those concerns. The natural science coursework will foster an understanding of the delicate balance of the natural and human worlds and will promote a better understanding of waste generation processes and impacts. The building design curricula will promote an awareness of the need for the built environment to accommodate a zero carbon footprint and to foster a more sustainable use of land areas for growing populations.

In a constantly changing and developing global economy, sustainability concerns are integral to all businesses, both in traditional business markets and in the emerging “green sector” job market. The Sustainability Minor will enhance the career opportunities of our graduates in both arenas. While traditional business jobs are now concerned with many aspects of sustainability, “green sector” jobs necessitate more detailed training. This sector currently includes, among others, jobs in:

- solar, hydrogen, and other renewable energy businesses
- real estate development /LEED construction
- carbon-trading related industries
- environmental law
- manufacturing, agriculture, and R&D, where de-carbonizing and reducing wastes is a goal

All students in the minor track will take a new foundations course to be created specifically for this track. Six electives will also be required and will be drawn from over two dozen course offerings. While the elective courses already exist at the University, over time, the business faculty anticipate creating new courses or modifying existing courses to respond to the rapidly changing needs of new curriculum in this area. This initial list of courses, therefore, should be viewed as a stepping stone to the eventual full expression of course offerings on sustainability in business.

Sustainability Minor Requirements
For GSB Students:
One foundation course:
• MGBU 3430-Special Topic: Sustainable Business

Three sustainability electives (from the following):
• Social Entrepreneurship
• Mgmt. & Communication in Global Sustainability
• Getting Green Done
• Leading and Managing for Global Sustainability
• Fair Trade and Microfinance
• GSB Internship/Externship

One social science/policy course (from the following): Economics & International Political Economy Options
ECON 3110-Business Economics and God
ECON 3135-Income Distribution
ECON 3210-Economics of Emerging Nations
ECON 3385-Economics of Energy
ECON 5415-Gender and Economic Development*
ECRG 3240-World Poverty
ECRG 3242-Global Economic Issues
ECRU 3850-Environmental Economics*
ECRU 3884-Contemporary Economic Problems
ECRV 4110-Ethics and Economics

Environmental Policy
ENVP 2000-Introduction to Environmental Policy
ENVP 3070-Green Architecture
ENVP 4800-Environmental Project
ENVP 4900-Environmental Internship
ENVP 4999-Environmental Tutorial

Philosophy
PHIL 3109-Environmental Ethics

One natural science course (from the following):
ENVS 1000-Introduction to Env'l Science
PHYS 1203-Environmental Physics
BISC 2561-Ecology
CHEM 4340-Environmental Chemistry
BISC 1000-Life on the Planet Earth
BISC 1002-Ecology: A Human Approach
NSCI 1040-People and the Living Environment
CHEM 1109-Chemistry of the Environment
NSCI 2010-Global Ecology

One Visual Arts/Architecture Course (from the following):
VART 2055-Environmental Design
VART 2085-Sustainable New York
VART 2050-Designing the City

For Arts & Sciences Students:
Three Foundation courses:
• MGBU 3430-Special Topic: Sustainable Business
• Social Entrepreneurship
• Mgmt. & Communication in Global Sustainability

One sustainability elective (from the following):
• Getting Green Done
• Leading and Managing for Global Sustainability
• Fair Trade and Microfinance
• GSB Internship/Externship

One economics and international political economy option (from the following):
ECON 3110-Business Economics and God
ECON 3135-Income Distribution
ECON 3210-Economics of Emerging Nations
ECON 3385-Economics of Energy
ECON 5415-Gender and Economic Development*
ECRG 3240-World Poverty
ECRG 3242-Global Economic Issues
ECRU 3850-Environmental Economics*

• Contemporary Economic Problems - ECRU 3884
• Ethics and Economics - ECRV 4110

1 Entrepreneurship Elective (from the following)
Environmental Policy
• Introduction to Environmental Policy - ENVP 2000
• Green Architecture - ENVP 3070
• Environmental Project - ENVP 4800
• Environmental Internship - ENVP 4900
• Environmental Tutorial - ENVP 4999

Philosophy
• Environmental Ethics - PHIL 3109

Visual Arts/Architecture Course:
• Environmental Design - VART 2055
• Sustainable New York - VART 2085
• Designing the City - VART 2050

1 Natural Science Elective (from the following):
For Science Majors:
• Introduction to Env'l Science - ENVS 1000
• Environmental Physics - PHYS 1203
• Ecology - BISC 2561
• Environmental Chemistry - CHEM 4340

For Non-Science Majors:
• Life on the Planet Earth - BISC 1000
• Ecology: A Human Approach - BISC 1002
• People and the Living Environment - NSCI 1040
• Chemistry of the Environment - CHEM 1109
• Global Ecology - NSCI 2010

Director of the Sustainability Minor:
Professor Michael Pirson
pirson@fordham.edu

Course Descriptions

MGBU 2142 - STATISTICAL DECISION MAKING (3 CREDITS)
Introduction to computer-assisted correlation and regression analysis, time series analysis, forecasting techniques, and statistically-based business decision making in an MIS environment. Prerequisite: ECON 2340.

MGBU 3223 - PRINCIPLES OF MANAGEMENT (3 CREDITS)
This course is offered in two parts each worth 1.5 credits. Management 1 deals focuses primarily on individual and teams and Management 2 emphasizes the organizational context. Together these courses introduce the student to the management process within an organization. Special emphasis is placed on the role of the first-line supervisor in balancing, coordinating, and integrating individual and organizational needs. Other subjects covered are the development of management thought, the role of the supervisor as a decision maker, and the processes of planning, organizing, leading, and controlling organizational activities.

MGBU 3226 - EXPLORING ENTERPRENEURSHIP (3 CREDITS)
An introductory course that allows students to discover and grasp the nuances of entrepreneurship—particularly how to think, feel,
and act differently—which are the three cornerstones of the new Entrepreneurship program. Using a variety of reading assignments, case studies, and interactive projects, students will learn how to identify and evaluate potential business ideas; push the limits of their imagination, and creativity; challenge the status quo; and learn to embrace change. Prerequisite: MGBU 3223.

MGBU 3227 - INNOVATION & RESILIENCE (3 CREDITS)
This course focuses on the process of innovation, including the resilience required to weather inevitable ambiguity, risk, mistakes, and even failures along the journey. Topics include identifying opportunities, managing creativity, evaluating ideas, decision making in uncertain environments, resilience. Prerequisite: MGBU 3226.

MGBU 3228 - EXECUTING THE ENTREPRENEURIAL VISION (3 CREDITS)
An action-oriented course that requires students to a) develop and continually improve upon a solid-but-dynamic business plan, and b) go beyond the classroom to launch a new venture. This course should be taken as the Capstone course of the entrepreneurship concentration as it integrates what has been learned and built in previous courses and challenges students to transform their business ideas into legitimate businesses. Prerequisite: MGBU 3227.

MGBU 3229 - SPECIAL TOPIC: INTRO TECH-BASED VENTURES (1.5 CREDITS)
This course will introduce students to innovative technology tools, software, and hardware, and how they can be integrated into new business ventures to maximize the power of the Internet. A variety of tech-based business opportunities will also be explored. Students of all majors are welcome; a technology background is not required. Prerequisite: MGBU 3223.

MGBU 3230 - SPECIAL TOPIC: PERSONAL BRANDING & LEADERSHIP (1.5 CREDITS)
Whether you are going to start your own business or be entrepreneurial and innovative within a growing company, you need to differentiate yourself from the crowd. The most successful start-up leaders have cultivated powerful personal brands that have real enterprise value. This class will focus on the leadership mind-set and the marketing tools that you can learn even as a student to set you on the path towards standing out and moving up. Prerequisite: MGBU 3223.

MGBU 3231 - SPECIAL TOPIC: SOCIAL MEDIA FOR START-UPS (1.5 CREDITS)
This course will introduce students to the various types of social media and social networking outlets and how best to utilize them for business purposes, especially when launching a new business. Students will analyze social media channels such as LinkedIn, Facebook, Twitter, but also discover how companies integrate social media into their business models and promotional strategies. Designed to be a hands-on course where students are required to build their networks, to create blogs and related webpages, and actively engage into social media, and networking platforms. Students of all majors are welcome; a technology background is not required. Prerequisite: MGBU 3223.

MGBU 3230 - SUSTAINABLE BUSINESS (3 CREDITS)
Foundations of sustainable business. This course will provide a general overview of the problems and opportunities provided by the challenges of sustainable management. Students will learn what it means to manage for planet, people, and profit simultaneously. In the first part of the class, students will be exposed to the context of business in the 21st century and learn how strategies of the 20th century need to be rethought. In the second part of the class, students will examine the traditional perspectives on the organization (business) and how it needs to be rethought to successfully address the challenges of sustainable management. We will examine business strategy, supply chain management, and the supporting functions of finance, accounting, marketing, communications, and information technology. Prerequisite: MGBU 3223.

MGBU 3433 - INDUSTRIAL RELATIONS & PERSONNEL MANAGEMENT (3 CREDITS)
An advanced treatment of issues, problems, and techniques in personnel management. Findings from the behavioral sciences are applied to the problems and practices of human resource management in organizations. The course utilizes small group and organization-theory as frameworks for analyzing the latest methods in the areas of selection, training, compensation, collective bargaining and performance measurement. Prerequisite: MGBU 3223.

MGBU 3438 - OPERATIONS & PRODUCTION MANAGEMENT (3 CREDITS)
Quantitative aspects of operations and production management applied to problems faced by business decision makers. Includes methods of production and inventory control, project scheduling, process evaluation (location and layout analysis), and quality control. Application of these techniques in an MIS environment will be emphasized. Prerequisite: MGBU 2142.

MGBU 4441 - BUSINESS POLICY (3 CREDITS)
This course is offered in two parts: Strategy I and Strategy II each worth 1.5 credits. Strategy I focuses on the understanding of the firm, industry, competition, and business-unit level strategies. Strategy II focuses on the understanding of the corporation as a whole and corporate level strategies including different modes of entry. Together these courses integrate the student’s previous study of the functional areas of business. The course looks at the activities of the chief executive’s top management group in defining the objectives and goals of the organization and in developing programs for the achievement of those goals. Prerequisite: MGBU 3223.

MGBU 4443 - SPECIAL TOPIC: PERSONAL LEADERSHIP (3 CREDITS)
This course is an exploration of self-awareness and motivation. We will uncover your own personality, motives, and understand what makes you unique and different. What does “crafting a career and a life” have to do with leadership? Effective leaders are able to tackle complex and ambiguous problems and mobilize people toward resolution. We will reflect on your signature talents and explore how to channel them effectively. In-depth research on topical issues will be conducted by individuals and groups. This course is cross-listed with MKBU 4443. Prerequisites: MGBU 3223 and CMBU 2665.
MGBU 4447 - NEGOTIATING GLOBALLY (3 CREDITS)

This course is designed to provide an advanced treatment of issues, problems, and techniques faced by human resource managers operating in a globalized environment. Sources of differences in management style across nations will be analyzed and their implications for enterprise success will be considered. Particular attention will be directed to the issues involved when Americans manage foreign nationals and when foreign nationals manage Americans. Business success in a global world calls for an understanding of and appreciation for differences in speech, behavior, negotiation, and decision-making. This course will consider the cultural dimensions of global negotiation styles and their impact on doing business through simulations and case studies.

Prerequisite: MGBU 3223.

Marketing

Area Chair: D. Lerman

Faculty

Professors: Estelami, Greco, Kover (emeritus), D. Lerman
Associate Professors: Aksoy, Flicker, H. Lerman, Maxwell (emerita), Kabadayi
Assistant Professors: Carnevale, Kachersky, King, Komarova, Nejad, Vallen
Lecturers: DiLorenzo, Johnson
Adjuncts: Bohn, DeFrancesco, Higgins, Juliano, Kline, Luca, Munsch, O’Connor, Oneil, Petit, Tormey, Weldon

Overview

Marketing identifies customer needs, prepares the messages to alert customers to the arrival of products that meet those needs, and oversees the distribution, pricing and preparation of those goods and services.

In applying economics, psychology, sociology, anthropology, statistics, and mathematics to a vital aspect of the U.S. and global economy, marketing calls for people with broad interests—that is, creative thinkers who are willing to seek new solutions. In turn, marketing concepts today spread far beyond the realm of packaged-goods and durable-goods companies to encompass the business strategies of diverse service firms, nonprofit institutions and even political entities. To succeed in any area of business, one needs some grounding in marketing.

Marketing courses draw upon many interests and rewards those who apply marketing principles and material learned in other business courses, as well as those in social sciences, mathematics, and economics. Because marketing includes persuasion, students must possess effective communication skills. Additionally, because marketing helps drive the world economy, having a command of multiple languages is also advantageous.

Students may create a track in their marketing major by directing some of their coursework in their major electives in a specific manner. Four possible focuses or tracks that a student may create within the major are as follows: market research, product management, advertising, or international. If you would like to consider one of these focuses or tracks, please see your class dean for advice and direction.

Program Requirements

Major in Marketing

The marketing major requires nine courses beyond Marketing Principles (MKBU 3225), which include five required marketing courses, two marketing electives, one business elective, and one liberal arts elective. The latter two electives should be marketing-related, so please see your class dean in GSB for a list of approved courses offered in any particular semester. Below are the specific requirements:

Five required marketing courses:
1. MKBU 3441-Marketing Research
2. MKBU 3435-Consumer Behavior
3. MKBU 3434-Integrated Marketing (formerly Advertising)
4. MKBU 3440-Global Marketing (formerly International Marketing)
5. MKBU 4441-Marketing Strategies (Senior Capstone course)

Two major electives in marketing
One business elective (marketing related)
One liberal arts elective (marketing related) from the following:

ECON 3210-Econ if Emerging Nations
ECON 3225-Econ Japan and Asia
ECON 3235-Econ of Latin America
ECON 3250-International Industrial Dev
ECON 3346-International Economics
COMM 1010-Intro Com & Media
COMM 2011-Mass Comm Theory Research
ANTH 1100-Intro Cultural Anthropology
PSYC 1200-Foundations of Psychology
PSYC 2600-Social Psychology
PSYC 2800 STTatistics and Research Methods
SOCI 1100 Intro Sociology

Primary Concentration in Marketing

A primary concentration in marketing within the business administration major consists of four courses:

MKBU 3441 - Marketing Research
Nine credits of upper-level marketing courses (made up of three credit and/or 1.5 credit MKBU courses)

Secondary Concentration in Marketing

A secondary concentration in marketing within the business administration major consists of any nine credits of upper-level marketing courses (made up of 3 credit and/or 1.5 credit MKBU courses).

Note: Any student pursuing a major, primary concentration or a secondary concentration in marketing should not take COMM 3502-Principles of Advertising, or PSYC 3040-Consumer Behavior.

Minor in Marketing

A minor in marketing is also available (including to Fordham College students). The minor consists of:

• Foundations of Psychology (PSYC 1200)
• Statistics (either ECON 2140 or PSYC 2000)
• Marketing Principles (MKBU 3225)
• Nine credits worth of upper-level Marketing courses (made up of three credit and/or 1.5 credit MKBU courses)
Course Descriptions

MKBU 3225 - MARKETING PRINCIPLES (3 CREDITS)
Marketing's role within an organization is to develop products or services that have value to potential customers, to estimate that value and price, to distribute the goods efficiently, and to communicate their value and availability effectively. This course introduces students to techniques and theories that help the marketer to accomplish these tasks, whether for a mom-and-pop store or a global or multinational manufacturer.

MKBU 3431 - SALES MANAGEMENT (3 CREDITS)
American businesses spend substantial sums on personal selling and employ more than 6.4 million people in sales and sales-related jobs. This course studies the field in depth with an analytical approach to organizing and managing the sales, function, personnel, development, forecasting, budgeting, communication ethics, and the role of government. Selective cases relate theory and practice. Independent (but supervised) research by students is encouraged. Prerequisite: MKBU 3225.

MKBU 3434 - INTEGRATED MARKETING COMMUNICATIONS (3 CREDITS)
(Formerly “Advertising”) Advertising is the most pervasive element of the marketing mix: The average American family of four is exposed to 1,500 advertising messages a day. Students will study the role of advertising in the marketing, communications mix, allocating the promotional budget and developing advertising strategy including product positioning, creative development, media planning, research and control, legal issues and ethical considerations. Students will apply theories to case discussion and develop a full-fledged competitive advertising campaign for a potential “client.” Since MKBU 3434 is an upper-level business course, credits for this course can only come from accredited business schools (AACSB guidelines) and not from similarly titled courses from liberal arts colleges. Prerequisite: MKBU 3225.

MKBU 3435 - CONSUMER BEHAVIOR (3 CREDITS)
Marketing begins and ends with the consumer. This course will introduce key concepts and theories of consumer behavior. Students will gain the knowledge and understanding of research in the behavioral sciences that is essential to understanding the way individuals consume and implementing successful marketing strategies. Prerequisite: MKBU 3225.

MKBU 3437 - DIRECT MARKETING (3 CREDITS)
A comprehensive overview of all aspects of direct marketing is given. Topics covered include direct mail; catalogs; mailing lists; copy and media testing; fulfillment; preparation of direct response copy; lead generation, and the role of newspapers, magazines, electronic media and telemarketing in the application of direct marketing. Prerequisite: MKBU 3225.

MKBU 3438 - RETAILING (3 CREDITS)
The retail merchandising function is examined. Topics covered include: retail strategy, trading-area analysis, store location, market analysis and sales forecasting, merchandise planning and management, retail advertising, store image, pricing, and analysis of emerging forms of new retail competition. Prerequisite: MKBU 3225.

MKBU 3440 - GLOBAL MARKETING (3 CREDITS)
(Formerly “International Marketing”) This course addresses the need for global approaches to today's business by focusing on product design, promotion, distribution channels and pricing strategies that are tailored to diverse international cultural, political, competitive, and economic environments. Specific attention is placed on the feasibility of import/export, and national or global policies regarding marketing issues. Prerequisite: MKBU 3225.

MKBU 3441 - MARKETING RESEARCH (3 CREDITS)
A practical approach to the study of research principles and procedures as an important tool of marketing, stressing the role of research in planning, operating, and controlling marketing activities. Problems are examined from the perspective of managerial decision making in the age of computers. Analytical and qualitative techniques and their applications to “live” cases are emphasized. Prerequisite: MKBU 3225.

MKBU 3446 - MARKETING IN PACIFIC RIM (3 CREDITS)
This course is designed to develop students’ cultural understanding, marketing knowledge, and analytical skills for effective strategic marketing in Japan, China, Hong Kong, Singapore, Taiwan, Malaysia, Korea, Australia, Nauru, Thailand, and the Philippines. Prerequisite: MKBU 3225.

MKBU 4000 - SPECIAL TOPIC: MARKETING ADMINISTRATION (1.5 CREDITS)
These courses are offered periodically to permit the faculty and students to explore a marketing topic of particular interest. The specific topics are announced when the course is offered. Examples are Psychology of Pricing (4101), Fashion Marketing (4102), Brand Management (4014), Services Marketing (4105), Presenting Marketing Insights (4106), and Science of Shopping (4107).

MKBU 4441 - MARKETING STRATEGY (3 CREDITS)
Students exercise the business skills they have developed in previous coursework in all functional fields by applying these techniques and theories to a series of marketing challenges. Case analysis and discussion present an integrated approach to decision making that will achieve corporate objectives. Prerequisite: MKBU 3225.

MKBU 4443 - SPECIAL TOPIC: PERFORMING ARTS IN THE 21ST CENTURY (3 CREDITS)
To chart careers with the widest possible scope for their talent, performers must understand the economic system in which they operate. This course provides a basic understanding of the complex business of the arts, through a series of guest lectures by managers of orchestras, theater, dance, opera companies, record companies, etc. No business experience is required. Offered in collaboration with the Julliard School on their campus at Lincoln Center. Prerequisite: MKBU 3225.

MKBU 4446 - SPECIAL TOPIC: ENTERTAINMENT MARKETING (3 CREDITS)
This is a survey course addressing the fundamental planning and strategic concepts and processes essential for marketing entertainment goods and services in today’s competitive domestic and global environments. Prerequisite: MKBU 3225.

MKBU 4451 - SPECIAL TOPIC: DATA-DRIVEN MARKETING DECISION MAKING (3 CREDITS)
The course aims at offering students advanced analytical marketing and decision-making tools to help them solve typical marketing managerial situations. It will allow students to simulate data driven marketing
decisions and formulate sound recommendations. The course will deal with lectures that will immediately be applied to case studies and in-class exercises. Prerequisite: MKBU 3225.

