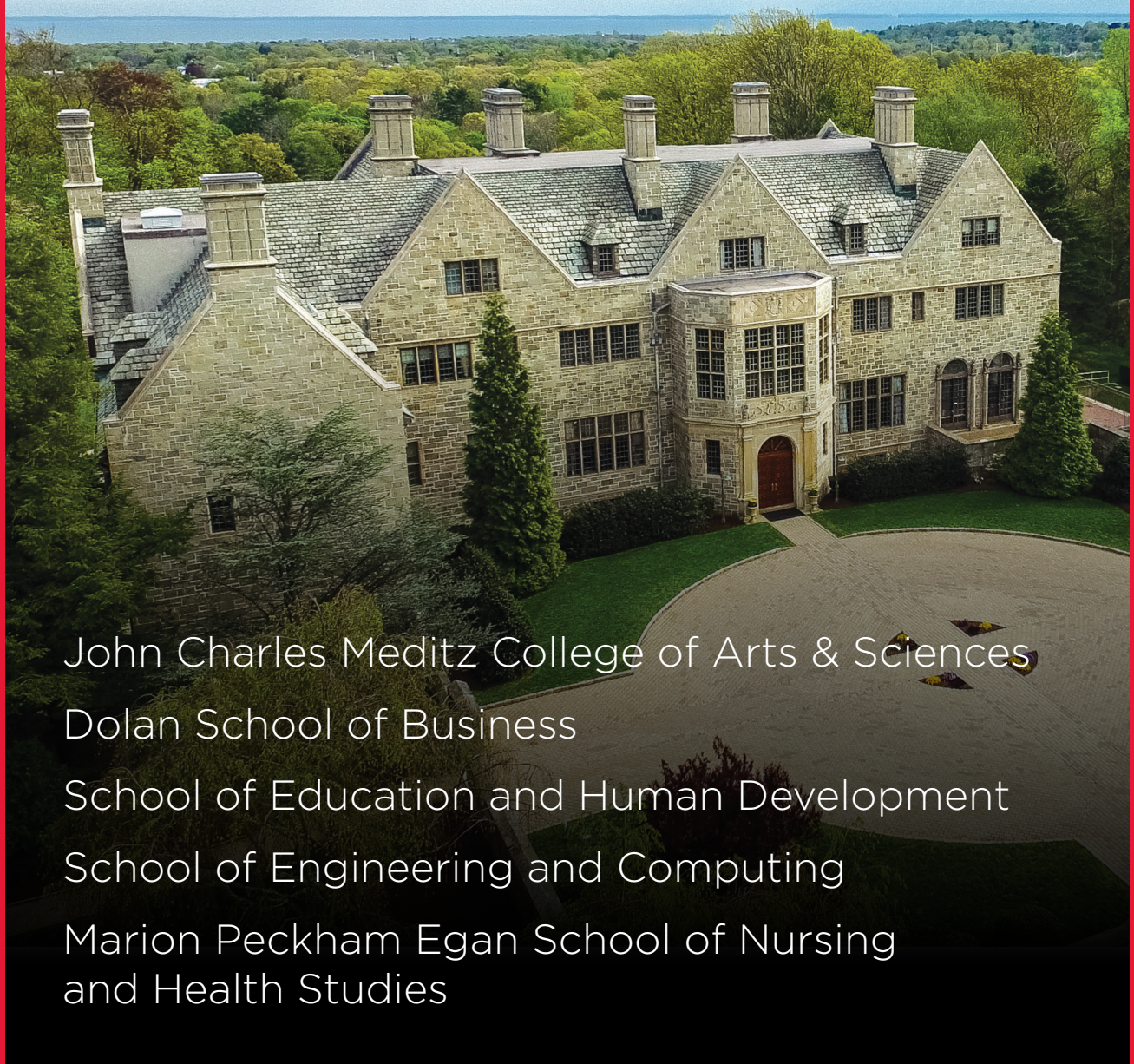


FAIRFIELD UNIVERSITY UNDERGRADUATE ACADEMIC CATALOG 2025-2026



John Charles Meditz College of Arts & Sciences
Dolan School of Business
School of Education and Human Development
School of Engineering and Computing
Marion Peckham Egan School of Nursing
and Health Studies

FAIRFIELD UNIVERSITY

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UNDERGRADUATE CATALOG (BACHELOR'S DEGREES AND CERTIFICATE PROGRAMS)

A Message from the President

Dear Student,

Welcome to Fairfield! We are fortunate to have a remarkable learning community here at Fairfield, and we are pleased you have joined us.

As a Fairfield University student, you join one of the oldest and most successful academic traditions in the world: the Jesuit educational community, which has been forming leaders in the arts, sciences, humanities, and business for almost 500 years.