MKBU 4454 - SPORTS MARKETING (3 CREDITS)
It is estimated that the sports industry generates more than $200 billion a year in revenue and is still growing. The course will enable students to recognize the viability of sports and the diversity of the sports products, including the actual event, various goods, equipment, and the management operations in today’s economy. The course will apply the principles of sports marketing to this diversity of products and, more broadly, to this growing industry. Prerequisite: MKBU 3225.

MKBU 4458 - SPECIAL TOPIC: INTRO TO PUBLIC RELATIONS (3 CREDITS)
Strategic and tactical approaches are given to public relations as a business and as a business management tool. Emphasis is on planning and executing public relations programs and activities, including relations with the news media and other external communications, as well as internal and organizational communication. Prerequisite: MKBU 3225.

Army ROTC/Military Science
Advisers: Lieutenant Colonel Enrik Reyes
RH: FMH 130, (718) 817-4875
Web www.nycrotc.com

Faculty
Professor: Lieutenant Colonel Enrik Reyes

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

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

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

New York City Army ROTC Information
For information about Army ROTC, scholarships, paid summer internships, and other options, contact our enrollment officer in Room 130 of Faculty Memorial Hall; write to NYC ROTC, Fordham University, 441 E. Fordham Rd, Bronx, NY 10458; call (718) 817-4098 / 4875; or e-mail AROTCero@fordham.edu or visit our website at www.nycrotc.com.

Basic Courses
Open to all freshmen and sophomore students without obligation. Students compete for contracted status based on grades and physical fitness. Contracted students receive a $300-$350-per-month stipend during the school year. Service commitment varies with the type of scholarship. Typically 4 years of active duty and four years of reserve duty as an officer.

Classroom instruction is supplemented with practical exercises, placing students in positions of progressively increasing responsibility.

MLSC 1101-INTRODUCTION TO LEADERSHIP AND MANAGEMENT I (0 CREDIT)
An introductory course open to all students without obligation. It focuses on the military as a profession and examines its organization, ethics, and values. The course explores the responsibilities and impact of leadership and the customs and traditions of military service. Drill and ceremonies, land navigation, physical fitness and public speaking are introduced. Students begin a program of professional military reading.

MLSC 1201-BASIC LEADERSHIP AND MANAGEMENT II (0 credit)
Open to all students without obligation. The course explores leadership principles, decision making, and team building. Students are introduced to tactical systems and the field environment. Students learn advanced techniques in land navigation, terrain association, and first aid. Students continue their program of professional military reading.

MLSC 1001-LEADERSHIP LABORATORY I (0 CREDIT)
See MLSC 4001 for description.

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

MLSC 2201-BASIC LEADERSHIP DEVELOPMENT II (3 CREDITS)
Open to all students without obligation. The course continues the application of leadership and team-building principles. Proficiency in individual skills and leadership abilities are assessed. Advanced
techniques in problem analysis, planning and organizing, delegation, interpersonal skills, sound decision making, and small team operations are emphasized.

**MLSC 2001-LEADERSHIP LABORATORY II (0 CREDIT)**
See MLSC 4001 for description.

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

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

**MLSC 3101-ADVANCED LEADERSHIP AND MANAGEMENT I (0 CREDIT)**
Expands and refines the leader development process. This is an intensive program to prepare cadets for tasks, skills, and responsibilities associated with the Leadership Development and Assessment course. Cadets are trained and evaluated on the full range of leadership skills and attributes. Written and oral communication skills, motivational behavior, interpersonal skills, administrative procedures, decision-making and military field skills are emphasized. Must be taken in conjunction with MLSC 3001.

**MLSC 3201-ADVANCED LEADERSHIP AND MANAGEMENT II (3 CREDITS)**
Expands on the skills introduced in MLSC 3101 and incorporates increasingly challenging situations involving military technical, tactical, and leadership skills. Advanced training in marksmanship and physical fitness is emphasized. Course includes field training exercises where students demonstrate land navigation and leader skills and are evaluated on performance. Course is designed to bring cadets to peak proficiency in physical conditioning and leadership ability. Must be taken in conjunction with MLSC 3001.

**MLSC 3001-LEADERSHIP LABORATORY III (0 CREDIT)**
See MLSC 4001 for description.

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

**MLSC 4101-COMMAND AND STAFF TRAINING AND MANAGEMENT I (0 CREDIT)**
Refines military skills and knowledge to the precommissioning level. Senior students assume leadership roles as cadet commanders, staff officers, or company officers responsible for the planning, coordination and execution of all cadet training and operations. Training focuses on Army legal, administrative, and logistical systems and training methodologies. It reinforces individual competencies and maximizes opportunities for practical application of leadership skills. Must be taken in conjunction with MLSC 4001.

**MLSC 4201-COMMAND AND STAFF TRAINING AND MANAGEMENT II (4 CREDITS)**
Culminates the leader development process at the precommissioning level. Designed to prepare cadets for transition from cadet to Second Lieutenant. Instruction seeks to expand the frame of reference. Cadets examine ethical and legal issues related to being an officer and continue to improve their leadership and decision-making skills. Several practical exercises and field training events supplement classroom instruction. Must be taken in conjunction with MLSC 4001.

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

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

**CADET PROFESSIONAL DEVELOPMENT TRAINING (CPDT)**
A variety of three- to four-week summer and winter intercession training opportunities are available to qualified students. These include the following four programs:

*Cadet Practical Field Training (CPFT)*
Army Schools and special courses may be available following freshman, sophomore, and junior years. These may include:
Air Assault (helicopter insertion operations), Basic Airborne
Midshipmen are expected to maintain above-average grades.

To receive a commission, a midshipman must complete all requirements with their NROTC requirements. However, during drills, summer training, and may take part in any extracurricular activities that do not interfere with their NROTC requirements. Naval Science Laboratories are a blend of academic lectures on naval theory and practical training in physical readiness, military discipline, and an appreciation of the customs and traditions of the Naval Service. Approximately two hours each week, usually held on Wednesdays at 1600 (4 p.m.) at the SUNY Maritime College campus. Each semester. All NROTC midshipman, STA-21 and MECEP students are required to attend.

**Overview**

Fordham University is linked by a formal written agreement with SUNY Maritime College and Maritime’s NROTC Unit. This permits Fordham students to enroll in the NROTC Program at Maritime and be commissioned as officers in the Navy or Marine Corps upon receiving their bachelor’s degrees. NROTC midshipmen lead basically the same campus life as other Fordham undergraduates. They make their own arrangements for college enrollment, room and board; pursue studies leading to the bachelor’s degree; and may take part in any extracurricular activities that do not interfere with their NROTC requirements. However, during drills, summer training periods, and specified naval science classes, they wear uniforms furnished by the government and must conduct themselves in a military manner. Naval science classes and drills are held at the Maritime College, located in historic Fort Schuyler on the Throggs Neck peninsula.

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

**Program Requirements**

The general academic requirements for scholarship program midshipmen include:

- Major in any field of study leading to a bachelor’s degree
- Complete the following courses: Calculus (MTRU 1206 and MTRU 1207) and calculus-based Physics (PYRU 1301 and PYRU 1302)
- One semester of American Military History or National Security Policy, as approved by the professor of naval science
- One semester of foreign language/cultural studies
- The appropriate group of naval science courses listed below (these courses are taken regardless of academic major chosen)

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

**Course Descriptions**

**NAVY 1100 - NAVAL LABORATORY (FRESHMAN YEAR)**

Midshipmen are provided the opportunity in laboratory to develop personally while participating in activities as a team leader or team member. Naval Science Laboratories are a blend of academic lectures on naval theory and naval administration and practical training in physical readiness, military discipline, and an appreciation of the customs and traditions of the Naval Service. Approximately two hours each week, usually held on Wednesdays at 1600 (4 p.m.) at the SUNY Maritime College campus. Each semester. All NROTC midshipman, STA-21 and MECEP students are required to attend.

**NAVY 1101 - NAVAL ORIENTATION**

Introduction to the naval profession and to concepts of seapower, emphasizing the mission and organization of the Navy and Marine Corps. Included is an overview of officer and enlisted ranks and rates, training, education, and career patterns. Course also covers naval courtesy and customs, leadership, and nomenclature. Exposes the student to the professional competencies. Freshman year, fall semester.

**NAVY 1102 - SEAPOWER AND MARITIME AFFAIRS (3 CREDITS)**

A study of the U.S. Navy and the influence of seapower upon history. Incorporates both a historical and political science process to explore the major events, attitudes, personalities, and circumstances that have imbued the U.S. Navy with its proud history and rich tradition. It deals with issues of national imperative in peacetime as well as war; varying maritime philosophies which were interpreted into naval strategies/doctrines; budgetary concerns which shaped force realities; and the pursuit of American diplomatic objectives, concluding with the current search for direction in the post-Cold War era. Substitutes for sophomore history requirement. Required of all NROTC scholarship and college program midshipmen. Freshman year, spring semester.

**NAVY 2200 - NAVAL LABORATORY (SOPHOMORE YEAR)**

See NAVY 1100 for description.
NAVY 2201 - NAVAL LEADERSHIP I (2 CREDITS)
A comprehensive study of organizational behavior and management in the context of the naval organization. Senior year, fall semester, for Navy Option midshipmen. (Maritime NVSC 401.) Degree credit through GSB.

NAVY 2204 - NAVIGATION & NAVAL OPERATION I (3 CREDITS)
Piloting and celestial navigation including theory, principles, procedures, the use of charts, visual and electronic aids, and the theory and operation of magnetic and gyro compasses. Celestial navigation is covered in depth. Practical skills are developed. Topics include tides, currents, effects of wind and weather, plotting, use of navigation system, and day’s work in navigation. Required of all Navy Option NROTC midshipmen. Sophomore year, spring semester. Degree credit through GSB. (Maritime NVSC 211).

NAVY 3300 - NAVAL LABORATORY (JUNIOR YEAR)
See NAVY 1100 for description.

NAVY 3303 - NAVAL SHIP SYSTEMS I (ENGINEERING)
(FORMERLY NAVY 2202) (3 CREDITS)
A study of ship characteristics and types, including ship design, hydrodynamic forces, stability, compartmentation, propulsion, electrical and auxiliary systems, interior communications, ship control, and damage control; theory and design of steam, gas turbine, and nuclear propulsion; shipboard safety, and firefighting. Required of all Navy Option NROTC midshipmen. Junior year, fall semester. Degree credit through GSB.

NAVY 3304 - NAVAL WEAPONS SYSTEMS
Modern naval weapons, attention is given to airborne, surface systems. The facets of command, control, integration. Required of all Navy Option, GSB. (Maritime NYSC 303)

NAVY 3311 - EVOLUTION OF WARFARE
History of warfare, focusing on the impact of major military theorists, strategies, tacticians, and technological development. Required of all Marine Option NROTC midshipmen and MECEP students. Junior year, fall semester. (Maritime NVSC 311)

NAVY 3312 - AMPHIBIOUS WARFARE (3 CREDITS)
History of amphibious doctrine and the conduct of amphibious operations. Emphasis is on the 20th century, especially World War II. Present day potential and limitations of amphibious operations, including the rapid deployment force concept, are explored. Required of all Marine Option NROTC midshipmen and MECEP students. Junior year, spring semester. Degree credit through GSB.

NAVY 4400 - NAVAL LABORATORY (SENIOR YEAR)
See NAVY 1100 for description.

NAVY 4402 - LEADERSHIP AND ETHICS (2 CREDITS)
The study of naval junior officer responsibilities in naval administration. This Capstone course in the NROTC curriculum builds on and integrates the professional competencies developed in prior course work and professional training. Required of all NROTC midshipmen, STA-21, and MECEP students. Senior year, spring semester. Degree credit through GSB. NAVY 4403 - NAVIGATION AND NAVAL OPERATIONS II (FORMERLY NAVY 3302)

A study of the international and inland rules of the nautical road, relative-motion vector analysis theory, relative motion problems, formation tactics, and ship employment. Also included are an introduction to naval operations analysis, ship behavior and characteristics in maneuvering, applied aspects of ship handling, and afloat communications. Required of all Navy Option NROTC midshipmen. Senior year, fall semester.

Those interested in obtaining more information about the four-year and two-year Navy ROTC Scholarship and College Programs should visit the Navy ROTC website at http://www.nrotc.sunymaritime.edu; write to Professor of Naval Science, NROTC Unit, SUNY Maritime College, Fort Schuyler, Bronx, NY 10465-4198; call (718) 409-7241; or refer to the pertinent paragraphs in the Grants and Scholarships section under the Financial Services chapter of this bulletin.

Air Force ROTC/Aerospace Science
Manhattan College, 3825 Corlear Avenue LEO Engineering Building, Room 246; (718) 862-7201
Web: home.manhattan.edu/~afrotc

Faculty
Professor: Lt. Col John Wilkerson
Assistant Professors: Captain Tamara Walker, Captain Kelly Updergraff, Captain James Oriani

Overview
Fordham University is linked by a formal written agreement with Manhattan College and its Air Force ROTC unit. This permits Fordham students to enroll in the AFROTC program at Manhattan College and be commissioned as Second Lieutenants in the United States Air Force upon receiving their bachelor’s degrees and meeting all program requirements. Fordham students may also compete for 2-, 2.5-, 3-, and 3.5 year scholarships. AFROTC cadets lead essentially the same campus life as other Fordham undergraduates. They make their own arrangements for college enrollment, room and board, pursue studies leading to the bachelor's degree, and may take part in any extracurricular activities that do not interfere with their AFROTC requirements. Cadets must wear their uniforms one day per week during the academic year and during professional military training periods—academic classes, official summer programs, summer field training, and base visits. The government will furnish uniforms. Cadets must conduct themselves professionally at all times when in uniform or representing AFROTC. AFROTC classes are held at Manhattan College in the Bronx. Cadets are responsible for arranging transportation.

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

The general academic requirements for a cadet include:
Major in any field of study leading to a bachelor’s degree

Complete the following courses or the equivalent: AIRF 1101/1102, and AIRF 2201/2202 (ROTC 101/102 and ROTC 201/202)

Complete the following courses: AIRF 3301/3302, and AIRF 4401/4402 (ROTC 301/302 and ROTC 401/402)

Satisfactorily complete leadership laboratory each semester

Those interested in obtaining more information about the Air Force ROTC Program and Scholarships should contact the Unit Admissions Officer, AFROTC Detachment 560, Manhattan College, Leo Engineering Building, Room 246, 3825 Corlear Avenue, Riverdale, NY 10463, or call (718) 862-7201. E-mail inquiries to afrotc@manhattan.edu or visit the AFROTC webpage at www.AFROTC.com.

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

General Military Course (GMC)

Note regarding the course numbering: The course numbers beginning with AIRF are Fordham course numbers for the below listed AFROTC courses. The course numbers in parenthesis following the AIRF plus four digits are the AFROTC course numbers used at Manhattan College.

AIRF 1101 (ROTC 101) and AIRF 1102 (ROTC 102)
The Foundations of the United States Air Force: This course is designed to be a survey course. It is to educate students on what the Air Force is, what the Air Force can offer, and what traits the Air Force Reserve Officer Training (AFROTC) will begin cultivating in them so that they may be effective leaders inside or outside the Air Force.

AIRF 2201 (ROTC 201) and AIRF 2202 (ROTC 202)
The Evolution of USAF Air and Space Power: This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age global positioning systems of the present. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies) and missions (functions) to demonstrate the evolution of what has become today’s USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: Principles of War and Tenets of Air and Space Power. As a whole, this course provides the students with a knowledge-level understanding for the general element and employment of air and space power, from an institutional, doctrinal, and historical perspective. In addition, the students will be inculcated into the Air Force Core Values, with the use of operational examples, and will exercise several writing and briefing styles to meet Air Force communication skills requirements.

Professional Officer Course

(POC) AIRF 3301 (ROTC 301) and AIRF 3302 (ROTC 302)
Air Force Leadership Studies: AS 301 is a study of leadership, management, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and the communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in the corps, giving students the opportunity to apply the leadership and management principles of this course.

AIRF 4401 (ROTC 401) and AIRF 4401 (ROTC 402)
National Security Affairs and Preparation for Active Duty: This course is designed to allow cadets to comprehend the basic elements of national security policy and process. The individual should comprehend the air and space power functions and competencies. Also, the individual should understand selected roles of the military in society and current issues affecting the military profession as well as selected provisions of the military justice system. The individual should comprehend the responsibility, authority, and functions of an Air Force commander. The individual should apply listening, speaking, and writing skills in Air Force–peculiar formats and situations with accuracy, clarity and appropriate style. The individual should comprehend the factors which facilitate a smooth transition from civilian to military life.

Leadership Laboratory

(LLAB) AIRF 1100/2200/3300/4400 (ROTC 100/200/300/400)
LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force Second Lieutenants and complement the AFROTC academic program. It is a student-planned, organized, and executed practicum conducted under the supervision of the detachment commander and commandant of cadets.

The purpose of the LLAB program is to augment the AFROTC academic curriculum by providing prospective Air Force officers the opportunities and feedback needed to develop the leadership, managerial, and supervisory skills required of successful Air Force officers.
Accreditations, Affiliations, Memberships and Associations

Accreditations and Affiliations
Since its introduction in 1926, the bachelor of science degree program of the Gabelli School of Business has been fully recognized and registered by the University of the State of New York. Also the College has been a member of the Middle Atlantic (formerly New York State) Association of Colleges of Business Administration since the organization's formation in 1951. The Gabelli School of Business is accredited by the Middle States Association of Colleges and Secondary Schools and in 1939 received accreditation from AACSB (The Association for the Advancement of Collegiate Schools of Business–International), which is recognized as the preeminent accrediting agency for baccalaureate and master's degree programs in business administration. Of the 1,200 business school programs in the United States, only 467 (as of December 2003) are currently accredited by the AACSB. As an institution accredited by the AACSB, the Gabelli School of Business has an active chapter of Beta Gamma Sigma, the national honorary business fraternity. Membership is based on, among other things, the maintenance of an outstanding scholastic record. Other active chapters of honorary and professional fraternities with national affiliations include Alpha Sigma Nu, Phi Kappa Phi, and Beta Alpha Psi, the national honorary for financial services. In addition to these affiliations, accreditations, and associations, the Gabelli School of Business at Fordham University is a member of ACE's (American Council on Education) Internationalization Collaborative, which is an invitational forum for member institutions to advance international education on their campuses and nationally.

Student Government
The Gabelli School of Business is fully represented on the undergraduate United Student Government. The thrust of USG activity is twofold: to fulfill the students' creative energies by maintaining a full complement of activities and to influence the course of the University by representing the students on planning and policy councils. The GSB Student Government serves as a medium of contact among the students and between the students, faculty and administration. Furthermore, through their representatives in the GSB Student Government and the GSB Council, students are afforded a voice in the operations of GSB and in the University at large.

United Student Government website: http://www.usgrh.com/

Commuter Student Association website: http://www.fordham.edu/csa


Gabelli School of Business Alumni Opportunities
All graduates of the Gabelli School of Business (GSB) are members of the alumni association by virtue of their graduation. A board of interested and active alumni represents the GSB alumni constituency. The board partners with the Office of Alumni Relations to provide opportunities that support and advance GSB through innovative programs and events. The goal of all alumni activities is to foster lifelong relationships between alumni and Fordham and to create ways for alumni to share their talents and interests with the University. The Office of Alumni Relations also sponsors numerous opportunities for GSB alumni to interact with alumni from all of the schools within the University. The young alumni program focuses on the specific needs of alumni who have graduated within the last 10 years. The regional club program maintains Fordham’s national alumni network. The cultural program capitalizes on the unique benefits of New York City for metro area alumni. Rampass, the alumni I.D. card, affords alumni special discounts and allows alumni to easily return to both campuses. For more information about opportunities to get involved with the alumni program, please contact the Office of Alumni Relations at (212) 636-6520.

Website: http://www.fordham.edu/alumni_relations/
Faculty Listings

Arts and Sciences Faculty

Note: Date in parentheses after name of full-time faculty member indicates year of initial employment.

*Recipient of Bene Merenti award for 20 years of service with Fordham University.