The essence of our approach, which has always been at the core of Jesuit education, is that we form and develop the whole person. We are committed to unlocking human potential; your potential.

Our first-rate faculty will help you identify where your passions lie and guide you as your interests come into focus, leading you toward an exciting future. At the same time, Fairfield offers almost limitless opportunities for you to grow as a person: by studying abroad, learning a new language, joining one of over 100 student clubs, and by living in a close-knit residential community where you will make friends that will remain alongside you for the rest of your life.

We are also fortunate to be located in one of the most beautiful towns in New England; a thriving beach town just over an hour from New York City. This means our students have access to internships, research, and job opportunities at some of the world's most dynamic corporations, arts and cultural institutions, and universities. Because we have earned a reputation for excellence in all that we do, 98 percent of our undergraduate alumni are employed or in post-graduate study or meaningful volunteer work within six months of receiving their Fairfield degree, while our post-graduate students are eagerly sought after by employers.

Fairfield has much to offer and we believe that you have much to offer us. Have a look through this course catalog to learn more about how Fairfield can be the key to your future. Don't hesitate to contact us if you have any questions along the way.

With warmest regards,

Mark R. Nemec, PhD
President
Professor of Politics

Fairfield University Undergraduate Overview

Founded in 1942, Fairfield University is a Jesuit and Catholic University that is rooted in one of the world's oldest intellectual and spiritual traditions. Fairfield prepares students for leadership and service in a constantly changing world through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person: body, mind, and spirit. Students choose Fairfield because of its integrated approach to

learning which results in graduates who are intellectually prepared and adaptable to face the ever-changing issues of the 21st century.

Located in the coastal town of Fairfield, Connecticut, the University's 200-acre campus is just one hour outside of New York City, in the heart of a region with the largest concentration of Fortune 500 companies in the nation. Fairfield has a student population of approximately 6700 students: 5100 undergraduates and 1600 graduate students. Students represent 44 states, Washington, D.C., and 46 countries, and are enrolled in the University's five schools: the John Charles Meditz College of Arts and Sciences, the Charles F. Dolan School of Business, the School of Education and Human Development, the School of Engineering and Computing, and the Marion Peckham Egan School of Nursing and Health Studies.

Fairfield offers a wide range of opportunities for research, internships, service, civic engagement, and personal enrichment through a comprehensive core curriculum, 53 undergraduate majors, 22 interdisciplinary minors, 48 master's degree programs, 8 doctoral programs, 20 Division I athletic teams, and more than 100 student clubs and organizations. A significant achievement for Fairfield University is that over 68 graduates have been tapped as Fulbright scholars since 1993.

In addition to a four-year honors program, five-year combined degree programs, and part-time study opportunities, Fairfield offers its own study abroad programs. From international and domestic internships to clinical and research opportunities in over 50 study abroad programs, Global Fairfield offers a breadth of unique and customizable experiences designed to globalize your education and hone your professional competencies. In this way, Fairfield offers international experience that will help you thrive in today's global landscape.

When considering an applicant for admission, Fairfield looks at measures of academic achievement, students' curricular and extracurricular activities, their life skills and accomplishments, and the degree to which they have an appreciation for Fairfield's mission and outlook. Students are challenged to be creative and active members of a community in which diversity is encouraged and honored.

Fairfield University has developed a unique educational model to ensure that students receive the motivating guidance they need to reach their fullest potential. The integration of living and learning is at the heart of a Fairfield education. Students have opportunities to learn what it means to be a fully engaged member of the campus by choosing to participate in a living and learning community based on their interests. With an impressive 12:1 student to faculty ratio, Fairfield's faculty get to know their students as individuals and encourage them to develop and follow their passion through internships, volunteer and research opportunities, and a course of study that deepens and expands their knowledge. Full integration of all learning opportunities helps students discern how they want to put their gifts and education to work in the world.

As a result of this holistic model of education and focus on career-oriented activities and internships, Fairfield University graduates have been highly successful in gaining admission to selective graduate schools, while others go on to achieving successful and satisfying careers. Within six months of graduation, over 98% of graduating students are either employed, attending graduate school or participating in volunteer service.

University Mission

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values, and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university, it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity that their membership brings to the University community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective, and a commitment to excellence. Fairfield encourages a respect for all the disciplines - their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools, it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense, liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education that it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education that will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible people.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic

freedom of its members. At the same time, it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

Diversity Vision Statement

Members of the Fairfield University community are committed to respecting and valuing one another, finding the common good rooted in us all, and working collaboratively to achieve our potential as a modern Jesuit Catholic institution. We aspire to be an inclusive, welcoming community that is representative of an ever-changing and diverse global populace. The Jesuit tradition of *cura personalis*, care for the whole person, animates our mission. We educate people who serve for and with others within the rich tapestry of cultures that comprise our contemporary world.