Emeritus Faculty

*Edward Aiello (1966), Professor Emeritus of Biological Sciences. B.S., St. Peter's; M.A., Ph.D., Columbia

*Stephen Babos, S.J. (1961), Associate Professor Emeritus of Theology. S.T.L., Heythrop College (England); S.T.D., St. Paul's (Ottawa); Ph.D., Ottawa

*John Britton (1961), Assistant Professor Emeritus of English. B.A., Pennsylvania; Ph.L., West Baden; Ph.D., Loyola (Chicago)

*Armand Brumer (1976), Professor Emeritus of Mathematics. B.A., Brandeis; Ph.D., Princeton

*Craig B. Brush (1969), Professor Emeritus of French. B.A., Princeton; M.A., Columbia

*Bernadette J. Bucher (1968), Professor Emerita of Comparative Literature and Anthropology. License-es-Lettres, D.E.S., Sorbonne; C.A.P.E.S., Ph.D., Paris

*Joseph R. Cammarosano (1955), Professor Emeritus of Economics. B.S., Fordham; M.A., New York University; Ph.D., Fordham

*Yuh-Ching Chen (1970), Professor Emeritus of Mathematics. B.S., Taiwan Normal University; M.S., Illinois; Ph.D., CUNY (Graduate Center)

*Bart J. Collopy (1974), Associate Emeritus Professor of Theology. B.A., M.A., Fordham; M.Div., Woodstock; M.Phil., Ph.D., Yale

*Raymond J. Cunningham (1964), Associate Professor Emeritus of History. B.A., Fordham; M.A., Rutgers; Ph.D., Johns Hopkins

*Peter M. Curran (1947), Professor Emeritus of Mathematics. B.A., Fordham; M.A., Ph.D., Columbia

Vincent J. Digiricoli (1985), Associate Professor Emeritus of Computer and Information Sciences. B.S., Manhattan; M.A., Columbia; Ph.D., New York University


*G. Richard Dimler, S.J. (1972), Professor Emeritus of German. B.A., M.A., Fordham; S.T.L., S.T.B., Woodstock; M.A., Middlebury; Ph.D., California (Los Angeles)

*Eugene A. Diulio (1963), Associate Professor Emeritus of Economics. B.S., Northeastern; Ph.D., Columbia

*Joseph V. Dolan, S.J. (1960), Associate Professor Emeritus of Philosophy. B.A., M.A., Fordham; Ph.L., S.T.L., Woodstock; Ph.D., Laval

*Martin C. Fergus (1971), Associate Professor Emeritus of Political Science. B.A., Miami (Ohio); M.A., Ph.D., Harvard

*Maris G. Fiondella (1978), Associate Professor Emerita of English. B.A., Albertus Magnus; M.A., Ph.D., Fordham

*Kenneth T. Gallagher (1955), Professor Emeritus of Philosophy. B.A., Fordham; M.A., Toronto; Ph.D., Fordham

*Richard Giannone (1967), Professor Emeritus of English. B.A., Catholic University; M.A., Michigan; Ph.D., Notre Dame

*Alan L. Grey (1963), Professor Emeritus of Psychology. B.S.S., CUNY (City College); M.A., Columbia; Ph.D., Chicago

*Stewart E. Guthrie (1980), Professor Emeritus of Anthropology. B.A., Iowa; M.Phil., Ph.D., Yale


*Theresa A. Halligan (1953), Associate Professor Emerita of English. B.A., Mount St. Vincent; M.A., Ph.D., Fordham

Mary G. Hamilton (1982), Professor Emerita of Chemistry. B.A., SUNY (Buffalo); M.S., Polytechnic Institute (Brooklyn); Ph.D., Cornell

*Anne E. Hanson (1968), Associate Professor Emerita of Classics and Comparative Literature. B.A., M.A., Michigan; Ph.D., Pennsylvania

*André M. Hayum (1968), Professor Emerita of Art History and Music. B.A., CUNY (Queens); M.A., Radcliffe; Ph.D., Harvard


*Martin Hegyi, S.J. (1967), Associate Professor Emeritus of Biological Sciences. B.A., M.A., Oxford; Ph.D., Tennessee

*Joel A. Herschman (1976), Professor Emeritus of Art History. B.A., CUNY (Brooklyn); Ph.D., New York University

*Theodore T. Herskovits (1965), Professor Emeritus of Chemistry. B.S., CUNY (City College); M.S., Ph.D., Yale

T. Michael Houlihan (1988), Associate Professor Emeritus of Computer and Information Sciences. B.S., Catholic University; M.S., Notre Dame; M.S., Ph.D., Polytechnic

Douglas W. Houston (1965), Associate Professor Emeritus of History. B.A., Syracuse; M.A., New York University; Ph.D., Pennsylvania

*Irma B. Jaffe (1966), Professor Emerita of Art History. B.S., M.A., Ph.D., Columbia

*Robert F. Jones (1961), Professor Emeritus of History. B.A., LaSalle; M.A., Ph.D., Notre Dame

*Moses K. Kaloustian (1975), Professor Emeritus of Chemistry. B.S., M.S., American (Beirut); Ph.D., Notre Dame

*Paul P. Kantor (1970), Professor Emeritus of Political Science. B.A., Illinois; M.A., Ph.D., Chicago
"Charles A. Kelbley (1965), Associate Professor Emeritus of Philosophy. B.A., John Carroll; M.A., Loyola (Chicago); Ph.D., Sorbonne; J.D., Fordham

"Monica J. Kevin (1967), Associate Professor Emerita of Biological Sciences. B.S., M.S., Ph.D., Fordham

"Sabbas J. Killian (1962), Professor Emeritus of Theology. S.T.L., S.T.D., Budapest; Ph.D., Fribourg

"Elizabeth M. Kraus (1968), Professor Emerita of Philosophy. B.A., St. Elizabeth's; M.A., Ph.D., Fordham

"James L. Kurtz (1966), Professor Emeritus of Music. B.S., Julliard; M.A., Harvard; Ph.D., Brandeis

"Kristin O. Lauer (1970), Associate Professor Emerita of English. B.A., Dayton; M.A., Emory; Ph.D., Michigan State

"David Lawrence (1973), Professor Emeritus of Political Science. B.A., Pennsylvania; M.Sc., London School of Economics and Political Science; Ph.D., Chicago

"Jean L. Macary (1976), Professor Emeritus of French. Licencié ès Lettres, Agregé ès Lettres, Sorbonne; Docteur ès Lettres, Panthéon-Sorbonne

"John J. Macisco, Jr. (1971), Professor Emeritus of Sociology. B.S., M.A., Ph.D., Brown

"David S. Malcolm (1985), Associate Dean Emeritus of Fordham College at Lincoln Center. G.S., SUNY (Stony Brook); Ph.D., CUNY (Graduate Center)

"Claude J. Mangum (1971), Associate Professor Emeritus of African and African American Studies. B.A., M.S., CUNY (Queens); Ph.D., Teachers College, Columbia

"James L. Marsh (1985), Professor Emeritus of Philosophy. B.A., M.A., Gonzaga; Ph.D., Northwestern

"Catherine R. Martin (1946), Associate Professor Emerita of French. B.S. in Ed., M.A., Fordham; Ph.D., Columbia

"Alfeo H. Marzi (1952), Associate Professor Emeritus of French and Italian. B.A., Trinity; M.A., Wesleyan (CT); Ph.D., Fordham

Michael Massee (1988), Associate Professor Emeritus of Theatre. B.A., Portland State; M.F.A., Rutgers

"John P. McCarthy (1971), Professor Emeritus of History. B.S., Fordham; M.A., Chicago; Ph.D., Columbia

"Donald J. Moore, S.J. (1963), Professor Emeritus of Theology. B.A., St. Peter's; Ph.L., Bellarmine; S.T.L., Woodstock; Dr. ès Sci Rel, Strasbourg

"Astrid M. O'Brien (1960), Associate Professor Emerita of Philosophy. B.A., Mount St. Vincent; M.A., Marquette; Ph.D., Fordham

"Joseph F. O'Callaghan (1954), Professor Emeritus of History. B.A., LaSalle; M.A., Marquette; Ph.D., Fordham

John N. Pappas (1967), Professor Emeritus of French. B.A., M.A., Ph.D., Columbia

"Elizabeth C. Parker (1979), Professor Emerita of Art History. B.A., Vassar; M.A., Ph.D., New York University

"Louis B. Pascoe, S.J. (1973), Professor Emeritus of History. B.A., Scranton; M.A., Fordham; Ph.L., S.T.L., Woodstock; Ph.D., California (Los Angeles)

Maria Paz-Aspe (1977), Associate Professor Emerita of Spanish. Licenciatura, Universidad de Salamanca; Ph.D., New York University

"Jose V. Pereira (1970), Professor Emeritus of Theology. B.A., Siddharth College (Bombay); Ph.D., St. Xavier's College (Bombay)

"John M. Phelan (1968), Professor Emeritus of Communication and Media Studies. B.A., Fordham; Ph.L., S.T.L., Woodstock; Ph.D., New York University

"Mary G. Powers (1965), Professor Emerita of Sociology. B.S., Central Connecticut State; M.A., Massachusetts; Ph.D., Brown

"Susan H. Ray (1976), Professor Emerita of German. B.A., Drew; M.A., Ph.D., New York University

"Peter P. Remec (1954), Associate Professor Emeritus of Political Science. Dr Jur, Dr Rer Pol, Graz; Diplome, Academie de Droit International de la Haye; Ph.D., Chicago

"Marvin Reznikoff (1968), Professor Emeritus of Psychology. B.S.S., CUNY (City College); M.A., Ph.D., New York University

"John F. Roche (1952), Professor Emeritus of History. B.S. in Ed., Fordham; M.A., Ph.D., Columbia

"Lloyd H. Rogler (1974), Schweitzer Professor Emeritus. B.A., M.A., Ph.D., Iowa

"Howard Rothstein (1981), Professor Emeritus of Biological Sciences. B.A., Johns Hopkins; Ph.D., Pennsylvania

Joyce A. Rowe (1987), Associate Professor Emerita of English. B.A., Smith; M.A., M.Phil., Ph.D., Columbia

"James A. Sadowsky, S.J. (1960), Assistant Professor Emeritus of Philosophy. B.A., Fordham; Ph.L., Woodstock; S.T.L., Louvain

"Eva E. Sandis (1961), Professor Emerita of Sociology. B.A., Oberlin; M.A., Ph.D., Columbia

"Peter T. Schneider (1970), Professor Emeritus of Sociology. B.A., Antioch; Ph.D., Michigan

"Byron Shafer (1968), Associate Professor Emeritus of Theology. B.A., College of Wooster (Ohio); M.Div, McCormack (Chicago); Ph.D., Harvard

"Joseph Y. Shapiro (1958), Associate Professor Emeritus of Physics. B.A., M.A., Ph.D., Toronto

"George W. Shea (1967), Professor Emeritus of Classical Languages. B.A., Fordham; M.A., Ph.D., Columbia

Thomas J. Shelley (1996), Professor Emeritus of Theology. B.A., M.A., St. Joseph's Seminary; M.A., Fordham; Ph.D., Catholic University

"Louis M. Spadaro (1938), Professor Emeritus of Economics. B.A., M.A., CUNY (City College); Ph.D., New York University

"O. Carlos Stoetzer (1966), Professor Emeritus of History. Dr Jur, Freiburg; Ph.D., Georgetown
*Nina B. Swidler (1968), Associate Professor Emerita of Anthropology. B.A., Ph.D., Columbia

*Paul J. Trensky (1964), Professor Emeritus of Russian. M.A., Comenius; Ph.D., Harvard

*André Vielwahr (1968), Associate Professor Emeritus of French. B.A., Lille; M.A., Ph.D., Columbia

*John F. Walsh (1961), Professor Emeritus of Psychology. B.S., Fordham; M.A., Ph.D., Clark

*Merold Westphal (1986), Distinguished Professor Emeritus of Philosophy. B.A., Wheaton (Illinois); M.A., Ph.D., Yale

*Roger A. Wines (1959), Professor Emeritus of History. B.A., Fordham; M.A., Ph.D., Columbia

Instructional Faculty

*Sergio L. Abreu (1979), Associate Professor of Biological Sciences. B.S., M.S., Long Island; Ph.D., Connecticut

Salvador Acosta (2010), Assistant Professor of History. B.A., San Jose State University; Ph.D., University of California, Los Angeles; M.S., Ph.D., University of Arizona

Jose A. Alemán (2005), Assistant Professor of Political Science. B.A., Cornell University; M.A., Ph.D., Princeton University

Robin K. Andersen (1987), Professor of Communication and Media Studies, Associate Chair for Graduate Studies and Director of Peace and Justice Studies. B.A., California (San Diego); M.A., Ph.D., California (Irvine)

Rev. R. Bentley Anderson, S.J. (2010), Associate Professor of African and African American Studies and Associate Chair for Undergraduate Studies. B.A., Presbyterian College; M.A., Monmouth College; M.Div., Regis College; Ph.D., Boston College

Michael Andindilié (2008), Post-Doctoral Teaching Fellow. B.A., University of Dar es Salaam; M.A., City University (London); M.A., University of Dar es Salaam; M.Phil, Fordham University; Ph.D, Fordham University

Barbara Hilbert Andolsen (2008), James E. Buckman, Esq. Chair in Applied Christian Ethics and Professor of Theology. B.A., University of Dayton; M.A., Ph.D., Vanderbilt University

Margaret S. Andover (2008), Assistant Professor of Psychology. B.A., Boston University; M.A., Ph.D., SUNY Binghamton

*Bruce E. Andrews (1975), Associate Professor of Political Science. B.A., M.A., Johns Hopkins; Ph.D., Harvard

Rachel A. Annunziato (2008), Assistant Professor of Psychology. B.A., Yale University; M.A., Columbia University; Ph.D., Drexel University

Stephan Apicella-Hitchcock (2001), Artist-in-Residence, Department of Theatre and Visual Arts. B.A., Hampshire College; M.F.A., Rhode Island School of Design

Amy B. Aronson (2006), Assistant Professor of Communication and Media Studies. B.A., Princeton University; Ph.D., Columbia University

Christopher A. Aubin (2010), Assistant Professor of Physics. B.S. University of Dallas; M.A., Ph.D., Washington University

Shaun V. Ault (2008), Peter M. Curran Visiting Assistant Professor of Mathematics. B.A., Oberlin College; Ph.D., exp. 05/08, Ohio State

Albert Auster (1996), Associate Professor of Communication and Media Studies. B.A., CUNY; Ph.D., SUNY (Stony Brook)

Orit Avishai-Bentovim (2008), Assistant Professor of Sociology. LL.B., Tel Aviv University Law School; LL.M., Yale Law School; M.A., Ph.D., University of California (Berkeley)

*Babette E. Babich (1989), Professor of Philosophy. B.A., SUNY (Stony Brook); M.A., Ph.D., Boston College

Ewa Dorota Badowska (2000), Associate Professor of English and Comparative Literature. B.A., University of Sussex (UK); M.A., Ph.D., Cornell

*Dominic J. Balestra (1975), Professor of Philosophy. B.S., St. Francis (PA); Ph.D., St. Louis

Amy M. Balija (2008), Assistant Professor of Chemistry. B.S., Loyola University; Ph.D, University of Illinois at Urbana-Champaign

Nathan W. Ballantyne (2011), Instructor of Philosophy. B.A., University of Toronto; Ph.D candidate University of Arizona

Ipsita A. Banerjee (2004), Associate Professor of Chemistry. B.S., M.S., University of Bombay; Ph.D., University of Connecticut

*Janis Barry-Figueroa (1984), Associate Professor of Economics. B.A., Old Dominion; M.A., Ph.D., New School

Susanna Barsella (2005), Associate Professor of Italian and Associate Director of Medieval Studies Program. B.S., University of Pisa; M.Phil, York University; M.A., Catholic University of America; Ph.D, Johns Hopkins University

*William P. Baumgarth (1975), Associate Professor of Political Science and Associate Chair for Department Administration in Economics. B.A., Fordham; M.A., Ph.D., Harvard

Michael Baur (1998), Associate Professor of Philosophy. B.A., Loyola Marymount; M.A., Ph.D., Toronto; J.D., Harvard

Robert Beer (1996), Associate Professor of Chemistry and Chair. B.S., California (Davis); Ph.D., Massachusetts Institute of Technology

Doron Ben-Atar (1996), Professor of History and Associate Chair for Undergraduate Studies at Lincoln Center. B.A., M.A., Brandeis; Ph.D., Columbia

Hugo Benavides (2000), Associate Professor of Anthropology. B.A., CUNY (Queens); M.A., CUNY (Hunter); Ph.D., CUNY (Graduate Center)

Christopher J. Bender (1999), Assistant Professor of Chemistry, Associate Director of Environmental Policy (RH) and Adviser of Cooperative Program in Engineering. B.S., William & Mary; Ph.D., Rensselaer Polytechnic Institute

*Bruce F. Berg (1977), Associate Professor of Political Science and Director of Honors Program (LS). B.A., Franklin and Marshall; M.S., Purdue; Ph.D., American

*Susan A. Berger (1987), Professor of Political Science. B.A., Michigan; M.A., Ph.D., Columbia
Eric Bianchi (2011), *Assistant Professor of Music.* B.A., Villanova University; M.A., M.Phil., Ph.D., Yale University

Mary Bly (1999), *Professor of English.* B.A., Harvard; M.Phil., Oxford; Ph.D., Yale

Henry Borroto (2003), *Lecturer in Spanish.* B.A., Le Moyne College; M.A., Boston College

*Mark L. Bolton (1983), *Professor of Biology and Co-Director of Environmental Science.* B.S., SUNY (Stony Brook); M.S., CUNY (Brooklyn); Ph.D., Rutgers

*Frank T. Boyle (1989), *Associate Professor of English and Director of Honors Program (LC) and Adviser for Class of 2013.* B.A., Columbia; Ph.D., Trinity College (Dublin)

Melkana A. Brakalova-Trevithick (2004), *Associate Professor of Mathematics and Chair.* M.S., Sofia University; Ed.M., Harvard University; Ph.D., Sofia University

*Diana D. Bray (1978), *Professor of Chemistry.* B.A., CUNY (Hunter); M.S., Ph.D., Fordham

*Robert J. Brent (1980), *Professor of Economics.* B.A., Kent (England); M.A., Ph.D., Manchester (England)

*Edward J. Bristow (1986), *Professor of History and Director of Dance.* B.A., Franklin and Marshall; M.A., M.Phil., Ph.D., Yale

Joshua L. Brown (2007), *Assistant Professor of Psychology.* B.G.S., University of Michigan; M.A., University of Chicago; Ph.D., Columbia University

Michael D. Buckley (2003), *Lecturer in Economics.* B.A., University of Michigan; M.A., Ph.D., Wayne State University

David V. Budescu (2008), *Anne Anastasi Chair of Psychometrics & Quantitative Psychology, Professor of Psychology.* B.A., University of Haifa; M.A., University of North Carolina

John W. Bugg (2007), *Assistant Professor of English.* B.A., St. Mary’s University; M.A., Fordham University; M.A., Princeton University

Mary Burke (1998), *Clinical Associate Professor of Economics, Assistant to the Chair for Undergraduate Studies (RH) and Adviser for the Business Minor Program (RH).* B.A., M.A., Ph.D., Fordham

*Nancy A. Busch (1985), *Professor of Psychology and Dean of the Graduate School of Arts and Sciences.* B.A., Scripps; M.A., Wayne State; Ph.D., Pennsylvania State

Evelyn Bush (2003), *Associate Professor of Sociology and Associate Chair for Graduate Studies.* B.S., Xavier University; M.A., William and Mary; Ph.D., Cornell University

Edward C. Cahill (2005), *Associate Professor of English.* B.S., California State University; M.A., Claremont Graduate School; Ph.D., Rutgers University

*Mark L. Caldwell (1973), *Professor of English.* B.A., Fordham; B.A., M.A., Cambridge; Ph.D., Harvard

*Mary C. Callaway (1980), *Associate Professor of Theology.* B.A., St. John’s (Annapolis); M.A., Union Theological (New York); M.Phil., Ph.D., Columbia

Charles C. Camosy (2008), *Assistant Professor of Theology.* B.A., M.A., Ph.D., Notre Dame

Frederick Campano (2000), *Lecturer in Economics.* B.S., M.S., Stanford

*James A. Capo (1978), *Associate Professor of Communication and Media Studies.* B.A., Le Moyne; M.A., Ph.D., Chicago

Rose L. Carlson (2010), *Assistant Professor of Biological Sciences.* B.A., Cornell University; Ph.D., University of California, Davis


Colin M. Cathcart (1997), *Associate Professor of Theatre and Visual Arts, Associate Director of Environmental Policy (LC) and Adviser of Pre-Architecture Program.* B.E.S., Waterloo; M.Arch., Columbia; R.A.