By encouraging dialogue, communication, community partnerships, and a culture of understanding, we foster in our students, faculty, and staff the capacity and desire to build a better world through productive citizenship and societal stewardship.

At Fairfield University, we advance this mission through:

- **Inclusive Excellence** as a critical dimension of our academic mission. We strive to educate through engaging with the broadest possible range of dynamic ideas, perspectives, and identities in an ever-changing world. Embracing the challenges of competing viewpoints is integral to the rigor of our academic enterprise, pushing the horizons of what is known and possible as we pursue our commitment to excellence in teaching and learning.
- **A Diverse Community**, which is a distinguishing hallmark of Jesuit education. We recognize the inherent value and dignity of each person, guided by our Jesuit heritage as informed by the contemporary context. Fairfield is committed to shaping a community of learners from diverse social, economic, racial, cultural, national, and religious backgrounds.
- **Global Engagement** as a defining outcome of a modern Fairfield education. We hope to develop people to serve as global citizens, at home in the world, able to engage in diverse cultural circumstances with an open mind and the capacity to empathize with the perspectives of others. We actively promote an awareness of and sensitivity toward the full range of differences within and well beyond our community of learners.
- **Radical Hospitality** as a way of relating with others, shaped by our Jesuit traditions. Fairfield recognizes the importance of learning about, and living in, an increasingly interconnected, intercultural world and reflects this by striving to become a microcosm of the global community, in which the other is unconditionally welcomed, respected, and valued.

Through radical hospitality, we welcome and invite all into our learning community. We are committed to pursuing shared standards of excellence. In these ways, Fairfield University strives for the *magis* ("the more") in a way that defines modern Jesuit Catholic education. We welcome you to learn more and read our University Diversity Narrative.

Academic Calendar

The University Academic Calendar may be found on the Registrar's website. The University reserves the right to change dates and make additional changes whenever necessary.

Academic Policies and General Regulations

Philosophy of Education

Fairfield University has, as its primary objective, the development of the creative intellectual potential of its students within a context of liberal arts-based education in the Jesuit tradition.

Fairfield believes in the particular excellence of a liberal education. In an effort to achieve this objective, it requires each student to take courses in English writing, history, philosophy, religious studies, language, mathematics, natural science, social/behavioral science, visual/performing art, and literature. Thus assured of a basic, well-rounded education, students are free to pursue a major field of study in preparation for scholarly or professional pursuits.

To assist students in the quest for truth, the University promotes dialogue between teacher and student, between student and student, between teacher and teacher. This dialogue takes place in an environment of absolute freedom of inquiry.

Normal Academic Progress

Academic Year

The academic year begins in early September and ends in late May, with recess periods in the winter and spring. It is divided into two semesters, each extending over a period of about 15 weeks. The semester hour is the unit of instructional credit. The class day begins at 8:00am and is divided into class periods of 50, 75, or 150 minutes and laboratory periods of two, three, or four hours.

Admission Expectations

Undergraduate students admitted into the University on a full-time basis have the benefit of co-creating a premiere educational opportunity, one that attends to their educational, spiritual, vocational, and civic development across an intentional four-year course of study. We seek, of course, to expand students' awareness, during their time at Fairfield, of the many possibilities a Fairfield education makes available to them.

Undergraduate students admitted into the University on a full-time basis are expected to remain full-time until they graduate.

In the College of Arts and Sciences, the Dolan School of Business, the Egan School of Nursing and Health Studies, the School of Education & Human Development and the School of Engineering & Computing, consultation with the appropriate dean is required for a full-time student to switch to part-time status. Rules and their financial implications for movement from full-time to part-time will be clear at the time of matriculation. Reasons to switch may include personal hardship, such as a documented medical condition that requires a reasonable accommodation, unexpected and substantial family responsibilities, the first semester of return from an academic or medical leave of absence, fifth year seniors, etc.

Unexpected emergency situations that arise during a term would be handled through the normal withdrawal process. Part-time status may be an alternative to a full educational leave of absence.

Course Load

Fairfield University desires to see all undergraduate students make normal progress toward graduation. The normal course load for a matriculated student is five courses (each bearing three or four credit hours) per semester, equivalent to 15 to 20 credit hours. To maintain full-time status, a matriculated student must be registered for a minimum of 12 credit hours each semester.

Online Courses

As a residential-based undergraduate institution, Fairfield offers a limited number of online courses during the traditional fall and spring semesters. Students should speak with their faculty advisor and/or Assistant Dean/Director, to determine if an online course offering is appropriate for making progress toward degree completion. Typically, first-year students should not enroll in online courses during their first semester.

Students should be aware that many online courses (particularly in the summer, winter sessions) are condensed, requiring the workload of a traditional semester in only 5-7 weeks. Online courses sometimes have irregular start and end dates, often beginning at the halfway point of the semester. As with semester-long lecture-based courses, class enrollment is firmly capped, and availability may be limited.

Credit Hours

Three-credit courses at Fairfield University meet for 150 minutes per week, equally divided over one, two, or three meetings. Four credit courses meet a minimum of 200 minutes per week in various configurations.

Classification System

Student classification is based on total credit hours earned.

Class	Credit Hours Earned	Year
First Year	0-29	1
Sophomore	30-59	2
Junior	60-89	3
Senior	90+	4

Degree Requirements

At the time of graduation, a student must have earned a minimum of 120 credits and completed at least 38 three- or four-credit courses, depending on the course of study. However, no simple accumulation of credits is sufficient in itself to qualify for a degree from Fairfield University. Rather, students are expected to have completed with success all of the assigned courses that constitute the curriculum of their choice. The curriculum consists of courses that fall into the required categories of *Magis* Core curriculum, major, and electives. A second major, minor, and concentration are also options. Students must have a minimum grade average of 2.0 (C) or better overall and in their major. Students must abide by the terms of the University's residency requirement, set forth below. In addition, students are expected to complete their undergraduate degrees within 10 years of beginning their studies.

Registration Requirement

All matriculated full-time undergraduate students must register for classes by December 1 for the following spring semester, and by May 1 for the following fall semester. If a student is not registered by these

dates, the University will presume them to be withdrawn at the end of the current semester. At that time, all residence hall and financial aid commitments will be terminated.

Residency Requirement

To merit a Fairfield University degree, at least 60 credits must be taken at Fairfield. Furthermore, the final 30 credits must be earned at Fairfield University.

Graduation Information

Diplomas are awarded in January, May, and August. Students who have been awarded diplomas in the August or January dates just prior to May are invited to participate in the May graduation ceremony.

Students who do not complete all of the requirements for their undergraduate degree may be granted permission by their Dean to participate in the Undergraduate Commencement ceremonies if they meet the following criteria:

- End of spring term major GPA and overall GPA: Student must have a minimum overall grade point average of 2.00 and must meet the appropriate major GPA, which is 2.00 unless otherwise stated.¹
- Student must need no more than three classes to fulfill degree requirements. These courses must be taken at Fairfield in the summer immediately following Commencement.
- Student must send a written request to their Dean's office with proof of course registration by April 15th prior to Commencement.
- Student names will be announced at graduation, but they will not appear in the printed commencement materials.
- In the event a student passes away, the Provost/Chief Academic Officer (or designee) will award a posthumous degree if **all** degree requirements are complete. In situations where coursework is not complete, the Provost/Chief Academic Officer (or designee) in consultation with the student's Dean will consider awarding a certificate in memoriam.

¹ Students whose GPA is contingent on end of term grades will be notified of the approval or denial of their request when grades are posted.

Attendance
Class Attendance

All students are expected to attend every regularly scheduled class session. The impact of attendance on grading is specified in the syllabus for each course. Unexcused absences may be reported to the appropriate academic dean.

Faculty members should have a policy for dealing with student absence on the syllabus for each course. If a student will miss a class due to an illness/injury, the professor should be notified according to the policy on the syllabus. If a student will miss an exam, quiz or in class presentation due to illness/injury or another type of emergency, the professor should be contacted beforehand. A faculty member may request that the student provide verification of the absence from a health care provider. It is within the purview of the faculty member to determine when or whether a student absence will be excused.

For further information regarding student absences, please see the Policies and Procedures section of the Student Handbook.

Released Time

A student participating in a University-sponsored event has the right to be excused without penalty or grade jeopardy from exams, student presentations, attendance, and other classroom events during that time, provided the student makes up the required work in the fashion mutually agreed upon by the professor and the student.

Students participating in such University-sponsored events will be allowed to make up any major exams, tests, or quizzes they miss in a course when they are involved in a scheduled event provided that participating students, or the faculty moderator, inform all their professors in writing at the beginning of the semester, or as soon thereafter as possible, once scheduling is confirmed.

University-sponsored events covered by this policy are defined as follows:

- Athletics
 - all varsity sporting events, including post season tournaments
 - all club sporting events
- Others
 - concerts, plays, or other group performances where the absence of a member would detract from the overall performance
- Departmental Clubs are not included in this policy.