*David R. Chabot (1969), *Associate Professor of Psychology.* B.A., Fordham; M.A., Ph.D., Minnesota

*Mark L. Chapman (1992), *Associate Professor of African and African-American Studies.* B.A., Morehouse; M.Div., M.Phil., Ph.D., Union Theological Seminary

Martin Chase, S.J. (1999), *Associate Professor of English and Medieval Studies and Associate Managing Editor of Traditio.* A.B., Oberlin; A.M., University of Michigan; M.A., Ph.D., University of Toronto; M.Div., Weston Jesuit School of Theology; Cand. Mag., University of Copenhagen

*David T. K. Chen (1989), *Associate Professor of Computer and Information Sciences.* B.A., Taipei; M.S., Ph.D., Erlangen.

*James A. Ciaccio (1990), *Professor of Chemistry, Associate Chair for Undergraduate Studies and Director of General Science.* B.S., SUNY (Oneonta); Ph.D., SUNY (Stony Brook)

*Paul A. Cimbala (1987), *Professor of History.* B.A., St. Joseph’s; M.A., Ph.D., Emory

Andrew Clark (2002), *Associate Professor of French and Comparative Literature.* B.A., Amherst; M.A., Ph.D., Princeton

*John R. Clark (1980), *Associate Professor of Classical Languages and Civilization and Chair.* B.A., Cincinnati; M.A.; Ph.D., Cornell

Jennifer S. Clark (2008), *Assistant Professor of Communication and Media Studies.* B.A., Miami University; M.A., The Ohio State University; Ph.D., University of Southern California

Jeffery Alan Clark (2007), *Assistant Professor of Biological Sciences.* B.A., B.M.E., Evangel College; M.S., J.D., University of Michigan; Ph.D., University of Washington

*Donald D. Clarke (1962), *Professor of Chemistry.* B.S., M.S., Ph.D., Fordham

Jeffrey E. Cohen (1997), *Professor of Political Science.* B.A., Western Reserve; Ph.D., Michigan
Sean M. Collins (2010), Assistant Professor of Economics. B.S., Ph.D., exp 05/2010, Florida State University

Mary Beth Combs (2000), Associate Professor of Economics. B.A., Fairfield; M.A., Ph.D., University of Iowa

*William B. Conlon (1979), Professor of Theatre and Visual Arts. B.F.A., M.F.A., Yale

Daniel T. Contreras (2007), Assistant Professor of English and Associate Chair for Undergraduate Studies at Rose Hill. B.A., University of Texas; Ph.D., Stanford University

*Rosemary S. Cooney (1974), Professor of Sociology and Associate Dean, Fordham College at Rose Hill. B.A., Florida State; M.A., Ph.D., Texas (Austin)

Saul A. Cornell (2009), Paul B. Guenther Chair in American History and Professor of History. B.A., Amherst College; Ph.D., University of Pennsylvania

Jeffrey G. Couchman (2008), Post-Doctoral Teaching Fellow in English. B.S., Southern Illinois University; M.A., Hunter College; Ph.D, The Graduate School and University Center of The City University of New York

Aimee M. Cox (2011), Assistant Professor of African and African American Studies. B.A., Vassar College; M.A., Ph.D., University of Michigan

*Elaine F. Crane (1978), Professor of History. B.A., Cornell; M.A., Ph.D., New York University

Benjamin C. Crooker (1996), Associate Professor of Physics and Associate Vice President. B.S., Massachusetts; M.S., Ph.D., Cornell

Keith Cruise (2006), Assistant Professor of Psychology and Associate Chair for Undergraduate Studies at Rose Hill. B.A., M.A., University of Nebraska-Lincoln; M.S., Ph.D., University of North Texas.

*Arnaldo M. Cruz-Malavé (1987), Professor of Spanish and Comparative Literature. B.A., Yale; Ph.D., Stanford University

Jonathan Crystal (1997), Associate Professor of Political Science and Associate Vice President & Associate Chief Academic Officer. A.B., A.M., Ph.D., Harvard

Christopher Cullen, S.J. (1999), Associate Professor of Philosophy and Director of Philosophical Resources Program. A.B., Georgetown; M.A., Saint Louis; M.Div., S.T.L., Weston Jesuit School of Theology; Ph.D, Catholic University of America

*Michael W. Cuneo (1989), Associate Professor Emeritus of Sociology. B.A., M.A., St. Michael's; Ph.D., Toronto

Nancy J. Curtin (1988), Professor of History, Associate Chair for Graduate Studies. B.A., M.A., Ph.D., Wisconsin

John Davenport (1998), Associate Professor of Philosophy. B.A., Yale, M.A., Ph.D., Notre Dame

Brian Davies (1994), Professor of Philosophy. B.A., Bristow; M.A., Ph.D, King's College (London)

Robert Glenn Davis (2012), Assistant Professor of Theology. B.A., Rhodes College; M.Div., Harvard Divinity School; Ph.D. Harvard University

*Thomas S. De Luca, Jr. (1991), Professor of Political Science and Director of International Studies. B.A., CUNY (Brooklyn); M.A., Connecticut (Storrs); Ph.D., Massachusetts (Amherst)

George E. Demacopoulos (2002), Associate Professor of Theology and Co-Director of Orthodox Christian Studies. B.A. University of Tennessee; M.T.S., Holy Cross Greek Orthodox School of Theology; M.A., Ph.D., University of North Carolina (Chapel Hill)

John J. Denniston (2005), Lecturer. B.A., Spring Hill College; M.A., Long Island University; M.A., Seminary of the Immaculate Conception; Ph.D., Fordham University

Martin J. DiGrandi (2010), Assistant Professor of Chemistry. B.S. Fordham University; M.S., Ph.D., New York University

*Edward T. Dowling, S.J. (1973), Professor of Economics. B.A., Berchmans College (Philippines); M.Div, Woodstock; M.A., Ph.D., Cornell


John Drummond (1999), Robert Southwell, S.J. Distinguished Professor of the Humanities, Professor of Philosophy. B.A., Ph.D., Georgetown

Edward B. Dubrovsky (2006), Associate Professor of Biological Sciences. B.S., Novosibirsk State University; Ph.D., Institute of Cytology and Genetics (Novosibirsk)

Heather Dubrow (2008), John D. Boyd, S.J., Chair in Poetic Imagination and Professor of English. B.A., Ph.D., Harvard

Benjamin H. Dunning (2006), Associate Professor of Theology. B.A., University of Pennsylvania; M.A.R., Westminster Theological Seminary; Ph.D., Harvard University

*Spyros Ethimiades (1978), Associate Professor of Physics. B.S., Thessaloniki; M.A., CUNY (City College); Ph.D, CUNY (Graduate Center)

*John P. Entelis (1970), Professor of Political Science and Chair and Associate Director of Middle East Studies Program at Lincoln Center. B.A., Ohio Wesleyan; M.A., Ph.D., New York University

*Mary C. Erler (1980), Professor of English. B.A., St. Mary's; M.A., Ph.D., Chicago

*Harry B. Evans (1982), Professor Emeritus of Classical Languages and Civilization. B.A., Yale; Ph.D., North Carolina (Chapel Hill)

Ayala Fader (2003), Associate Professor of Anthropology. B.A., New York University; M.A., Columbia; M.A., M.Phil., Ph.D. New York University

Maria Farland (2000), Associate Professor of English. B.A., Amherst; M.D., Johns Hopkins University

Theodore G. Faticcio (1984), Professor of Mathematics. B.S., Central Connecticut State; M.S., Ph.D, Connecticut

Nicole Fermon (1988), Professor of Political Science and Associate Chair for Undergraduate Studies at Lincoln Center. B.A., Hawaii; M.A., Ph.D., Columbia
Anne E. Fernald (2004), Associate Professor of English and Director of Writing/Composition Program at Lincoln Center. B.A., Wellesley; Ph.D., Yale

Vassilios Fessatidis (1993), Professor of Physics and Chair. B.A., CUNY (Queens); M.S., Ph.D., Stevens Institute of Technology

Elena Filatova (2008), Assistant Professor of Computer and Information Sciences. B.S., Moscow State University; M.S., Southern California; Ph.D., Columbia

Silvia C. Finnemann (2008), Associate Professor of Biological Sciences. M.S., Free University of Berlin; Ph.D, Free University of Berlin

*Celia B. Fisher (1979), Professor of Psychology and Marie Ward Doty University Chair. B.S., Cornell; M.A., Ph.D., New School

James T. Fisher (2002), Professor of Theology. B.A., Rutgers College; Ph.D., Rutgers University

Jeanne M. Flavin (1995), Professor of Sociology and Associate Chair for Undergraduate Studies at Lincoln Center. B.A., Kansas; M.S., Ph.D., American

*Richard S. Fleisher (1979), Professor of Political Science and Associate Chair for Graduate Studies for Political Science. B.A., CUNY (Brooklyn); M.A., Ph.D., Illinois

Jeffrey R. Flynn (2007), Assistant Professor of Philosophy. B.A., University of Notre Dame; Ph.D., Northwestern University

Andrew J. Foster (2002), Assistant Professor of Classical Languages and Civilization and Associate Chair for Undergraduate Studies (Spring 2013). B.A., William and Mary; M.A., Ph.D., The University of Chicago

Johanna L. Francis (2006), Assistant Professor of Economics. B.A., M.A., McGill University; M.A., Ph.D., Johns Hopkins University

Craig L. Frank (1994), Associate Professor of Biological Sciences and Co-Director of Environmental Science. B.S., SUNY (Albany); M.S., Kansas State; Ph.D., California (Irvine)

Steven J. Franks (2007), Assistant Professor of Biological Sciences. A.B., Brown University; M.S., Ph.D., University of Georgia

*Valery Frants (1984), Professor of Computer and Information Sciences. Diploma, Moscow Institute of Technology; Ph.D., Russian Academy of Science

Stephen Freedman (2007), Professor of Natural Sciences and Provost. B.S., Loyola of Montreal; M.S., York University; Ph.D., University of California

Lewis Freeman (2000), Lecturer in Communication and Media Studies. B.A., Columbia College; M.A., M.Phil., Columbia University

Jon M. Friedrich (2006), Assistant Professor of Chemistry and Co-Director of Environmental Science. B.S., University of Minnesota; Ph.D., Purdue University

Elisabeth A. Frost (1996), Associate Professor of English. B.A., Harvard; M.A., Stanford; Ph.D., California (Los Angeles)

Norma Fuentes-Mayorga (2003), Assistant Professor of Sociology. B.A., M.A., Ph.D., Columbia

Sarah V. Gambito (2008), Assistant Professor of English and Director of English Creative Writing Program. B.A., University of Virginia; M.F.A., Brown University

Heather D. Gautney (2007), Assistant Professor of Sociology and Anthropology. B.A., The University of Pittsburgh; M.A., St. John’s University; Ph.D., CUNY Graduate Center

Matthew Gelbart (2008), Assistant Professor of Music. A.B., Harvard University; M.A., Ph.D., University of California

Christina Gerhardt (2008), Lecturer in German. M.A., Ph.D., University of Wisconsin, Madison

*Allan S. Gilbert (1983), Professor of Anthropology and Chair and Associate Director of Middle East Studies Program at Rose Hill. B.A., Rutgers; M.A., M.Phil., Ph.D., Columbia

*Greta Ann Gilbertson (1989), Associate Professor of Sociology, Associate Chair for Undergraduate Studies at Rose Hill and Interim Co-Director of Urban Studies Program at Rose Hill. B.A., Boston University; M.A., Vanderbilt; Ph.D., Texas (Austin)

*David S. Glenwick (1982), Professor of Psychology. B.A., Cornell; M.A., Ph.D., Rochester

*Christopher L. GoGwilt (1988), Professor of English and Comparative Literature and Co-Director of Comparative Literature Program at Rose Hill. B.A., Swarthmore; Ph.D., Princeton

Moshe Gold (1999), Associate Professor of English and Director of Writing/Composition Program at Rose Hill. B.A., CUNY (Queens); M.A., M.Phil., Ph.D., Columbia

*Barry H. Goldberg (1975), Associate Professor of History. B.A., CUNY (Queens); M.A., Ph.D., Columbia

Abby Goldstein (1996), Associate Professor of Visual Arts and Director of the Visual Arts Program. B.F.A., Pratt Institute; M.F.A., School of Visual Arts

*Janusz Golec (1988), Associate Professor of Mathematics. B.A., M.A., Jagiellonian (Cracow); Ph.D., Texas (Arlington)

Jennifer Gosetti-Ferencei (2004), Professor of Philosophy. B.A., Ohio University; M.A., Villanova University; M.F.A., Columbia University; Ph.D., Villanova University; D.Phil., University of Oxford (UK)

*Christopher W. Gowans (1980), Professor of Philosophy and Chair. B.A., Pomona; Ph.D., Notre Dame

Judith Green (1996), Professor of Philosophy and Co-Director of Women’s Studies (RH). B.A., Michigan State; M.A., Ph.D., Minnesota

*Susan Greenfield (1991), Associate Professor of English. B.A., Brown; M.A., Ph.D., Pennsylvania

Christina M. Greer (2008), Assistant Professor of Political Science. B.A., Tufts University; M.A., M.Phil., Columbia University

*Robert R. Grimes, S.J. (1992), Associate Professor of Music and Dean of Fordham College at Lincoln Center. B.A., Fordham; B.Mus., Manhattanville; M.Div., Th.M., Weston Jesuit School of Theology; Ph.D., Pittsburgh

Stephen R. Grimm (2008), Assistant Professor of Philosophy. B.A., Williams College; M.A., University of Toronto; Ph.D., Notre Dame University
*Raymond T. Gronkowski (1961), Associate Professor of Philosophy. B.A., St. Mary’s (Michigan); M.A., Ph.D., Fordham

Richard F. Gyg (1994), Professor of History and Medieval Studies. B.A., Carleton; M.S.L., Pontifical Institute of Mediaeval Studies; M.A., Ph.D., Toronto

Samir J. Haddad (2006), Assistant Professor of Philosophy and Associate Chair for Undergraduate Studies at Rose Hill. B.S., B.A., Australian National University; Ph.D., Northwestern University

Susanne Hafner (2007), Assistant Professor of German. M.A., Universität Regensburg; M.A., Vanderbilt University; M.A., Cornell University; Ph.D., Universität Hamburg

*Quamrul Haider (1987), Professor of Physics and Adviser for Cooperative Program in Engineering. B.S., M.S., Dhaka; M.S., Illinois (Chicago); Ph.D., Indiana

David D. Hamlin (2004), Associate Professor of History. B.A., Yale; M.A., Ph.D., Brown University

Xiaoou Han (2012), Assistant Professor of Computer and Information Science. B.S., Shaanxi Normal University; M.S., Ph.D., University of Iowa

Margot Hardenbergh (2000), Lecturer in Communication and Media Studies and Associate Chair for Undergraduate Studies at Rose Hill. B.A., Connecticut College; M.A., American University (Washington); Ph.D., New York University

Franklin T. Harkins (2007), Assistant Professor of Theology. B.S., University of North Carolina; M.Div., Duke University; Ph.D., University of Notre Dame

*Frederick J. Harris (1970), Professor of French and Comparative Literature. B.A., Fordham; M.A., Ph.D., Columbia

*Constance W. Hassett (1977), Professor of English. B.A., Notre Dame (Ohio); M.A., Boston College; Ph.D., Harvard

*William W. Hastings (1975), Associate Professor of Mathematics. B.A., M.A., Ph.D., Michigan; M.S. (Computer Science), New York University

Arthur Hayes (2003), Associate Professor of Communication and Media Studies. B.A., M.A. Fordham; J.D., Quinnipiac University

Eyon R. Hekkala (2010), Assistant Professor of Biological Sciences. B.A., Sonoma State University; M.A., San Francisco State University; Ph.D., Columbia University

*Kathryn Moore Heleniak (1987), Professor of Art History. B.A., Michigan (Ann Arbor); M.A., Minnesota; Ph.D., New York University

Glenn S. Hendler (2006), Associate Professor of English and Chair. B.A. Brown University; Ph.D., Northwestern University

Ralf H. Hepp (2006), Assistant Professor of Economics. M.A., University of Bonn (Germany); Ph.D., University of Santa Cruz

*Ann Higgins-D’Alessandro (1990), Associate Professor of Psychology. B.S., Iowa State; M.A., Wisconsin; Ph.D., Penn State

Jeannine Hill Fletcher (2001), Associate Professor of Theology and Faculty Director of Service-Learning Program. A.B., University of Illinois; M.T.S., Th.D., Harvard Divinity School

*Robert F. Himmelberg (1961), Professor of History. B.A., Rockhurst; M.A., Creighton; Ph.D., Pennsylvania State

Bradford E. Hinze (2005), Professor of Theology and Associate Chair for Graduate Studies. B.A., The College of St. Thomas; M.A., Catholic University of America; Ph.D., University of Chicago

Christine Firer Hinze (2006), Professor of Theology and Director of The Francis and Ann Curran Center for American Catholic Studies. B.A., M.A., Catholic University of America; Ph.D., University of Chicago

Annika M.S. Hinze (2011), Assistant Professor of Political Science. B.A., Humboldt State University; M.A., Ph.D., University of Illinois at Chicago

*Leo J. Hoar, Jr. (1963), Associate Professor of Spanish. B.A., Spring Hill; M.A., Ph.D., Harvard

*Anne G. Hoffman (1979), Professor of English and Comparative Literature and Associate Chair for Undergraduate Studies at Lincoln Center. B.A., Cornell; M.A., Ph.D., Columbia

Karina M. Hogan (2005), Associate Professor of Theology and Associate Chair for Undergraduate Studies at Lincoln Center. B.A., Swarthmore College; M.A., Ph.D., University of Pennsylvania

Stephen Holler (2011), Assistant Professor of Physics. B.S., Polytechnic University; M.S., M.Phil., Ph.D., Yale University

J. Patrick Hornbeck, II (2007), Assistant Professor of Theology and Associate Chair for Undergraduate Studies at Rose Hill, and Associate Director for Prestigious Fellowships. B.A. Georgetown University; M.A., Ph.D., Oxford University

*D. Frank Hsu (1979), Clavus Professor of Science and Professor of Computer and Information Sciences. B.S., National Cheng Kung M.S.; Texas; M.S., Rensselaer Polytechnic Institute; Ph.D., Michigan

Robert J. Hume (2005), Associate Professor of Political Science and Associate Chair for Undergraduate Studies at Rose Hill. B.A., College of the Holy Cross; M.A., Ph.D., University of Virginia

Amir Idris (2002), Professor of African and African-American Studies and Chair. B.Sc., University of Khartoum, Sudan; M.A., The American University, Cairo; M.A., Ph.D., Queen’s University

JoAnna Isaak (2007), Professor and Marion Chair of Art History and Chair. Ph.D., University of Toronto

*Gerard F. Ivantsch (1976), Associate Professor of Biological Sciences and Associate Chair for Undergraduate Studies. B.S., Loyola (Baltimore); M.S., Delaware; Ph.D., Pennsylvania State

*Gwenyth Jackaway (1989), Associate Professor of Communication and Media Studies. B.A., Columbia; M.A., Ph.D., Pennsylvania

*Ron L. Jacobson (1990), Professor of Communication and Media Studies, Dean of Summer Session and Associate Vice President for Academic Affairs. B.A., California State (Northridge); M.A., San Francisco State; Ph.D., Oregon

Duncan James (1999), Associate Professor of Economics and Co-Director of Mathematics/Economics Program (RH). B.A., M.A., Ph.D., University of Arizona; M.Comm., University of Melbourne

William E. Jaworski (2002), Associate Professor of Philosophy and Associate Chair for Undergraduate Studies at Lincoln Center (Fall 2012). B.A., University of Dallas; M.A., Ph.D., Notre Dame
Javier Jimenez-Belmonte (2002), Associate Professor of Spanish and Interim Chair. B.A., University of Seville; M.A., Oregon; Ph.D., Columbia University

Brian E. Johnson (2007), Assistant Professor of Philosophy. B.A., University of Illinois; Ph.D., University of Chicago

*Elizabeth A. Johnson, C.S.J. (1991), Distinguished Professor of Theology. B.S., Brentwood; M.A., Manhattan; Ph.D., Catholic University

*Judith Jones (1991), Associate Professor of Philosophy. B.A., Fordham; M.A., Ph.D., Emory

Daniel A. Jones (2008), Assistant Professor of Theatre. B.A., Vassar College; A.M., Brown

Daniela S. Jopp (2008), Assistant Professor of Psychology. B.A., M.A., Ph.D., Free University Berlin

*Richard S. Kalina (1990), Professor of Visual Arts. B.A., Pennsylvania


Carey N. Kasten (2006), Assistant Professor of Spanish and Associate Chair for Undergraduate Studies at Lincoln Center in Modern Languages. B.A., Skidmore College; M.A., Ph.D., Columbia University

*Eve Keller (1989), Professor of English. B.A., Barnard; Ph.D., Columbia

*James R. Kelly (1972), Professor Emeritus of Sociology. B.S., Fordham; M.A., St. John’s; Ph.D., Harvard