Grading System
Grades

The quality of student performance in coursework is graded according to the official marks of A, B, C, D, and F. These marks have the following meanings:

A	Outstanding achievement
B	Superior level of achievement
C	Acceptable level of achievement with course material
D	Minimal achievement, but passing
F	Unacceptable level of achievement; course must be repeated to obtain credit

The plus (+) may be added to grades of B or C to indicate work performed at the top of that range.

The minus (-) may be added to grades A, B, or C to indicate work performed below that range.

A semester's grade will normally be determined according to the following procedure:

Each course has a syllabus that details the evaluative components of the course and their weighting in determining the final grade

The form of the final, end-of-semester comprehensive evaluation (written examination, take-home, oral exam, paper, etc.) must appear on the syllabus at the beginning of the semester. No form of the final evaluation is to be due prior to the date assigned by the Registrar for that course's

final examination. Students are not required to take more than two exams in any final exam day.

In addition to the foregoing academic grades, which indicate the quality of student performance, the notations I (Incomplete) or W (Withdrawal) may appear on a student's grade report.

For the grading policy related to courses taken at different international locations during one's time abroad, please refer to the Study Abroad section of this catalog.

Grade Point Value

The official mark or final letter grade earned in a course is assigned grade points. The grade points per credit hour and numerical equivalency for letter grades are as follows:

Grade	Grade Points	Numerical Equivalent
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D	1.00	60-69
F	0.00	0-59

Each semester's course grades are computed into a weighted average. To determine a weighted grade point average, the number of credits per course is multiplied by the grade points earned per course. The total number of grade points for all courses is then divided by the number of credits attempted.

Academic Alert System

The academic progress of undergraduate students, specifically first year students and NCAA athletes, is monitored through a comprehensive Academic Alert System. A month into the semester, faculty are encouraged to report Early Alerts for undergraduate students, defined as academic and/or behavioral concerns that present obstacles to student success. At the midpoint of each semester, faculty report Midterm Estimates, defined as grades of C-, D, or F, for all first year students. Although not required for upper-level students, faculty can choose to utilize the Midterm Estimate function for these cohorts too. The Academic Alert System remains open throughout the academic year and provides a seamless interface for reporting students of concern while also streamlining academic support processes and providing a holistic approach to supporting student development and engagement. Although not part of a student's official academic record, academic alerts raised are designed to allow faculty advisors and professional staff to review a student's academic progress throughout the year. Each student who receives an academic alert receives comprehensive information and an opportunity to meet with an academic administrator. The goal is to connect students who may be having difficulty or who are academically at-risk to appropriate academic and student support resources. Early intervention with students on the part of professors, faculty advisors, and campus personnel can improve students' persistence, engagement, and success.

Credit/No Credit Option

The credit/no credit option is intended to encourage intellectual exploration and risk-taking. Over the course of their undergraduate career, students may elect to take up to two courses credit/no credit.

- Under this option, if the student earns a C or above (73-100), the instructor will enter the grade as "credit" and the credits will count toward graduation, but will not be factored into the student's GPA. If the student earns a C- or below (0-72), the instructor will enter a grade of "no credit." the course will be listed on the student's transcript as "no credit," but will not be factored into their GPA. the student is responsible for determining how and when to make up the course/credits. the student will not receive any allowance/refund for a course that is designated as "no credit."
- Students may not use this option for:
 - courses in their major(s) or courses required by their major(s)
 - courses that are part of competitive programs that they have joined upon successful application, including, but not limited to: the Honors Program, Study Abroad, and the Residential College Program
- Students may use this option for
 - no more than one course used to fulfill a *Magis* Core requirement
 - any course not otherwise restricted by the limitations above
- Students are eligible for this option once they have completed 30 credits.

Students must declare their intention to the Office of the Registrar to take a course credit/no credit no later than the withdrawal deadline for the course. The decision is irrevocable. Students are strongly urged to consult with their academic advisor, instructor, and/or academic dean when considering this choice.

Note: Courses taken Pass/Fail in Spring 2020 through Spring 2021 are not counted against the maximum of two Credit/No Credit courses.

Grade Reports

Grades are available to all students by accessing the student web portal (my.Fairfield) at the end of each semester.

Incomplete

A grade of "I" is issued when, due to an emergency situation such as illness, a student arranges **BEFOREHAND** with the professor to complete some of the course requirements after the semester ends. All course work must be completed within 30 days after the beginning of the next regular semester. Any incomplete grades still outstanding after the 30-day extension will become Fs. This policy applies only to courses taken at Fairfield University. It does not apply to courses taken in Study Abroad programs. Please speak directly with Global Fairfield concerning grading processes at international institutions.