Frank M. Kerins (1998), Clinical Assistant Professor of English. B.A., Manhattan College; M.A., Ph.D., Fordham

James Kim (2004), Assistant Professor of English. B.A., University of Chicago; M.A., Ph.D., University of Virginia, Charlottesville

Se-Kang Kim (2006), Assistant Professor of Psychology. B.A., Sung Kyun Kwan University; M.A. University of Toledo; Ph.D., University of Minnesota

Julie C. Kim (2008), Assistant Professor of English. B.A., Harvard University; Ph.D., Duke University

Gyula Klima (1999), Professor of Philosophy. M.A., Ph.D., Lorand Eotvos University

Christina Baker Kline (2007), Writer-in-Residence. B.A., Yale University; M.A., Cambridge University; M.F.A., University of Virginia

Beth Knobel (2007), Assistant Professor of Communication and Media Studies. A.B., Columbia University; M.P.P., Ph.D., Harvard University

*Joseph W. Koterski, S.J. (1992), Associate Professor of Philosophy. B.A., Xavier; M.A., Ph.D., St. Louis

*Maryanne Kowaleski (1982), Joseph Fitzpatrick, SJ Professor of Social Science, Professor of History and Medieval Studies and Director of Medieval Studies Program. B.A., Michigan; M.S.L., Pontifical Institute of Medieval Studies; M.A., Ph.D., Toronto

*Lawrence E. Kramer (1978), Distinguished Professor of English. B.A., Pennsylvania; M.Phil., Ph.D., Yale

Judith M. Kubicki, CSFF (2001), Associate Professor of Theology. B.A., Daemen College; M.A., Canisius College; M.L.M., Ph.D., The Catholic University of America

Kathryn Kueny (2003), Associate Professor of Theology, Director of Religious Studies Program, and Director of Middle East Studies Program. B.A., University of Wisconsin, Madison; M.A., Ph.D., University of Chicago

Oneka LaBennett (2007), Assistant Professor of African and African-American Studies and Director of American Studies Program. B.A., Wesleyan University; Ph.D., Harvard University

Melissa T. Labonte (2008), Assistant Professor of Political Science. B.A., Syracuse University; A.M., Ph.D., Brown University

Jerome Lahaye (2011), Assistant Professor of Economics. B.S., University of Liege; M.S., Katholieke Universiteit Leuven; Ph.D., Academie Louvain

Rafael Lamas (2003), Associate Professor of Spanish. B.A., U.N.E.D., University of Madrid, Spain; Ph.D., New York University

Michael Latham (1996), Professor of History and Dean, Fordham College at Rose Hill. B.A., Pomona; M.A., Ph.D., California (Los Angeles)

Michael Latour (2006), Lecturer in French. B.A., Université de Montréal; M.A., Queens College, CUNY / Université de Paris IV, Sorbonne; Ph.D. candidate, Graduate Center, City University of New York

*Joseph J. Lawton (1983), Clinical Associate Professor of Theatre and Visual Arts and Director of the Visual Arts Program. B.A., Colorado; M.F.A., Yale

Michael E. Lee (2004), Associate Professor of Theology. M.A., B.A., University of Notre Dame; A.M. University of Chicago; Ph.D. University of Notre Dame

Sara Lehman (2004), Associate Professor of Spanish. B.A., SUNY Potsdam; M.A., Boston College; Ph.D., Boston University

Paul Levinson (1998), Professor of Communication and Media Studies. B.A., New York University; M.A., New School; Ph.D., New York University

Charles Lewis (2000), Professor of Psychology and Director, Psychometrics. B.A., Swarthmore; Ph.D., Princeton

James D. Lewis (1998), Professor of Biological Sciences and Chair. B.S., M.S., Penn State; Ph.D., Duke

*Robert H. Lewis (1980), Professor of Mathematics. B.A., M.A., Ph.D., Cornell; M.S. (Computer Science), North Carolina (Chapel Hill)

Yanjun Li (2007), Assistant Professor of Computer and Information Sciences and Associate Chair for Graduate Studies. B.E., University of International Business and Economics; B.S., Franklin University; M.S., Ph.D., Wright State University

*Joseph T. Lienhard, S.J. (1990), Professor of Theology and Managing Editor of Traditio. A.B., M.A., Fordham; Ph.L., B.D., S.T.M., Woodstock; Dr.Theol.Habil., Freiburg i. Br.

*Héctor Lindo-Fuentes (1991), Professor of History and Co-Director of Latin-American and Latino Studies Institute. B.A., Universidad Centro-Americana; M.A., Ph.D., Chicago

Ying Liu (2009), Assistant Professor of Psychology. B.S., Beijing University; M.S., M.A., Ph.D., University of Illinois at Urbana-Champaign
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Institution</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>Esther Lomas-Sampedro</td>
<td>Ph.D., SUNY Stony Brook</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Deborah C. Luckett</em></td>
<td>B.S., Pace University; M.S., Ph.D., Fordham</td>
<td></td>
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<tr>
<td>Aridania Luna</td>
<td>City College of New York, CUNY</td>
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<tr>
<td>Damian Lyons</td>
<td>Trinity College, Dublin; Ph.D. University of Massachusetts (Amherst)</td>
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<tr>
<td><em>Ronald S. Méndez-Clark</em></td>
<td>B.A., Puerto Rico; M.A., Ph.D., Princeton</td>
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</tr>
<tr>
<td>James S. MacDonall</td>
<td>B.A., Ogelthorpe; M.A., Ph.D., Boston University</td>
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<tr>
<td>Robert C. Madden</td>
<td>Lerner in Biology. B.A., CUNY (Queens); M.S., Columbia; Ph.D., CUNY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christopher Maginn</td>
<td>B.A., Seton Hall; M.A., Ph.D., National University of Ireland, Galway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matthew Maguire</td>
<td>Professor of Theatre and Director of the Theatre Program. B.F.A., M.F.A., New York University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viviane A. Mahieux</td>
<td>University of California; M.A., Ph.D., Harvard University</td>
<td></td>
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</tr>
<tr>
<td>Subha Mani</td>
<td>B.A., University of Delhi; M.A., Mumbai University; M.A., University of Southern California</td>
<td></td>
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</tr>
<tr>
<td>Anne M. Mannion</td>
<td>Associate Professor of History. B.S. in Ed., Fordham; M.A., Columbia; Ph.D., Fordham</td>
<td></td>
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</tr>
<tr>
<td><em>Gioconda Marún</em></td>
<td>University Nacional de San Juan (Argentina); M.A., St. John's Ph.D., Universidad Nacional de Buenos Aires</td>
<td></td>
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</tr>
<tr>
<td>David Marcotte, S.J.</td>
<td>Clinical Assistant Professor. B.A., St. John's College; M.Div., St. John's Seminary; M.A., Ph.D., New School for Social Research</td>
<td></td>
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<tr>
<td>Elizabeth Margid</td>
<td>Associate Professor of Theatre and Chair. B.A., M.F.A., Yale</td>
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<tr>
<td><em>Michael Marmé</em></td>
<td>Assistant Professor of History and Director of International and Intercultural Studies. B.A., Toronto; M.A., Ph.D., California (Berkeley)</td>
<td></td>
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</tr>
<tr>
<td>Frederick R. Marotto</td>
<td>Associate Professor of Mathematics. B.A., M.A., Ph.D., Boston University</td>
<td></td>
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</tr>
<tr>
<td><em>Mark E. Mattson</em></td>
<td>Associate Professor of Psychology and Associate Dean, Fordham College at Lincoln Center. B.A., M.A., Ph.D., SUNY (Stony Brook)</td>
<td></td>
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<tr>
<td>William C. McArver</td>
<td>Assistant Professor of Theatre and Visual Arts. B.A., North Carolina at Chapel Hill; M.F.A., New York University (Tisch)</td>
<td></td>
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</tr>
<tr>
<td><em>E. Doyle McCarthy</em></td>
<td>Professor of Sociology and Director of the Master of Arts in Liberal Studies. B.A., Marymount; M.A., New School; Ph.D., Fordham</td>
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<tr>
<td>Thomas McCourt</td>
<td>Associate Professor of Communication and Media Studies. B.A., Tulsa; M.A., Iowa; Ph.D., Texas (Austin)</td>
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<tr>
<td>Monika L. McDermott</td>
<td>Associate Professor of Political Science. B.A., Ph.D., University of California</td>
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</tr>
<tr>
<td>Mary McEligott</td>
<td>Lecturer of English. Ph.D, New York University; M.A., New York University; B.A., College of Mount Saint Vincent</td>
<td></td>
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</tr>
<tr>
<td>Susanna E. McFadden</td>
<td>Assistant Professor of Art. B.A., Dartmouth College; Ph.D, University of Pennsylvania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Micki McGee</td>
<td>Assistant Professor of Sociology. B.A., M.F.A., University of California; M.Phil., Ph.D., CUNY Graduate Center</td>
<td></td>
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</tr>
<tr>
<td>Matthew M. McGowan</td>
<td>Assistant Professor of Classical Languages and Civilization. B.A., College of the Holy Cross; Ph.D., New York University</td>
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<tr>
<td>Dean McKay</td>
<td>Professor of Psychology. B.A., M.A., Ph.D., Hofstra</td>
<td></td>
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</tr>
<tr>
<td>Ross G. McLaren</td>
<td>Artist-in-Residence, Department of Theatre and Visual Arts. A.O.C.A., Ontario College of Art</td>
<td></td>
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<tr>
<td><em>Darryl L. McLeod</em></td>
<td>Associate Professor of Economics. B.A., Ph.D., California (Berkeley)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>John J. McMahon</em></td>
<td>Associate Professor of Chemistry. B.S., Southern Massachusetts; M.S., Massachusetts; Ph.D., Michigan State</td>
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<tr>
<td>Patricio I. Meneses</td>
<td>Associate Professor of Biological Sciences. B.S., Stony Brook University, State University of New York; Ph.D., Cornell University</td>
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<tr>
<td>Corinna Messina-Kociuba</td>
<td>Lecturer in Italian. M.A., City College of New York, CUNY</td>
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<tr>
<td>Dana Miller</td>
<td>Associate Professor of Philosophy. M.A., Boston University; M.A., Ph.D., Harvard</td>
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<tr>
<td><em>Hans Minnich</em></td>
<td>Lecturer in Physics. B.A., M.A., Lehman</td>
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<tr>
<td>Sophie Mitra</td>
<td>Assistant Professor of Economics. B.S., Ecole Des Hautes Etudes Commerciales (France); Postgraduate Diploma, London School of Economics; Ph.D., Université Paris</td>
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<tr>
<td><em>Robert K. Moniot</em></td>
<td>Associate Professor of Computer and Information Sciences and Chair. B.S., SUNY (Fredonia); Ph.D., California (Berkeley)</td>
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<tr>
<td>Bartholomew J. Moore</td>
<td>Associate Professor of Economics and Associate Chair for Graduate Studies. B.A. Hamilton; M.A. New York University; M.Phil, Ph.D., Columbia</td>
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<tr>
<td>Brenna A. Moore</td>
<td>Assistant Professor of Theology. B.A., University of Colorado; M.Div., Harvard; Th.D., Harvard Divinity School</td>
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<tr>
<td>Alma Leonor Mora</td>
<td>Lecturer in Spanish. B.A., University of Puerto Rico; M.A., New York University</td>
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<tr>
<td>Jason Z. Morris</td>
<td>Associate Professor of Biology. B.A., Yale; Ph.D., Harvard Medical School</td>
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<tr>
<td>Ian Morrison</td>
<td>Professor of Mathematics. B.Sc., Toronto; M.Sc., Ph.D., Harvard</td>
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<tr>
<td>Julia H. Mueller</td>
<td>Professor of Mathematics. B.S., Rochester; M.S., Massachusetts Institute of Technology; M.S., Ph.D., Columbia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wolfgang P. Mueller (2000), Professor of History. B.A., University of Gottingen (Germany); M.A., University of Munich (Germany); Ph.D., Syracuse; Ph.D., Syracuse; Dr. Phil. Habil., University of Augsburg (Germany)

Barbara E. Mundy (1996), Associate Professor of Art History and Associate Chair for Undergraduate Studies at Rose Hill. B.A., M.A., Ph.D., Yale

Ann V. Murphy (2006), Assistant Professor of Philosophy. B.A., Grinnell College; Ph.D., University of Memphis

*Fawzia Mustafa (1984), Associate Professor of English and Comparative Literature and African-American Studies and Co-Director of Women’s Studies Program at LC. B.A., Kinnaird College (Pakistan); M.A., Punjab (Pakistan); M.A., Ph.D., Indiana

*William David Myers (1990), Professor of History. B.A., Notre Dame; M.A., Ph.D., Yale

Ohad Nachtomy (2009), Associate Professor of Philosophy. B.A., The Hebrew University; M.A., M.Phil., Ph.D., Columbia University

*Margot B. Nadien (1973), Associate Professor of Psychology. B.A., CUNY (Hunter); Ph.D., CUNY (Graduate Center)


*Harry P. Nasuti (1987), Professor of Theology and Director of Honors Program (RH). B.A., Fordham; Diploma in Theology, Oxford; M.Div., Union Theological (New York); M.A., M.Phil., Ph.D., Yale University

Olena Nikolayenko (2009), Assistant Professor of Political Science. B.A., Horlivka Institute of Foreign Languages; M.A., Kansas State University; Ph.D., University of Toronto

*Leonard J. Nissim (1978), Assistant Professor of Mathematics and Adviser at Lincoln Center. B.A., Princeton; Ph.D., Massachusetts Institute of Technology

Maureen H. O’Connell (2005), Associate Professor of Theology and Associate Director of Peace & Justice Program at LC. B.A., Saint Joseph’s University; M.A., Villanova University; Ph.D., Boston College

Thomas J. O’Donnell (2011), Assistant Professor of English. B.A., University of Pittsburgh; M.A., Ph.D., University of California, Los Angeles

Daniel Ott (2006), Assistant Professor of Music. B.M., Curtis Institute of Music; M.M., D.M.A., The Juilliard School

Costas Panagopoulos (2005), Associate Professor of Political Science and Director of Elections and Campaign Management Program. A.B., Harvard University; M.A., Ph.D., New York University

Christine Papadakis-Kanaris (2011), Visiting Instructor of Computer and Information Science. B.S., Boston College; M.S. Fordham University

*Aristotle Papanikolaou (2000), Professor of Theology and Co-Director of Orthodox Christian Studies. B.A., Fordham; M.Div., Holy Cross Greek Orthodox School of Theology; Ph.D., University of Chicago

Francesca Parmeggiani (1997), Associate Professor of Italian and Comparative Literature. B.A., University of Bologna (Italy); M.A., Ph.D., Indiana University, Bloomington

Silvana Patriarca (2001), Professor of History. Lavera, Universita Di Torino; M.A. University of Texas; Ph.D., Johns Hopkins University

Nicholas L. Paul (2006), Assistant Professor of History. B.A., Davidson College; M.Phil., Ph.D., Cambridge University

*Sarah Peirce (1988), Associate Professor of Classical Languages. B.A., Barnard; M.A., Ph.D., Bryn Mawr

*Robert J. Penella (1971), Professor of Classical Languages. B.A., Boston College; M.A., Ph.D., Harvard

S. Elizabeth Penry (1997), Assistant Professor of History. B.A., Huntingdon; M.A., Illinois, Ph.D., Miami

Michael L. Peppard (2009), Assistant Professor of Theology. B.A., Notre Dame University; M.A.R., M.A., M.Phil., Ph.D., Yale University

Christiana N. Peppard (2011), Assistant Professor of Theology. B.A., Stanford University; M.A.R., M.A., M.Phil., Ph.D., Yale University

*Joseph A. Perricone (1980), Professor of Italian and Comparative Literature. B.A., Ph.D., Connecticut (Storrs)

Giorgio Pini (2005), Associate Professor of Philosophy. B.A., M.A., University of Pisa (Italy); Ph.D., Scuola Normale Superiore (Italy)

Alessandro Polcri (2004), Associate Professor of Italian. B.A., University of Florence (Italy); M.A., Indiana University; Ph.D., Yale University

Yevgeniy Pomerantsev (2008), Lecturer in Russian. B.A., DePaul University; Ph.D., New York University

*Cris G. Poor (1990), Professor of Mathematics, Director of Cooperative Program in Engineering and Adviser in Mathematics. B.S., Stanford; Ph.D., Princeton

*Mary E. Procidano (1981), Associate Professor of Psychology. B.S., Fordham; Ph.D., Indiana

Bryan R.S. Frances (2005), Associate Professor of Philosophy and Associate Chair for Undergraduate Studies at Lincoln Center (Spring 2013). B.S., University of Illinois at Champaign-Urbana; M.A., University of Southern California; M.A., Ph.D., University of Minnesota

Rouba Abdel Rached (2005), Assistant Professor of Chemistry. B.S., M.S., American University of Beirut (Lebanon); Ph.D., Rutgers

Catharine Randall (1996), Professor of French. B.A., Ohio Wesleyan; M.A., Boston College; Ph.D., Pittsburgh

Carina E. Ray (2007), Assistant Professor of History. B.A., University of California; M.A., Ph.D., Cornell University

*Gerard C. Reedy, S.J. (1973), University Professor of Humanities. B.A., M.A., Fordham; Ph.L., B.D., Woodstock; Ph.D., Pennsylvania

Kathryn M. Reklis (2012), Assistant Professor of Theology. B.A., University of North Carolina; M.A.R., Yale Divinity School; M.A., M.Phil., Ph.D., Yale University

Erick W. Rengifo-Minaya (2005), Associate Professor of Economics and Director of the Center for International Policy Studies. B.A., Peruvian Air Force Academy; B.A., Pontificia Universidad Católica del Perú; M.A., Universidad
Nacional Mayor de San Marcos (Perú); M.A., University del Pacífico (Perú); M.A., Université Catholique De Louvain

Christopher D. Rhomberg (2011), Associate Professor of Sociology and Interim Co-Director of Urban Studies Program at Lincoln Center. B.A., Brandeis University; M.A., Rutgers University; Ph.D., University of California, Berkeley

Meir Z. Riblov (1996), Artist-in-Residence, Department of Communication and Media Studies. B.A., Princeton

Thierry Rigogne (2005), Associate Professor of History. M.B.A., Ecole Supérieure des Sciences Economiques et Commerciales; M.A., Ph.D., Princeton University

Monica Rivera-Mindt (2002), Professor of Psychology and Director of Clinical Training. B.A., California Polytechnic, Pomona; M.A., Pepperdine; Ph.D., University of Nebraska

Joan E. Roberts (1977), Professor of Chemistry. B.S., Marymount; Ph.D., St. John’s

Guy S. Robinson (1997), Lecturer in Biology. B.S., M.S., Ph.D., Fordham

Clara Rodriguez (1981), Professor of Sociology. B.A., CUNY (City College); M.A., Cornell; Ph.D., Washington

Orlando Rodriguez (1990), Professor of Sociology and Director of Peace and Justice Studies Program. B.A., CUNY (City College); Ph.D., Columbia

Patricia Romero (2004), Lecturer in Spanish. B.A., Queens College; M.A., Ph.D., University of Cincinnati

Brian G. Rose (1982), Professor of Communication and Media Studies and Associate Chair for Undergraduate Studies at Lincoln Center. B.A., Clark; M.A., Ph.D., Wisconsin

Emily Rosenbaum (1992), Professor of Sociology. B.A., M.A., Ph.D., Pennsylvania

Barry Rosenfeld (2000), Professor of Psychology. B.A., Boston University; M.A., Ph.D., University of Virginia

Bernice G. Rosenthal (1970), Professor of History. B.A., CUNY (City College); M.A., Chicago; Ph.D., California (Berkeley)

Robert A. Ross (1980), Professor of Biological Sciences. B.A., Hobart; Ph.D., Cornell

Nina Rowe (2004), Associate Professor of Art History. B.A., Oberlin College; M.A., The University of Texas at Austin; Ph.D., Northwestern University

Amy Roy (2011), Associate Professor of Psychology. B.A., Princeton University; M.A., Ph.D., Temple University

Berish Y. Rubin (1989), Professor of Biological Sciences. B.S., CUNY (City College); Ph.D., CUNY (Graduate Center)


María Ruvoldt (2007), Assistant Professor of Art History. B.A., Smith; M.A., M.Phil., Ph.D., Columbia

Rolf J. Ryham (2010), Assistant Professor of Mathematics. B.S., University of Georgia; Ph.D., Pennsylvania State University

Shahrokh S. Saba (1986), Associate Professor of Chemistry. B.S., American (Beirut); M.S., Ph.D., East Anglia

Dawn Saito (2001), Artist-in-Residence, Department of Theatre and Visual Arts. B.A., Sarah Lawrence

Dominick Salvatore (1970), Distinguished Professor of Economics and Chair. B.A., CUNY (City College); Ph.D., CUNY (Graduate Center)

Martin Sanzari (1996), Assistant Professor of Physics and Director of Engineering Physics. B.S., Rhode Island; M.E., Ph.D., Stevens Institute of Technology

Aseel Sawalha (2010), Associate Professor of Sociology and Anthropology. B.A., M.A., Yarmouk University; Ph.D., City University of New York

Kathleen M. Schiaffino (1989), Associate Professor of Psychology and Chair. B.S., Mt. St. Vincent; M.S.Ed., Indiana; M.S.W., Columbia; Ph.D., CUNY

Lise-Segolene V. Schreier (2005), Associate Professor of French and Associate Chair for Undergraduate Studies at Rose Hill in Modern Languages. B.A., M.A., Université-Lyon II; M.A., University of Oregon; Ph.D., New York University

Henry Schwalbenberg (1988), Associate Professor of Economics, Director of International Political Economy and Development Program. B.S., M.I.A., M.A., M.Phil., Ph.D., Columbia

Margaret M. Schwartz (2008), Assistant Professor of Communication and Media Studies. B.A., Chicago; M.F.A., Ph.D., Iowa

Thomas Scirghi, S.J. (1996), Associate Professor of Theology. B.A., LeMoyne; M.A., Fordham; M.Div., Jesuit School of Theology (Berkeley); S.T.L., Jesuit School of Theology (Weston); Th.D., Boston University

John C. Seitz (2010), Assistant Professor of Theology. B.A., University of Colorado; M.T.S., Harvard Divinity School; Ph.D., Harvard University

Philip J. Shaw (2011), Assistant Professor of Economics. B.A., M.A., Ph.D., University of Connecticut

Carleen P. Sheehan (2008), Artist-In-Residence in the Department of Theatre and Visual Arts. B.F.A., Villanova University; M.F.A, Pratt Institute

Grace Y. Shen (2011), Assistant Professor of History. A.B., Ph.D., Harvard University

Stuart Sherman (1998), Associate Professor of English. B.A. Oberlin College; M.A. University of Chicago; M.A., M.Phil, Ph.D., Columbia

Petr V. Shibayev (2003), Associate Professor of Physics. B.S., M.S., Ph.D., Moscow State University, Moscow, Russia

Massud Shoja (1996), Professor of Chemistry. B.S., M.S., Fairleigh Dickinson; Ph.D., Fordham

Philip T. Sicker (1978), Professor of English. B.A., Cincinnati; M.A., Ph.D., Virginia

Asif A. Siddiqi (2005), Associate Professor of History and Associate Chair for Undergraduate Studies at Rose Hill. B.S., M.S., Texas A&M University; M.B.A., Massachusetts (Amherst); Ph.D., Carnegie Mellon University

Karen L. Siedlecki (2009), Assistant Professor of Psychology. B.A., Colgate University; M.A., Ph.D., University of Virginia
*William M. Singer (1974), Professor of Mathematics. B.A., Cornell; M.A., Ph.D., Princeton

Mattias Smangs (2010), Assistant Professor of Sociology and Anthropology. B.A., Lic., Stockholm University; M.A., M.Phil., Ph.D., exp. 06/2010, Columbia University

Cristiana Sogno (2008), Associate Professor of Classical Languages and Civilization, Associate Chair for Undergraduate Studies (Fall 2012) and Co-Director of Comparative Literature Program at Lincoln Center. Laurea, Universita degli Studi di Torino; M.Phil., M.A., Ph.D., Yale University

Laura S. Sosinsky (2007), Assistant Professor of Psychology. B.A., Cornell University; M.S., M.Phil., Ph.D., Yale University

Daniel Soyer (1997), Professor of History. B.A., Oberlin; M.A., Ph.D., New York University

*Jack J. Spalding (1976), Associate Professor of Art History. B.A., North Carolina (Chapel Hill); M.F.A., Ph.D., Princeton

*Larry Stempel (1978), Professor of Music. B.A., CUNY (Queens); M.A., Ph.D., Pennsylvania

Janet Sternberg (2002), Assistant Professor of Communication and Media Studies. B.A., Kirkland College; M.A., Cornell; Ph.D. New York University

Steven Stoll (2008), Associate Professor of History. B.A., University of California, Berkeley; M.A., M.Phil., Ph.D., Yale University

*Kris Stone (2009), Assistant Professor of Theatre. B.F.A., Millikin University; B.F.A., School of the Art Institute of Chicago; M.F.A., Yale University

*Elizabeth E. Stone (1980), Professor of English and Communication and Media Studies. B.A., California (Berkeley); M.A., Ph.D., New York University

David Storey (2007), Assistant Professor of Theatre and Visual Arts and Adviser for Visual Arts (RH). B.A., M.F.A., University of California-Davis

*Lance Strate (1989), Professor of Communication and Media Studies. B.A., Cornell; M.A., CUNY (Queens); Ph.D., New York University

Mark Street (2004), Associate Professor of Visual Arts. B.A., Bard; M.F.A., San Francisco Art Institute

*Tadeusz Strzemecki (1987), Assistant Professor of Computer and Information Sciences and Adviser of Cooperative Program in Engineering. M.S., Technical University of Cracow; M.S., Hokkaido (Japan); Ph.D., Stevens Institute


David J. Swinarski (2011), Assistant Professor of Mathematics. M.A., M.Phil., Ph.D., Columbia University

Kristen N. Swinth (1997), Associate Professor of History and Chair. B.A., Stanford; M.A., M.Phil., Ph.D., Yale

*Harold K. Takoski (1978), Professor of Psychology and Director of Organizational Leadership Program. B.A., CUNY (City College); Ph.D., CUNY (Graduate Center)

Nicholas L. Tampio (2008), Assistant Professor of Political Science. B.A., New College of Florida; M.A., Indiana University; Ph.D., Johns Hopkins University


Troy Tassier (2003), Associate Professor of Economics and Adviser in Economics for Mathematics/Economics program. B.S., Michigan Technological University; M.A., Ph.D., University of Iowa

Booi Themeli (2003), Lecturer in Economics. B.A., University of North (South Africa); M.A., Western Illinois University; M.Comm., Rhodes University; Ph.D., Fordham University

William B. Thornhill (1998), Professor of Biological Sciences. B.S. University of Washington, Seattle; Ph.D. University of California, Santa Barbara

Maureen A. Tilley (2006), Professor of Theology. A.B. Classical, University of San Francisco; M.A., St. Michael's College (Vermont); Ph.D., Duke University

Terrence W. Tilley (2006), Avery Cardinal Dulles, S.J., Chair in Catholic Theology; Professor of Theology, and Chair. A.B., University of San Francisco; Ph.D., Graduate Theological Union, Berkeley

Hoa Vu Tran (2002), Lecturer in Computer and Information Sciences. B.S., B.E., SUNY (Stony Brook); M.S. Boston University; Ph.D., Courant Institute, New York University

Darryl M. Tress (1994), Associate Professor of Philosophy. B.A., CUNY (Queens); Ph.D., SUNY (Buffalo)

*Warren W. Tryon (1970), Professor of Psychology. B.A., Ohio Northern; M.A., Ph.D., Kent State

Michael V. Tueth, S.J. (1997), Associate Professor of Communication and Media Studies. B.A., M.A., M.Div., St. Louis; Ph.D., New York University

Amy Tuininga (2001), Associate Professor of Biological Sciences and Associate Chair for Graduate Studies. B.S., Washington; M.S., Oregon State; Ph.D., Rutgers

Ebru Turan (2006), Assistant Professor of History. B.A., Bogaziçi University; Ph.D., Chicago University

Jada R. Twedt Strabbing (2010), Assistant Professor of Philosophy. B.A., Kenyon College; B.A., University of Oxford; M.A., University of Cambridge; Ph.D., exp. 08/2010, Princeton University


Alessia Valfredini (2005), Lecturer in Italian. M.A., Università degli Studi di Torino (Turin, Italy); Ph.D. candidate, Fordham University

*Shapoor Vali (1988), Assistant Professor of Economics and Associate Chair for Undergraduate Studies at LC. B.A., National University of Iran; M.S., Ph.D., Pittsburgh

*John van Buren (1991), Professor of Philosophy and Director of Environmental Policy. B.A., St. Thomas (UBC); M.A., New Brunswick; Ph.D., McMaster

James VanOosting (2005), Professor of Communication and Media Studies. B.A., Taylor; M.A., Ph.D., Northwestern

Julie Vanparys-Rotondi (2009), Lecturer in French. M.A., Université Blaise Pascal
Faculty Listings

Grace M. Vernon (1967), Professor of Biology, Chair of Natural Sciences, Faculty Senate President and Adviser of Pre-Medical and Pre-Health Professions Program. B.A., New Rochelle; M.S., Ph.D., J.D., Fordham

Cynthia Vich (1998), Associate Professor of Spanish and Comparative Literature and Interim Director of Latin American and Latino Studies Program. B.A. Pontifica Universidad Católica del Perú; M.A., Ph.D., Stanford


Richard R. Viladesau (1998), Professor of Economics. B.Com., Poona (India); M.A., Delhi School of Economics; Ph.D., Harvard

Gerard Vong (2011), Instructor of Philosophy. B.S., B.A., Australian National University; B.Phil., Ph.D. candidate, University of Oxford

Vlasta Vranjes (2008), Assistant Professor of English. B.A., Marquette University; Ph.D., University of California

Susan Wabuda (1993), Associate Professor of History. B.A., So. Connecticut State; M.A., Wesleyan; Ph.D., Cambridge

Edward A. Wachtel (1985), Associate Professor of Communication and Media Studies and Director of Walsh Digital Media Lab. B.A., CUNY (Queens); Ph.D., New York University

Jay C. Wade (1996), Associate Professor of Psychology. B.A., Morehouse; M.S., Columbia; Ph.D., Maryland

Rosemary Wakeman (2000), Professor of History. B.A., M.A., Ph.D., California (Davis)

Gregory Waldrop, S.J. (2009), Instructor of Art History and Music. B.A., Yale University; M.S., Northwestern University; S.T.B., Pontificia Universitas Gregoriana; Th.M., Weston Jesuit School of Theology; M.A., Ph.D., exp. 2009, University of California

Keri G. Walsh (2011), Assistant Professor of English. B.A., University of Saskatchewan; M.A., Queen's University; M.Phil., University of Oxford; Ph.D., Princeton University

Bonnie Wasserman (2008), Lecturer in Spanish and Portuguese. M.A., University of California, Berkeley; Ph.D., University of Wisconsin, Madison

Robert D. Wasserman (1980), Associate Professor of English. B.A., M.A., New York University; M.A., Ph.D., Indiana

Irma Watkins-Owens (1988), Associate Professor of African and African-American Studies. B.A., Tougalou; M.A., Atlanta; Ph.D., Michigan

John D. Wehr (1986), Professor of Biological Sciences. B.S., Northern Arizona; M.S., British Columbia; Ph.D., Durham

David Wei (1997), Professor of Computer and Information Science. B.E., Feng Chia (Taiwan); M.S., National Tsing Hua (Taiwan); Ph.D., Pennsylvania

Matthew N. Weinshenker (2006), Assistant Professor of Sociology. B.A., Yale; M.A., Ph.D. Chicago

Gary Weiss (2004), Associate Professor of Computer and Information Science. B.S., Cornell; M.S., Stanford; Ph.D., Rutgers

Larry L. Welborn (2007), Professor of Theology. B.A. Harding; M.A.R., Yale Divinity; M.A., Ph.D., Vanderbilt

Arthur G. Werschulz (1982), Professor of Computer and Information Sciences. B.S., M.S., Ph.D., Carnegie-Mellon

Frederick J. Wertz (1985), Professor of Psychology and Associate Chair for Undergraduate Studies at Lincoln Center. B.A., Beloit; M.A., Ph.D., Duquesne

Gregory A. Winczewski (1997), Assistant Professor of Economics and Director of International Political Economy (IPE). B.A., St. Peter's; M.A., Ph.D., Fordham

Jocelyn Wogan-Browne (2010), Thomas F.X. Mullarkey Chair in English Literature, Professor of English. B.A., Dip. Ed., University of Melbourne; B.Phil., University of Oxford; Ph.D., University of Liverpool

Sevin Hurriye Yaraman (1998), Lecturer in Music. Istanbul State Conservatory; B.Law, M.Law, Istanbul University; M.A., City College (CUNY); Ph.D., CUNY (Graduate Center)

Suzanne M. Yeager (2005), Associate Professor of English and Medieval Studies and Adviser of Honors Program (LC). B.A., Washington; M.Phil., Oxford; M.A., Ph.D., Toronto

Tiffany Yip (2005), Associate Professor of Psychology and Director of the Applied Developmental Program. B.A., Cornell; M.A., Ph.D., New York University

Jun Zhang (2008), Assistant Professor in History. B.A., Renmin University of China; Ph.D exp 08/18/08, University of California

Xiaolan Zhang (2007), Assistant Professor of Computer and Information Sciences. B.S., Beijing University; M.S., Ph.D., Massachusetts

Honggang Zhang (2012), Associate Professor of Computer and Information Science. B.S., Central South University; M.S., Tianjin University; M.S., Purdue University; Ph.D., University of Massachusetts, Amherst

Sarah Zimmerman (1998), Associate Professor of English and Adviser of Honors Program (LC). B.A., Southern Illinois; M.A., Ph.D., Princeton

Adjunct Faculty

Ying Andrews, Adjunct Instructor of Computer and Information Science. B.A., Armstrong Atlantic State University (Georgia); M.S., Fordham

Joanna Augustyn, Adjunct Instructor of French. B.A., Columbia; D.E.A. University of Paris

Juan Ramon Avila , Adjunct Instructor of Mathematics and Director of Bilingual Bridge Program (BS). B.S., M.S., Karkov Polytechnical Institute (USSR)

John Bach, Adjunct Instructor of English. B.A. Fordham; M.A. University College, Dublin.

Dennis Bates, Adjunct Instructor of Biology. B.S., Iona; M.S., Fordham

Philip Beers, Adjunct Associate Professor of Chemistry. B.S., Western Ontario; M.S., Michigan State; Ph.D, Windsor

John Behr, Distinguished Lecturer in Theology. B.A., Thames Polytechnic, London; M.Phil., D.Phil., Oxford; M.Th.,St. Vladimir’s Orthodox Theological Seminary
Roseann Bonadia, Teaching Associate in Theology. B.A., Boston College; M.L.S., St. John's University; M.Div., Weston Jesuit School of Theology; Ph.D.

Sr. Judith Brady, Adjunct Assistant Professor of Theology. Ph.D. Fordham Graduate School of Religion and Religious Education

Steven Bugliore (2005), Adjunct Assistant Professor of Psychology. B.A., Dartmouth; Ph.D., Fordham

Martin Burke, Adjunct Instructor Politics. B.A., University of Sheffield, UK; M.S., University of London, UK

Desiree Byrd (2005), Adjunct Assistant Professor of Psychology. B.A., Ph.D., California (San Diego State)

John G. Callahan, Adjunct Assistant Professor of Political Science. B.A., Fordham; J.D., St. Johns University

Alfred R. Clemente, Adjunct Associate Professor of English. B.A., Siena; M.S., Columbia; Ph.D., New York University

Martin Carney, Adjunct Assistant Professor of Theology. B.A., Saint John Fisher College; M.A., Ph.D., Fordham

Eleanor Carr, Adjunct Professor of Art History. B.A., Manhattanville; M.A., Ph.D., New York University

Dianne Carter, Technical Director and Adjunct Assistant Professor of Theatre. B.A., Toledo

Michael Chappell, Adjunct Instructor of English. B.A., Illinois; M.A., Massachusetts

Martin Chesiń, Adjunct Professor of English. B.A., M.A., New York University; Ph.D., Pittsburgh

Anthony J. Ferrante, Adjunct Instructor of Computer and Information Sciences. B.S., M.S., Fordham

Patricia Fitzmaurice, Adjunct Assistant Professor of Economics. B.A., M.A., Ph.D., Fordham University

Tina Fong, Adjunct Instructor of Visual Arts. B.A., Barnard College

Joanne Fordham, Adjunct Instructor of English. B.A., California (Berkeley); M.A., Mills College (Oakland)

Monique J. Fortune, Adjunct Instructor of Communication and Media Studies. B.S., Syracuse; M.S., Fordham

Emily Fragos, Adjunct Assistant Professor of English. B.A., Syracuse; M.A., La Sorbonne (Paris); M.E.A., Columbia

Leah Frank, Adjunct Instructor of English. B.A., Fordham; M.Phil., Columbia

Robert Freda, Adjunct Instructor of Communications. B.A., M.A., Fordham University

*Louis A. Freizer, Adjunct Professor of Communication and Media Studies. B.S., Wisconsin; M.A., Columbia

Donald J. Fricelli, Adjunct Assistant Professor of Art History. B.A., CUNY (Brooklyn); M.A., Kentucky; Ph.D., Ohio State

Johnah Friedman, Adjunct Instructor in Theology. B.A., SUNY (Empire State College); M.T.S., Harvard

*Kenneth DuPuy, Adjunct Instructor of Philosophy. B.A., CUNY (Lehman); M.A., New School
Giorio Galbussera, Adjunct Instructor of Italian. B.A., Catholic University of Milan

Sean Gallagher, Adjunct Instructor of Communication and Media Studies. B.A., Fordham

Marie-Cecile Ganne-Schiermeier, Adjunct Instructor of French. License, Toulouse; M.A., Boston

Michael Garces, Adjunct Instructor of Theatre. B.F.A., Miami

Dalton H. Garis, Adjunct Assistant Professor of Economics. B.S., Massachusetts; M.S., Texas A&M; Ph.D., Florida

*Marianne B. Geiger, Adjunct Assistant Professor of History. B.A., New Rochelle; M.A., C.W. Post; Ph.D., New York University

Deborah C. Gerling-Christie, Adjunct Instructor of English. B.S., James Madison; M.A., Old Dominion

Juliana Gilheany, Adjunct Assistant Professor of History. B.A., Newton; Ph.D., New York University

Gina Glorioso, Adjunct Instructor of Biology. B.S., Sacred Heart; M.S. Fordham

Douglas Golde, Adjunct Instructor of English. B.A., M.A., Columbia Teachers College; C.A.S., Wesleyan

Victor Goodman, Adjunct Instructor of English. B.A., Rhode Island; M.A., University of California at Berkeley

Jerry Green, Adjunct Instructor of African-American Studies and Film. B.A., Fordham

Laura Greeney, Adjunct Instructor of English. B.A., Fordham; M.A., New York University

Gina Guerrieri, Adjunct Instructor of Communication and Media Studies. B.A., Loyola (New Orleans); M.F.A., Columbia

Eulalie T. Guerzon, Adjunct Instructor of Computer and Information Systems. B.S. Fordham University.

June S. Hagen, Adjunct Assistant Professor of English. B.A., Houghton; M.A., Duke; Ph.D., New York University

*Mary G. Hamilton (1982), Adjunct Professor of Chemistry. B.A., SUNY (Buffalo), M.S., Polytechnic Institute (Brooklyn), Ph.D., Cornell

Philip Hardt, Adjunct Instructor in Theology. B.S., M.S., Southern Connecticut State College; M.Div., M.T.S., Yale; Ph.D., Fordham University

Leslie Heiner, Adjunct Instructor of Art History. B.A., Smith; M.A., New York University

Elizabeth Hess, Adjunct Instructor of Theatre. B.A., York University (Toronto)

Stephanie Hightower (2002), Adjunct Assistant Professor of Visual Arts.

Sarah Hirzel, Adjunct Assistant Professor of Visual Arts. B.A., Wesleyan; M.F.A., Yale

Georgina Hoar, Adjunct Instructor of Spanish. B.A., College of New Rochelle; M.A., Pennsylvania State University

Patrick Holt, Adjunct Instructor of History. B.A., St. Joseph’s University; M.A., Edinburgh University, UK; M. Phil., Fordham University

John J. Houston, Adjunct Associate Professor of History. B.A., Scranton; M.A. Mount Saint Mary’s; M.A., Ph.D., Fordham University

Lawrence F. Hundersmark, Adjunct Professor of Theology. B.S., Scranton University; M.A., Providence University; M.A., Dayton University; Ph.D., Fordham University

Jhilam Z. Iqbal, Adjunct Instructor of Economics. B.S., Angelo State University; M.A., Fordham

Stanley Jasne, Adjunct Associate Professor of Chemistry. B.S. City College; Ph.D., CUNY

Morgan Jenness, Adjunct Assistant Professor of Theatre.