Repeat Course Policy

When a student repeats a course that was failed, the new grade will be recorded. Grade point values will be averaged into the cumulative average, and the credits will count toward the degree. The original grade will remain on the transcript and be calculated into the cumulative average. When a student repeats a course for which the student has previously obtained a passing grade, the new course and grade will be recorded on the transcript with the notation, repeat course. The original grade and the repeated grade will be averaged into the GPA. The credit for

the repeat course will not count toward the degree. The original grade will remain on the transcript.

Transfer Credit

When students begin their university studies at other institutions and subsequently transfer to Fairfield University, the University accepts transfer credit under the following conditions:

- No courses with grades less than C will qualify for transfer.
- Credit will be granted only for specific work completed at regionally accredited institutions whose quality and course content have been approved by the University.
- Only credit hours, not grades, will transfer.
- Credits earned more than 10 years previous to a credit transfer request may not be able to be accepted.

All transfer credit must be approved by an undergraduate student's academic dean. Every transfer student is required to complete at least 60 credits of undergraduate study at Fairfield in order to receive a Fairfield University bachelor's degree.

Withdrawal from Courses

Students who wish to withdraw from a course after the initial add/drop period may do so through the end of the tenth week of a traditional semester provided that the student's academic dean, in consultation with the course instructor, finds withdrawal to be in the student's best interest (note that a student must maintain 12 credit hours for full-time status). After the tenth week in the semester, course withdrawal will only be granted in highly unusual circumstances, such as a documented health emergency. Withdrawal after the tenth week will not be permitted simply to prevent receipt of a grade that might not meet the student's satisfaction. Students who wish to withdraw from a winter or summer intersession course or an ASAP course (i.e., a 7 week course) may do so by the mid-point of the course. Students who have violated the academic honor code may not be eligible for withdrawal. In all approved cases, the University Registrar will record a grade of W (withdrawal) on the student's permanent record. To initiate a request to withdraw from a course, a student must complete a Course Withdrawal Form and meet with an authorized representative of their academic dean's office or the Office of Academic Support and Retention. A withdrawal may not be granted after final grades have been submitted except in very rare cases, during which an instructor must file a change of grade form.

Disruption of Academic Progress

Academic Probation

Academic records will be formally reviewed at the end of the fall, spring, and summer terms. Students who do not meet the stated requirements will be placed on Academic Probation. The purpose of academic probation is to alert the student and the institution to the problems associated with the student's academic performance and to recommend or implement strategies for improvement. The continuation of poor academic performance will result in the dismissal of the student. Faculty advisors are notified of all advisees placed on academic probation.

A student placed on academic probation will remain on academic probation until the overall GPA is at or above the requirements specified below. A student will be removed from academic probation when the overall GPA is equal to or greater than the requisite GPA according to credits earned.

A student on academic probation is ineligible to participate in extracurricular or co-curricular activities. A student on academic probation may petition the Office of the Provost for the right to participate in extra- or co-curricular activities. The appeal must contain a valid and compelling reason why restriction of extra- or co-curricular activities is inappropriate, and must demonstrate effectively that the activity will contribute an improvement in academic performance.

First semester, first-year students with a GPA below 1.90 will not be placed on academic probation for their second semester, but they will lose their right to participate in extracurricular or co-curricular activities.

- Students with 29 or fewer credits earned by the end of the second semester, or the first year at Fairfield, will be placed on academic probation if the overall GPA is below 1.90.
- Students with 30-59 credits earned will be placed on academic probation if the overall GPA is below 1.90.
- Students with 60 or more credits earned will be placed on academic probation if the overall GPA is below 2.00.

Academic Dismissal

Students meeting any of the following conditions will be dismissed from the University:

- A student who, regardless of academic standing, has received the grade of F in three or more 3- or 4-credit courses during the preceding 12 month period inclusive of all grades earned.
- A student with 29 or fewer credits earned, who regardless of incompletes, while on academic probation proceeds to earn a semester GPA below 1.90.
- A student with 30-59 credits earned, who regardless of incompletes, while on academic probation, proceeds to earn a semester GPA below 1.90.
- A student with 60 or more credits earned, who regardless of incompletes, while on academic probation proceeds to earn a semester GPA below 2.00.

Students are removed from registered courses based on the date of their dismissal letter. Such individuals lose all entitlement to institutionally funded financial aid.

READMISSION AFTER AN ACADEMIC DISMISSAL

Prior to formally requesting readmission after an academic dismissal, students should consult with their Academic Dean's Office. Formal request for readmission should be made at least one month before the start of the semester in which the student seeks to resume enrollment.

Note: Students are expected to remain away for at least a full semester (fall or spring) before seeking readmission.