Kathryn A. John, Adjunct Assistant Professor of Music. B.A., Drake; M.M., Boston University; M.A., New York University

Elizabeth Josephson, Adjunct Instructor of Art. B.A., Sarah Lawrence; M.F.A., Hunter

Anie Sanentz Kalayjian, Adjunct Professor of Psychology. B.A., Long Island; Ed.D., Columbia; DDL, Netherlands Institute for Logotherapy

Howard G. Kaminsky, Adjunct Instructor in Theology. B.S., Touro College; B.Div., Rabbinical Seminary of America; M.S., Yeshiva; Ed.D. (cand.), Columbia

Trudy Kawami, Adjunct Associate Professor of Art History. B.A. Nebraska; M.A., Iowa; Ph.D., Nebraska

Anne-Marie R. Kirmse, Adjunct Associate Professor of Theology. B.A., St. Francis College; M.A., Providence; Ph.D., Fordham

Ronnie R. Klein, Adjunct Instructor in Theology. B.A., Goucher; M.A., Ph.D., Fordham

Dale Korzan, Adjunct Instructor of Mathematics. M.A., CUNY (Graduate Center); B.S., University of Utah

*C. Howard Krukofsky, Adjunct Assistant Professor of History. B.A., CUNY (Brooklyn); M.A., Columbia

Nina Lavlinskaja, Adjunct Associate Professor of Biology. B.S., M.S., Voronezh (Russia); Ph.D., State Institute of Animal Research

Judith Levine, Adjunct Associate Professor of Communication and Media Studies. B.A., Clark; M.A., Columbia

Katherine Loewald, Adjunct Instructor of Theatre. B.A., Yale

Frank G. M. Corbin, Adjunct Associate Professor of Communication and Media Studies. B.S., Fordham

Donal MacVeigh, Adjunct Professor of Computer and Information Science. B.A., M.S., Fordham; M.S., North Carolina (Chapel Hill); M.Div., Woodstock; Ph.D. Syracuse

Murali Mani, Adjunct Instructor of Computer and Information Science. B.S., Kanpur Institute of Technology (India); M.S., Ph.D., Northwestern University

*Anthony L. Marra, Adjunct Instructor of Theology. B.A., Iona; M.A., Columbia/Union Theological Seminary
Lowery S. McClendon, Adjunct Instructor of English. B.A., North Carolina-Nashville; M.A., Hunter

J. Allison McCluer, Adjunct Assistant Professor of Psychology. B.A., Winona; M.A., Ph.D., New School

Larry D. McCormick, Adjunct Assistant Professor in Theology. B.S., Valparaiso; M.Div., Concordia Seminary in Exile (Seminex); M.A., St. John's

Brian McDonald, Adjunct Instructor of Communication and Media Studies. B.A., Fordham; M.A., Columbia

Ann M. Michaud, Teaching Associate in Theology. B.S.Ed., Salem State College; M.T.S., Weston Jesuit School of Theology

Eric Miller, Adjunct Instructor of English. B.A., M.A., New York University

*John E. Milmore, Adjunct Assistant Professor of Biology. B.S., Fordham; M.S., Long Island; Ph.D., Rutgers

Nicol Miraflores, Adjunct Instructor of English as a Second Language. AB-BSE, Ateneo de Manila University; M.A., Ateneo de Manila University

James Mitchell, Adjunct Assistant Professor of Philosophy. B.A., Detroit; M.A., Ph.D., Fordham

Melissa Monroe, Adjunct Assistant Professor of English. B.A., Yale; M.A., Ph.D., Stanford

Gail Moore (2002), Adjunct Assistant Professor of Visual Arts. B.A., Fordham; M.F.A., New York Academy of Figurative Art


*Peter F. Mullany, Adjunct Professor of English. B.A., M.A., Ph.D., Fordham

Nan Nally-Seif, Adjunct Professor of Sociology. B.A., New Rochelle; M.A., M.Phil., Columbia University

Vincent Napolitano, Adjunct Instructor of History. B.A., Lehman; M.A., M.Phil., Columbia

Alba Marino Nolan, Adjunct Instructor of English. B.A., Good Counsel; M.S., Iona

Jean-Marc Oppenheim, Adjunct Assistant Professor of History. B.A., M.A., M.Phil., Ph.D., Columbia


*Elaine A. Ostrowski, Adjunct Instructor of English. B.A., Fordham; M.A., Manhattanville; M.S., Long Island

Margarita M. Padilla, Adjunct Instructor of Psychology. B.S CUNY (John Jay);M.A., Ph.D. Fordham University

Frosa Paidoussis, Adjunct Assistant Professor of Mathematics. B.A., M.A., Hunter

*Rocco Pallone (1971), Adjunct Associate Professor of Italian. B.A., CUNY (City College); M.A., Ph.D., New York University

Arlene Pancza-Graham, Adjunct Instructor of Art History. B.A, Rowan; MA, Hunter; M.Phil., Ph.D., CUNY (Graduate School and University Center)

Gregory Pappas, Adjunct Instructor of Social Science. B.A., M.A., Fordham University

Robert J. Parmach (1998), Assistant Dean of Fordham College at Rose Hill and Adjunct Instructor of Philosophy and Theology. A.B., Fairfield; M.A., Ph.D., Fordham

Cecilia Petit-Hall (2003), Adjunct Assistant Professor of English. B.A., Fordham; M.A., Ph.D., New York University

Craig W. Pilant, Adjunct Assistant Professor of History. B.A., Loyola; M.A., Illinois; M.S., MBA, Ph.D., Fordham

Veeramac Prasad, Adjunct Associate Professor of Chemistry. B.S., Loyola (Madras) Ph.D., CUNY

*Joseph J. Puglia, Adjunct Instructor of History. A.B., Iona; M.A., Manhattan; M.A., CUNY (Lehman); M.A., New York University

Frank A. Retzel, Adjunct Professor of Music. B.Mus., M.Mus., Wayne State; Ph.D., Chicago

Joseph F. Roccasalvo, Adjunct Instructor in Theology. B.A., M.A., Fordham; Ph.L., Gregorian University; M.Div., Woodstock College; Ph.D., Harvard

Joan L. Roccasalvo, C.S.J., Adjunct Instructor in Theology. B.Mus.Ed., Alverno; M.A., New York University; M.A., Seton Hall; Ph.D., Drew; Ph.D., Catholic University

Ann Rodier, Adjunct Professor of Psychology and Director of Liberal Studies Program. M.S., Ph.D., Fordham

Eric J. Sanders, Adjunct Instructor of English. B.S., Syracuse; M.S., C.A.G.S., Springfield College

Cori Scalzo (2003), Adjunct Assistant Professor of Psychology. B.A., Northwestern; M.A., Ph.D., Loyola University of Chicago

Byron Shafer, Adjunct Associate Professor of Theology. B.A., College of Wooster (Ohio); M.Div., McCormack (Chicago); Ph.D., Harvard

Kenneth Share, Adjunct Instructor in Theology. M.B.A., Harvard; M.Div., Yale; Ph.D., Fordham

Marie Sheehan, Adjunct Assistant Professor of Psychology. B.S., M.A., M.S., Fordham; Ed.D, Columbia

Lonnie R. Sherrod (2000), Adjunct Professor of Psychology. B.A., Duke; M.S., University of Rochester; M.A., Ph.D., Yale

Siamack Shojaei, Adjunct Associate Professor of Economics. B.A., College of Insurance; M.B.A., Iona; Ph.D., Fordham University

Gilbert U. Singco (2006), Adjunct Assistant Professor of Physics. B.S., University of the Phillipines; M.S., Rensselaer Polytechnic Institute; M.S., Illinois

Sarah J. Spangler, Teaching Associate in Theology. B.A., Seattle; M.A., Ph.D. (cand.), Fordham

Maria M. Steiner, Adjunct Instructor of Spanish. Licenciatura, Universidad de Belgrano
Manya Steinkoler, Adjunct Assistant Professor of English. B.A., George Washington; M.A. Brandeis; M.A., Ph.D., California (Irvine)

Sharon Suchma, Adjunct Instructor of Art History. M.A., Hunter; Ph.D. Candidate CUNY (Graduate Center)

Michael Suh, Adjunct Instructor of English. B.A., Maryland; M.A., Phil., Columbia

*Irene A. Sullivan, Adjunct Assistant Professor of Psychology. B.A., Fordham; M.S., Ed.D., Columbia

*Daniel J. Sullivan, S.J. (1969), Adjunct Professor of Biological Sciences. B.S., M.S., Fordham; Ph.D., California (Berkeley)

Gregory Sutterlin, Adjunct Instructor of Theology. B.A., Wagner; M.Div., Yale University; M.S.W., Fordham University

*Anthony R. Tartaglia, Adjunct Assistant Professor of Mathematics. B.A., Fordham; M.S., Catholic; M.B.A, Fordham

Francis Taylor, Adjunct Instructor of History. B.S., United States Military Academy; M.A., University of California at Los Angeles

John M. Tobin, Adjunct Assistant Professor of Economics. B.A., M.A., Ph.D., Fordham

Christopher Trogan, Adjunct Instructor of English. B.A., Columbia; M.A.; CUNY M.A., Columbia

Cira T. Vernazza, Adjunct Instructor of History and Director of College at 60 Program (LS). B.A., M.A., Fordham

Mary A. Ward, Adjunct Associate Professor of History and Theology. B.A., CUNY (Hunter); M.A., Gonzaga University; Ph.D., Fordham University

Andrew Warren, Adjunct Instructor of English. B.S., M.S., New York University; M.A. Mercy College

Joan Wertz (2004), Adjunct Assistant Professor of Psychology. B.S., Hunter; Ph.D., CUNY (Graduate Center)

Joel Whitney (2002), Adjunct Assistant Professor of English. B.A., Fordham; M.F.A., Columbia

Michael Williams, Adjunct Assistant Professor of Organizational Leadership. B.M., M.M., New England Conservatory of Music; M.B.A., Keller Graduate School of Management; M.S., Ph.D., Fordham University

Roberta Willim, Adjunct Instructor of Psychology and Adviser of Pre-Medical and Pre-Health Professions Program. B.A., College of New Rochelle; M.Ed., Boston State

Peter A. Witkowski, Adjunct Associate Professor of History. B.A., Fordham; M.A., Ph.D., Indiana

Lawrence M. Wolk, Adjunct Instructor of Computer and Information Science. B.A., Fordham; M.S., Polytechnic Institute (New York)

Timothy Zay (1999), Adjunct Instructor of Theatre and Visual Arts. B.A., Cincinnati

Note: Date in parentheses after name of full-time faculty member indicates year of initial employment.

*Recipient of Bene Merenti award for 20 years of service with Fordham University.

Emeritus Faculty

*Albert W. Cornachio (1973), Associate Professor Emeritus of Business Law. B.S., J.D., Fordham

Everette E. Dennis (1997), Felix E. Larkin Distinguished Professor Emeritus of Communications and Media Management. B.S. Oregon; M.A., Syracuse; Ph.D., Minnesota

Arthur J. Kover (1991), Professor Emeritus of Marketing. B.A., Cornell; M.A., Ph.D., Yale

*Marta W. Mooney (1976), Professor Emerita of Management Systems. B.A., M.A., San Jose State; Ph.D., California (Los Angeles)

William J. Small (1986), Professor Emeritus of Communications. M.A., Chicago

*David P. Stuhr (1977), Associate Professor Emeritus of Finance. B.E., Yale; M.S., Rensselaer Polytechnic Institute; Ph.D., New York University

Instructional Faculty

Salvador Aceves (2011), Associate Professor of Accounting and Associate Vice President. B.S., Ed.D., University of San Francisco; M.S., Golden Gate University

Lerzan M. Aksoy (2008), Associate Professor of Marketing. B.S., Hace Hepe University; M.B.A., George Mason University; Ph.D., University of North Carolina

Miguel A. Alzola (2008), Associate Professor of Business Ethics. B.A., UNICEN, Argentina; M.A., Ph.D., University of Buenos Aires

*Paul P. Baard (1990), Lecturer of Communication and Media Management. B.A., M.S., Ph.D., Fordham University

Douglas W. Blackburn (2007), Assistant Professor of Finance. B.S., University of Evansville; M.S., University of Wyoming; M.B.A., Ph.D., Indiana University


Paul M. Bochner (1997), Lecturer in Accounting and Taxation. B.A., Yeshiva College; M.B.A., LL. M., New York University

*Victor M. Borun (1980), Associate Professor of Finance. M.S., Main School, Warsaw (Poland); M.Ph., Ph.D., New York University

Stephen H. Bryan (2008), Professor of Accounting. B.S., UNC at Chapel Hill; M.B.A., Baruch College, CUNY; Ph.D, New York University

Jian Cai (2011), Assistant Professor of Finance and Business Economics. B.S., Fudan University; M.M.R., Southern Illinois University; M.B.S., Ph.D., Washington University in St. Louis

Nusret Cakici (2008), Professor of Finance. B.S., M.B.A, Istanbul University; Ph.D, Baruch (CUNY)

GABELLI SCHOOL OF BUSINESS FACULTY
John T. Carey (2004), Professor of Communications and Media Management. B.A., Fordham University; M.A., Ph.D., Anneberg School of Communications, Pennsylvania

*Sris Chatterjee (1989), Professor of Finance and Area Chair. B.Tech. (B.S.), Indian Institute of Technology; Ph.D, Columbia

Ren Raw Chen (2008), Professor of Finance. B.B.A., National Taiwan University; M.S., Ph.D., Illinois

I-Cheng R. Chiang (2008), Associate Professor of Information Systems. B.S., National Cheng-Kung University; M.S., University of Southern California; Ph.D, University of Washington

Nemmara K. Chidambaram (2008), Assistant Professor of Finance. B.S., Indian Institute of Technology; M.Phil, Ph.D., New York University

*Myo Jung Cho (2005), Assistant Professor of Accounting. B.S., Ewha Women's University; M.B.A., Illinois; Ph.D., Maryland

Benjamin M. Cole (2008), Associate Professor in Business. B.A., Occidental College; MBA, Ph.D., University of Michigan

*Katherine A. Combellec (1986), Lecturer in Communication and Media Management. B.A., Iowa; M.A., Ph.D., SUNY (Binghamton)

*Mark A. Conrad (1987), Associate Professor of Business Law and Area Chair of Legal and Ethical Studies. B.A., CUNY (City College); J.D., New York Law School; M.S., Columbia

*Kenneth R. Davis (1992), Professor of Business Law. B.A., SUNY (Binghamton); M.A., California State (Long Beach); J.D., Toledo

Benedito F. Andre A. DeSouza (2011), Assistant Professor of Finance and Business Economics. B.A., St. Xavier's College; M.B.A., Goa University; Ph.D., New York University


Meghann L. Drury (2011), Assistant Professor of Communications and Media Management. B.A., Canisius College; M.A., Ph.D., Northwestern University

Danielle D. Dunne (2011), Assistant Professor of Management Systems. B.A., Johns Hopkins University; M.B.A., Ph.D, Rutgers University


Hooman Estelami (1996), Professor of Marketing. B.A., Coe; M.B.A., McGill; M.Phil, Ph.D, Columbia

John D. Finnerty (1989), Professor of Finance. B.A., Williams; B.A., M.A., Cambridge; Ph.D., Naval Postgraduate School

*Marcia H. Flicker (1985), Associate Professor of Marketing and Co-Director of Honors Thesis Program. B.A., Cornell; M.B.A., Ph.D, Pennsylvania

Laurent P. Florâcs (2010), Associate Professor of Marketing. Doctorate, UniversitÃ© de Grenoble II; Habilitation, UniversitÃ© Paris II

John A. Fortunato (2007), Professor of Communication and Media Management. B.A., M.A., William Paterson; Ph.D., Rutgers

*Nicholas C. Georgantzas (1987), Professor of Management Systems. B.A., Graduate School of Industrial Studies (Greece); M.B.A., Scranton; M.B.A., CUNY (Baruch); M.Ph., Ph.D, CUNY

*Robert G. George (1987), Assistant Professor of Finance. B.A., Connecticutt; M.B.A., Pennsylvania; Ph.D, Chicago

Laura Gonzalez Alana (2008), Assistant Professor of Finance. B.A., J.C. Arriaga School of Music; B.S., Superior College of Engineering; M.A., M.B.A., Southern Illinois University; Ph.D., University of Florida


Albert Greco (1996), Professor of Communications and Media Management. B.A., M.A., Duquesne; E.D., New York University

Iftekhar Hasan (2011), E. Gerald Corrigan Chair in International Business and Finance. B.S., University of Dhaka; M.A., Ph.D, University of Houston

*Alfred C. Holden (1988), Associate Professor of Marketing and Area Chair of Marketing. B.S., United States Naval Academy; Ph.D, Syracuse

John Hollwitz (2000), Professor of Management Systems and University Professor of Psychology and Rhetoric. B.A., LeMoyne College; M.A., Ph.D., Northwestern University; M.S., Creighton University; Ph.D, Univ

Brent J. Horton (2008), Assistant Professor of Law and Ethics. B.A., SUNY at Geneseo; J.D, Syracuse University; LL.M., New York University

Gayane Havakimian (2000), Associate Professor of Finance. B.S., Yerevan Institute of Economics; M.A., University of Southern California; Ph.D, Boston College

John L. Hunter (2000), Lecturer in Finance. B.S., Brigham Young; M.B.A., Utah; Ph.D, New York University

*Robert F. Hurley (1992), Professor of Management Systems. B.S., Fordham; M.B.A., Pennsylvania; Ph.D, Columbia

Kevin T. Jackson (1991), Professor of Business Ethics. B.A., M.A., J.D, Florida State; Ph.D, Maryland

Sertan Kabadayi (2005), Associate Professor of Marketing. B.A., Bosphorus University; M.B.A., Yeditepe University; Ph.D, Baruch (CUNY)

Luke C. Kachersky (2008), Assistant Professor of Marketing. B.S., M.B.A., St. John's

Evangelos Katsamakas (2004), Associate Professor of Information Systems. M.Eng., University of Patras (Greece); M.Sc., London School of Economics; M.Phil., Ph.D, Stern School of Business (New York University)

James Kelly (2007), Lecturer of Finance. B.A., University of Notre Dame; M.B.A, Columbia University

*Lawrence J. King (1976), Assistant Professor of Marketing. B.S., M.S., Colorado State; Ph.D, Michigan State

*Dorothy E. Klotz (1991), Professor of Management. B.A., Indiana; M.A., Ph.D, Pennsylvania State
Yuliya Komarova (2010), Assistant Professor of Marketing. B.A.A., M.B.A., Columbus State University; Ph.D., University of South Carolina

*Paul S. Kushel (1988), Clinical Associate Professor of Accounting. B.S., M.B.A., New York University; Ph.D., Texas (Austin); CPA

Young Eun Lee (2007), Assistant Professor of Information Systems. B.A., M.B.A., Yonsei University; Ph.D., University of British Columbia

*Dean A. Leistikow (1987), Professor of Finance. B.S., Iowa; M.A., Ph.D., Brown

Dawn B. Lerman (2000), Professor of Marketing. B.A., Brandeis; M.B.A., New York University; Ph.D., University of Texas (Austin)

Sharon Livesey (1996), Associate Professor of Communications and Media Management. B.A., Smith; M.A./B.A., Cambridge; J.D., Harvard

*James R. Lothian (1990), Distinguished Professor of Finance. B.A., Catholic; M.A., Ph.D., Chicago

Xiaoqu Luo (2008), Assistant Professor of Management Systems. B.A., Southeast University; M.A., University of Texas; Ph.D., Stanford University

Nathaniel C. Lupton (2011), Assistant Professor of Management Systems. B.A., M.B.A., Carleton University; Ph.D., The University of Western Ontario

Worawat Margsiri (2006), Assistant Professor of Finance. B.B.A., Chulalongkorn University; M.B.A., Chicago

*Katherine Marton (1977), Professor of Business Economics. B.S., Ph.D., Vienna; M.B.A., Minnesota; Ph.D., New York University

Paul D. McNelis, S.J. (2005), Robert Bendheim Professor of Economic and Financial Policy. B.A., Boston College; M.Div., Weston School of Theology; Ph.D., Johns Hopkins

*Haim Mozes (1989), Associate Professor of Accounting. B.A., Touro; M.S., Ph.D., New York University

Chaitra H. Nagaraja (2011), Assistant Professor of Management Systems. B.S., The University of Chicago; M.A., Ph.D., University of Pennsylvania

Philip Napoli (1999), Professor of Communications and Media Management and Director of the Fordham Fellowship in Media Leadership Program. B.A., University of California (Berkeley); M.S., Boston University; Ph.D., Northwestern

Mohammad Nejad (2011), Assistant Professor of Marketing. B.S., Sharif University of Technology; M.S., Iran University of Science and Technology; Ph.D. candidate, University of Memphis

Harry A. Newman (1996), Associate Professor of Accounting. B.A., Commerce Toronto; M.S., Ph.D., Northwestern

*Joyce N. Orsini (1986), Associate Professor of Management Systems. B.S., B.C.E., CUNY (City College); M.S., M.Ph., Ph.D., New York University

Emma Yan Peng (2005), Assistant Professor of Accounting. B.A., Peking University; Ph.D., University of Oregon

Elizabeth Pinho-Cosenza (2004), Assistant Professor of Business Law. B.A., Fordham; J.D., Harvard; Associate, Davis Polk & Wardwell

Michael A. Pirson (2008), Assistant Professor of Business. B.A., University Erlangen-Nurnberg; M.P.A., Institut D’Etudes Politiques; Ph.D, University St. Gallen

Barbara Porco (2003), Assistant Professor of Accounting and Director of Dual-Degree Program. B.S., M.B.A., Ph.D., Fordham

Wullianallur Raghupathi (1998), Professor of Information Systems. B.Com., L.L.B., Osmania (India); M. Com, Sri Venkateswara University (India); M.B.A, Ph.D., University of Texas (Arlington)

*Donna C. Rapaccioli (1987), Associate Professor of Accounting and Dean of the Gabelli School of Business. B.S., Fordham University; M.Ph., Ph.D., New York University

*Steven B. Raymar (1992), Assistant Professor of Finance. B.A., Yale; Ph.D., Columbia

Travis L. Russ (2007), Assistant Professor of Communication and Media Management. B.S., Bradley University; M.S., Illinois State; Ph.D, Rutgers

Aditya N. Saharia (1997), Associate Professor of Information Systems. B.S., M.S., M.PHIL, Aligarh (India); Ph.D, Carnegie-Mellon; M.B.A., Rochester

*Allen I. Schiff (1976), Professor of Accounting and Area Chair of Accounting and Taxation. B.A., M.S., Ph.D., New York University

*Falguni K. Sen (1986), Professor of Management Systems. B.S., St. Stephen's (India); M.S, Delhi (India); Ph.D, Northwestern

John Shon (2008), Assistant Professor of Accounting. B.S., M.B.A., SUNY Buffalo; M.B.S., Ph.D., University of Chicago

Mark S. Silver (1999), Associate Professor of Information Systems and Area Chair. B.A., Ph.D., Wharton

*Yusif E. Simaan (1990), Associate Professor of Finance. B.A., Haifa (Israel); M.S., Technion (Israel); Ph.D, CUNY (Baruch)

*Esther E. Solomon (1984), Associate Professor of Management Systems. B.A., American (Athens); M.A., Ph.D, Jerusalem

*James A. F. Stoner (1975), Professor of Management Systems. B.S., Antioch; M.S., Ph.D, Massachusetts Institute of Technology

Sinan Tan (2005), Associate Professor of Finance. B.A., Koc University; Ph.D., New York University

Christine E. Tan (2008), Assistant Professor of Accounting. B.S., Ph.D., University of Melbourne
Yi Tang (2008), Assistant Professor of Finance. B.A., Shanghai University
Kelly Ulto (2004), Lecturer of Accounting. B.S., Fordham University; M.B.A., Iona College
Beth E. Vallen (2011), Assistant Professor of Marketing. B.S., Lehigh University; M.B.A., Ph.D., Baruch College, The City University of New York
Stanley Veliotis (2007), Assistant Professor of Accounting. B.B.A., Baruch College; J.D., Fordham University; L.L.M., New York University; Ph.D., Connecticut
Maya Waisman (2007), Assistant Professor of Finance. B.E., Ben Gurion University of Neger; M.B.A., Ph.D., Rensselaer Polytechnic Institute
Patricia D. Walters (2006), Visiting Associate Professor of Accounting. B.A., College of St. Elizabeth; M.B.A., Ph.D., New York University
Rachel E. Wells (2008), Assistant Professor of Management. B.A., University of Pennsylvania; MPhil, Ph.D., Columbia University
*Frank M. Werner (1977), Associate Professor of Finance. B.A., M.B.A., Harvard; M.Ph., Ph.D., Columbia
Jinhui Wu (2006), Assistant Professor of Management. B.A., Peking University; M.A., Nankai University; M.Phil., City University of Hong Kong
Yuan Xie (2007), Assistant Professor of Accounting and Taxation. B.A., Zhengzhou University; M.S., Renmin University of China; Ph.D., University of Utah
Yuewu Xu (2005), Assistant Professor of Finance. B.S., M.S., Beijing Normal University; Ph.D.(Statistics), Ph.D.(Finance), Yale University
An Yan (2001), Professor of Finance. B.A., Tsinghua University, Beijing, China; M.A., Ph.D.; Boston College
Meng Yan (2006), Assistant Professor of Accounting. B.A., University of International Business and Economics; Ph.D., Boston University
*John Z. Yang (1990), Associate Professor of Management Systems. B.A., Beijing (China); M.A., The Academy of Social Sciences (China); M.P.A., Princeton; M.A., M.Ph., Ph.D., Columbia
Susan M. Young (2009), Associate Professor of Accounting. B.S., California State University Stanislaus; M.B.A., California State University Sacramento; Ph.D., University of Southern California
*Milan Zeleny (1981), Professor of Management Systems. Dipl.Ing., Prague School of Economics; M.S., Ph.D., Rochester
Dongli Zhang (2008), Assistant Professor of Management. B.S., M.S., Fudan University; M.S., Ph.D., University of Minnesota

Adjunct Faculty
Gail Trell Barker, Adjunct Instructor of Communications. B.A., CUNY (City College); Entertainment Consultant, Sedgwick James New York; President, Women Broadcasters Inc.
Anindya K. Bhattacharya, Adjunct Associate Professor of Finance. B.A., Cambridge; M.A., Johns Hopkins; Ph.D., Columbia; Senior Economist, US General Accounting Office
Matthew J. Brodi, Adjunct Instructor of Taxation and Accounting. B.A., Western New England; M.S., Long Island University; President, M. Brodie Associates
Brian J. Byrne, Adjunct Assistant Professor of Legal and Ethical Studies. B.A., LaSalle; M.A., Ph.D., Fordham
Dennis Cappello (2006), Adjunct Assistant Professor of Legal and Ethical Studies. B.A., Fordham; J.D., Cardozo
Brooks Colburn, Adjunct Associate Professor of Communications and Media Management. B.A., Stanford; Ph.D., UCLA; President, Negotiation Strategists
Constance J. Crawford, Adjunct Assistant Professor of Accounting. B.S., Fordham; M.B.A., Iona.
James Czachor, Adjunct Assistant Professor of Management Systems. B.S., Rutgers; M.B.A., Ph.D., Fordham
William M. Czander, Adjunct Assistant Professor of Management Systems. B.A., CUNY (City College); Ph.D., New York University; Practicing Organizational Psychologist/Psychoanalyst
Nicholas DiMola, Adjunct Instructor of Accounting. B.B.A., Baruch College; M.B.A., St. John’s; Auditor General, Metropolitan Transportation Authority; CPA
Larry E. Dixon, Adjunct Instructor of Finance. B.S., Iowa State; M.A., Iowa; Vice President, Chase Manhattan Bank
Dennis C. During, Adjunct Instructor of Management. B.S., M.A., Harvard
Catherine C. Einersen, Adjunct Assistant Professor of Management. B.A., Dominican College; M.A., P.D., College of New Rochelle; Ed.D., Fordham
William Greene III, Adjunct Professor of Business Law. M.A., M.B.A., J.D., Fordham
Claudia J. Jimenez, Adjunct Instructor of Marketing. B.S., Fairfield; M.B.A., Fordham
George E. Kroon, Adjunct Professor of Marketing. B.A., Claremont McKenna; M.A., Ph.D., California (Los Angeles)
*Ronald D. Laitres, Adjunct Assistant Professor of Management Systems. B.A., CUNY (Baruch); M.B.A., Fordham
William J. Latzko, Adjunct Instructor of Management Systems. B.S., Fordham; M.B.A., Rutgers; President, Latzko Associates
Joseph Lizza, Adjunct Instructor of Accounting. B.S., St. Peter’s
Robert T. Madden, Adjunct Instructor of Finance. B.A., Princeton; J.D., Indiana; Chairman, R. T. Madden & Co. Investment Bankers

*Denotes Faculty with Visiting Status
Michael L. Mahoney, Adjunct Instructor of Information Systems. B.S., M.B.A., Fordham; Manager of Application Development, Simon & Schuster

Allen S. Marber (2003), Adjunct Associate Professor of Marketing. B.A., Michigan State University; M.B.A., Baruch (CUNY); Ph.D., New York University

Stephanie Mermin, Adjunct Instructor of Communications. B.A., Adelphi; M.A., Columbia; President, Mermin Associates International

John J. O’Brien, Adjunct Assistant Professor of Psychology. B.A., Fordham; M.S.S.R., CUNY (Hunter)

Frank M. O’Connor, Adjunct Instructor of Marketing. B.S., M.B.A., Fordham; Area Manager, Quad Pharmaceuticals

Stephen Pennacchio, Adjunct Associate Professor of Taxation and Accounting. B.S., SUNY (Albany); J.D., Fordham; Partner, KPMG Peat Marwick; CPA

Jonathan E. Powers, Adjunct Instructor in Information Systems. B.S., M.B.A., Fordham; Vice President, JPMorgan Chase

Rosa Romeo, Adjunct Instructor of Accounting and Taxation. B.S., M.B.A., Fordham

Kenneth W. Ross, Adjunct Instructor of Management Systems. B.S., Simpson College, President, Organizational Solutions Consulting Group

Steven Schwartz, Adjunct Instructor of Communications and Media Management. B.A., Master’s in Teaching, Fairleigh Dickinson; Principal, Steven Schwartz Communications

Michele D. Snipe, Adjunct Instructor of Communications and Media Management. B.S., Syracuse; M.B.A., Fordham; Public Relations Manager, Kaplan, Inc.

Alan E. Spiewak, Adjunct Instructor of Management Systems. B.A., Pennsylvania; M.B.A., Cornell; J.D., Union; Attorney, Ladas & Parry

Scott Szilagyi, Adjunct Instructor in Accounting. B.A., Iona; M.B.A., Pace

William W. Trabakino, Adjunct Instructor in Communication and Media Management. B.A., Marquette; M.Ed., University of Georgia

Peter Triolo, Adjunct Assistant Professor of Marketing. B.A., Adelphi

William M. Verdi, Adjunct Assistant Professor of Psychology. B.A., Fordham; Ph.D., CUNY (Baruch)

Mark D. Walton, Adjunct Instructor of Communications. B.S., Boston; M.P.P.M., Yale; Managing Director, Onyx Media Group International

James R. Weldon, Adjunct Instructor of Marketing. B.S., Fordham; M.B.A., Chicago; Director, Worldwide Food Service Equipment Development, Kraft General Foods

William E. Whiston, Adjunct Instructor of Finance. B.A., Pace; M.B.A., New York University; Head of Non-Profit Lending, Allied Irish Banks
Maps and Directions

www.fordham.edu/Discover_Fordham

Rose Hill Campus
441 East Fordham Road, Bronx, NY 10458 | (718) 817-1000

The best way to reach the Rose Hill campus by car is via the Henry Hudson Parkway (Route 9A) or the Saw Mill River Parkway. Exit at Mosholu Parkway (exit 24) heading east. Proceed to the end of Mosholu Parkway and turn right onto Southern Boulevard. The main entrance to the University is approximately one mile, on your right.

Fordham University’s Rose Hill campus provides students with parking on campus, close to Keating Hall, where most of the evening and weekend classes are held. Students who wish to park on campus must register their cars with the Security Office, located next to Thebaud Hall. Students who register their cars with the Security Office may purchase a permit, which provides unlimited parking privileges for the entire year, or may purchase coupon books at a reduced rate. If traveling via public transportation, Metro-North Commuter Railroad service stops at the Fordham Road Station, located next to the University’s Webster Avenue gate. The 4 and D subway trains stop at Fordham Road, a few blocks from the University. For local bus service, take the Bx9, Bx22, or Bx61.
Lincoln Center Campus
Leon Lowenstein Center, 113 West 60th Street
New York, NY 10023 | (212) 636-6000

McMahon Residence Hall, 155 West 60th Street,
New York, NY 10023

To get to the Lincoln Center campus by car, take the West Side Highway to the 56th Street or 79th Street exits. From the 56th Street exit, travel north on 10th Avenue and turn right onto 62nd Street. Travel one block and turn right onto Columbus Avenue. From the 79th Street exit, turn right onto West End Avenue. Proceed to 65th Street and turn left. Travel two blocks and turn right onto Columbus Avenue. A public parking garage is conveniently located on 61st Street, directly off Columbus Avenue. Within the city, you can get to the Lincoln Center campus by taxi, bus, or subway. For local bus service take the M5, M7, M10, M11, M31, M57, or M104. All stop close to Columbus Circle or Lincoln Center. The A, B, C, D, and 1 subway trains all stop at 59th Street/Columbus Circle. The campus is located one block west.

There are several public parking garages convenient to Fordham's Lincoln Center campus. Regent Garage (located at West 61st Street and Broadway) and Kinney System (located at West 58th Street and Broadway) offer reduced parking rates for the Fordham community with a validation from the security desk in the lobby of Fordham's Lowenstein Center.
Maps and Directions

Fordham Westchester Campus
400 Westchester Avenue, West Harrison, NY 10604

www.fordham.edu/westchester

By Car
From the north via Interstate 684 South: Turn right onto SR-120/Purchase Street (2.2 miles). Take the ramp right and follow signs for the Hutchinson River Parkway South (0.5 miles). At Exit 26W, take the ramp right for CR-62 West/Westchester Avenue toward White Plains (1.6 miles). Arrive at 400 Westchester Avenue.

From the south via Interstate 95/New England Throughway North: At Exit 21, take the ramp right for Interstate 287 West/Cross Westchester Expressway toward White Plains/Tappan Zee Bridge (2.9 miles). At Exit 9N-S, take the ramp right for CR-62 West/Westchester Avenue toward Hutchinson Parkway/Whitestone Bridge/Merritt Parkway staying on Westchester Avenue (2.1 miles). Arrive at 400 Westchester Avenue.

From the east via Interstate 287 West/Cross Westchester Expressway: At Exit 9N-S, take the ramp right for CR-62 West/Westchester Avenue toward Hutchinson Parkway/Whitestone Bridge/Merritt Parkway staying on Westchester Avenue (2.1 miles). Arrive at 400 Westchester Avenue.

From the west via Interstate 287 East/Cross Westchester Expressway: At Exit 8E, take the ramp right and follow signs for CR-62 East/Westchester Avenue (1 mile). Turn left onto William L. Butcher Bridge (0.1 miles). Turn left onto CR-62 West/Westchester Avenue. Arrive at 400 Westchester Avenue.

By Train
From Grand Central Terminal in New York City, take the Metro-North, New Haven Line to Harrison. Taxi service is available from the train station to the Westchester campus (approximately five miles).
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# Directory of University Offices

## Rose Hill Campus

### Executive Offices

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<tr>
<td>Office of the President</td>
<td>(718) 817-3000</td>
<td>Administration Building South 107</td>
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<tr>
<td>Vice President for Academic Affairs</td>
<td>(718) 817-3040</td>
<td>Administration Building North 112</td>
</tr>
<tr>
<td>Vice President for Student Affairs</td>
<td>(718) 817-4750</td>
<td>Keating Hall 100</td>
</tr>
<tr>
<td>Vice President for Enrollment</td>
<td>(718) 817-3200</td>
<td>Thebaud Hall, 2nd Floor</td>
</tr>
<tr>
<td>Dean of Fordham College at Rose Hill</td>
<td>(718) 817-4700</td>
<td>Keating Hall 201</td>
</tr>
<tr>
<td>Dean of Gabelli School of Business</td>
<td>(718) 817-4100</td>
<td>Faber Hall 351</td>
</tr>
<tr>
<td>Dean of Fordham School of Professional and Continuing Studies</td>
<td>(718) 817-4600</td>
<td>Keating Hall 118</td>
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<tr>
<td>Dean of Student Life</td>
<td>(718) 817-4755</td>
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### Administrative Offices

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<td>(718) 817-3900</td>
<td>Thebaud Hall, 1st Floor</td>
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<td>Office of Undergraduate Admission</td>
<td>(718) 817-4000</td>
<td>Duane Library, 2nd Floor</td>
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<tr>
<td>Office of Undergraduate Admission Adult</td>
<td>(718) 817-3722</td>
<td>Keating Hall 125</td>
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<tr>
<td>Athletics</td>
<td>(718) 817-4300</td>
<td>Gymnasium, 2nd Floor</td>
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<tr>
<td>Bookstore</td>
<td>(718) 817-3400</td>
<td>McGinley Center, 1st Floor</td>
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<td>Campus Ministry</td>
<td>(718) 817-4500</td>
<td>McGinley Center 102</td>
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<td>Career Services</td>
<td>(718) 817-4350</td>
<td>McGinley Center 224</td>
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<td>Counseling Center</td>
<td>(718) 817-3725</td>
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<td>(718) 817-4362</td>
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<td>HEOP</td>
<td>(718) 817-4205</td>
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<td>Faculty Memorial Hall 129</td>
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<td>Peer Education Program</td>
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<td>Ram Van</td>
<td>(718) 817-4636</td>
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<td>Residential Life</td>
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<td>Security</td>
<td>(718) 817-2222</td>
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<td>Student Accounts</td>
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<td>Student Leadership and Community Development</td>
<td>(718) 817-4339</td>
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<td>Student Employment</td>
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<tr>
<td>William D. Walsh Family Library</td>
<td>(718) 817-3570</td>
<td>Walsh Library</td>
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<tr>
<td>Multicultural Affairs</td>
<td>(718) 817-0664</td>
<td>McGinley Center 215</td>
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### Lincoln Center Campus

#### Executive Offices

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<th>Office</th>
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<tbody>
<tr>
<td>Office of the President</td>
<td>(212) 636-6262</td>
<td>Leon Lowenstein Center 224</td>
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<tr>
<td>Dean, Fordham College at Lincoln Center</td>
<td>(212) 636-6300</td>
<td>Leon Lowenstein Center 821</td>
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<tr>
<td>Dean, Fordham School of Professional and Continuing Studies</td>
<td>(212) 636-6372</td>
<td>Leon Lowenstein Center 301</td>
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<td>Dean of Students</td>
<td>(212) 636-6250</td>
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#### Administrative Offices

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<td>Office of Undergraduate Admission</td>
<td>(212) 636-6710</td>
<td>Leon Lowenstein Center 201</td>
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<td>Bookstore</td>
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<td>Leon Lowenstein Center SL19</td>
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<td>(212) 636-6280</td>
<td>33 W. 60th Street, 8th Floor</td>
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<tr>
<td>Counseling Center</td>
<td>(212) 636-6225</td>
<td>McMahon Hall 211</td>
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<td>(212) 636-6282</td>
<td>Leon Lowenstein Center 207</td>
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<tr>
<td>Office of Student Financial Services</td>
<td>(212) 636-6700</td>
<td>Leon Lowenstein Center 203</td>
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<td>Health Center</td>
<td>(212) 636-7160</td>
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<tr>
<td>HEOP</td>
<td>(212) 636-6235</td>
<td>Leon Lowenstein Center 803</td>
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<td>ID Center</td>
<td>(212) 636-6048</td>
<td>Leon Lowenstein Center SL128A</td>
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<td>International Students</td>
<td>(212) 636-6270</td>
<td>33 W. 60th Street, Suite 306</td>
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<tr>
<td>Library, Gerald M. Quinn</td>
<td>(212) 636-6050</td>
<td>Leon Lowenstein Center SL11</td>
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<tr>
<td>Ram Van</td>
<td>(718) 817-4636</td>
<td>McGinley Center 241A (Rose Hill)</td>
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<td>Residential Life</td>
<td>(212) 636-7100</td>
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<td>Multicultural Affairs</td>
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Notes
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Important notice: This bulletin describes the academic procedures, degree programs and requirements, courses of instruction, and faculty as projected for the undergraduate colleges of Fordham University during the 2012-2013 academic years. The University reserves the right to withdraw or modify any course or program listed within, or to make any changes it considers necessary or desirable to improve undergraduate education, or for which it deems the registration insufficient.

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