1. The student seeking readmission must write a letter stating the rationale for the request including why the student is ready to resume study. The letter should be sent in advance to the Vice Provost for Undergraduate Excellence or by email (asr@fairfield.edu). The letter should include the student's name, ID, address, phone, current school and major, new school and major (if requesting a change), returning semester, choice of full- or part-time studies and intention to live on campus or commute.
2. After formal review of the student's request, the Academic Dean's Office will recommend whether the student should or should not be readmitted. Recommendations for readmission are forwarded to the

Vice Provost for Undergraduate Excellence, where a final decision will be rendered.

3. The Vice Provost for Undergraduate Excellence will send an official letter of acceptance or denial to the student, inclusive of any contingencies as deemed appropriate by the Academic Dean's Office. The student may not register for classes or be assigned University housing until the official letter of readmission is reviewed and processed.
4. Residency: Students who were academically dismissed from Fairfield University and are readmitted as full time students will need to specifically request on-campus housing, and that request is subject to the review and approval of the Office of the Dean of Students.

Additional questions or concerns can be directed to the Academic Dean's Office.

Voluntary Withdrawal from University

To apply for a voluntary withdrawal, a student must complete the following steps:

1. To discuss voluntarily withdrawing (for non-medical reasons); contact the appropriate Academic Dean's Office. This meeting is necessary to facilitate the withdrawal process and to discuss any future plans to return to the University.
 - College of Arts and Sciences, CNS 100, x2227
 - Dolan School of Business, DSBN 211, x3230
 - Egan School of Nursing and Health Studies, NHS 401, x4150
 - School of Engineering, BNW 167, x4147
2. The student must submit a written request for withdrawing from the University, including the reasons for the withdrawal. Voluntary withdrawals from the University are subject to the following conditions
 - a. There are no pending student conduct issues.
 - b. The student is not liable for academic withdrawal due to insufficient progress or excessive absence.
 - c. The student has settled all financial obligations to the University.
 - d. Voluntary withdrawals cannot be granted retroactively.
3. Fairfield University is (regionally) accredited by NECHE and in general credits earned at Fairfield may be transferred to other institutions of higher education. However, final decision of whether to accept Fairfield credits is at the discretion of the receiving institution.

Note: If a student wants to withdraw when classes during the traditional semesters are not in session, the student must still submit a letter to the Academic Dean's Office.

READMISSION AFTER A VOLUNTARY WITHDRAWAL

Prior to formally requesting readmission after a voluntary withdrawal, students should consult with their Academic Dean's Office and Office of the Dean of Students. Formal request for readmission should be made at least three weeks before the start of the semester in which the student seeks to resume enrollment.

1. The student seeking readmission must write a letter stating the rationale for the request including why the student is ready and wants to resume study. The letter should be sent in advance to the Vice Provost for Undergraduate Excellence or by email (asr@fairfield.edu). The letter should include the student's name, ID, address, phone, current school and major, new school and major (if requesting a change), returning semester, choice of full- or part-time studies and intention to live on campus or commute.

2. After formal review of the student's request, the Academic Dean's Office and the Office of the Dean of Students will assess whether the student should or should not be readmitted. Recommendations for readmission are forwarded to the Vice Provost for Undergraduate Excellence, where a final decision will be rendered.
3. The Vice Provost for Undergraduate Excellence will send an official letter of acceptance or denial to the student, inclusive of any contingencies as deemed appropriate by the Academic Dean's Office and/or the Office of the Dean of Students. The student may not register for classes or be assigned University housing until the official letter of readmission is reviewed and processed.

Residency: Students who voluntarily withdrew from Fairfield University and are readmitted as full time students are expected to live on campus and will be assigned a residential space on campus by the Office of Residence Life at the time their readmission request is approved.

Additional questions or concerns can be directed to the Academic Dean's Office or the Office of the Dean of Students.

Medical Withdrawal from the University

Students seeking a medical withdrawal should consult the section under Medical Leave of Absence and/or Medical Withdrawal. Depending on their specific circumstances, students may request and appropriate offices may recommend (a) only a medical leave of absence (for students able to finish the current semester but unable to return in the immediately upcoming semester due to medical circumstances); (b) only a medical withdrawal (for students unable to complete the current semester but able to return in the immediately upcoming semester); or (c) both a medical leave of absence and medical withdrawal concurrently.

Fairfield University Student Leave of Absence Policy

Circumstances leading to an interruption in a student's continuous enrollment at Fairfield University may arise. This policy addresses the various types of leaves of absence available to students and the applicable procedures governing the same.

Prior to requesting any form of a Leave of Absence, students are strongly encouraged to discuss the implications of such a leave with appropriate offices, including but not limited to the Office of Financial Aid, Office of the Bursar, Global Fairfield, and Veteran's Affairs, as well as the student's academic dean's office.

The University may designate alternate procedures than those described below for instituting and/or returning from any leave of absence, within its discretion.

Educational Leave of Absence

Undergraduate students may apply for an educational leave of absence for a fall or spring semester or for a full academic year in order to study abroad or for the Washington, DC, semester. Educational leaves are granted by the associate/assistant dean of the student's school or college. To be eligible for an educational leave of absence, a Fairfield University student must have an overall GPA of 2.80 or better at the time of application. In addition, the student must have a record of good academic and social standing (please refer to the Student Handbook) for the semester immediately preceding application. Students who wish to be granted educational leave must complete all official paperwork with the study abroad coordinator by Feb. 1 for the following year.

All students granted educational leave by Fairfield University will be charged a fee for maintenance of their matriculation at Fairfield. Furthermore, students who study elsewhere in non-affiliated programs lose their entitlement for institutional financial aid for the period of the leave.

Personal Leave of Absence

Students may request to take a Personal Leave of Absence, for non-medical reasons. To qualify for a Personal Leave of Absence, the student must be in good academic standing at the time of the request. Personal leaves of absence can be taken only for non-medical reasons, and are limited to four semesters of absence.

To initiate a request for a Personal Leave of Absence, a student must contact their academic dean's office. The student must also submit a written request for a Personal Leave of Absence, which includes the reasons for the Personal Leave of Absence and future plans for returning to the University. Personal Leaves of Absence will not be granted retroactively.

Personal Leaves of Absence are typically subject to the following conditions:

1. The student must be in good standing with the Dean of Students Office;
2. The student must be in good academic standing; and
3. The student must be in good financial standing.

With prior approval from the dean's office, students may engage in focused activities while on leave (i.e. part-time coursework at other institutions, volunteering, employment, etc.) but this is not required. All institutional policies addressing financial aid, transfer credit, course waivers, and credits from other institutions shall apply. As such, students engaging in coursework at other institutions during Personal Leaves of Absence are encouraged to review these policies and speak with their respective dean's office before going on leave.

To return from a Personal Leave of Absence, students must contact their academic dean's office. To return in the fall semester from a Personal Leave of Absence, students must submit their request prior to June 30, and to return in a spring term, students must submit their request prior to November 1. To return from a Personal Leave of Absence in the summer sessions, students must submit their requests by April 1. A student on a Personal Leave of Absence with pending disciplinary charges will not be eligible to return to the University or to receive a University degree until the student's case has been adjudicated by the appropriate institutional office.

Students who are not approved to return may appeal the decision. Students shall submit their appeal in writing to the Provost, or appropriate designee, no later than five (5) business days from the date on which the student was notified of the denial of the request to return from a Personal Leave of Absence. The appellate officer's decision with regard to the appeal is final.

Medical Leave of Absence

Initiating a Medical Leave of Absence and/or Medical Withdrawal

The University recognizes students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students should consider requesting a Medical Leave of Absence and/or Medical Withdrawal, which permits students to take a break from University life and their studies,

so they may receive treatment and later return to the University with an enhanced opportunity to achieve their academic and cocurricular goals. While each request for a Medical Leave of Absence and/or Medical Withdrawal will be considered on its own merits, student should be aware that the following do not constitute circumstances which will alone support a request for a Medical Leave of Absence:

- Failing to attend class
- Insufficient academic performance
- Financial difficulties
- Dissatisfaction with course materials or offerings
- Change of interest or major
- Failure to meet all curricular and extracurricular commitments

Students interested in a Medical Leave of Absence should contact their academic dean's office as well as the appropriate University health service: Student Health Center or Counseling and Psychological Services (C&PS). After a meeting with the student, the appropriate health service will submit a recommendation to the dean's office as to whether a student's request for a Medical Leave of Absence is approved where the student's health, safety, or academic success has been compromised by a significant health issue. In recommending a Medical Leave of Absence, the appropriate health service will make individualized treatment recommendations to students designed to help them become academically and personally ready to resume life at Fairfield University. The appropriate health service may also request the student to provide supporting documents from the student's treatment provider.

Students are discouraged from submitting personal medical information or health records directly to faculty, academic dean's, or provost's offices. These documents should be shared directly with Counseling and Psychological Services or Student Health Center.

Returning from a Medical Leave of Absence and/or Medical Withdrawal

Medical leaves are intended to give students time to receive treatment and focus on their health and wellbeing. The medical clearance process by which students return is intended to allow students to demonstrate that they will be able to adequately monitor their own health and function effectively in the autonomous student environment at Fairfield, without undue disruptions to others in the campus community. The goal is for students to be able to return to campus and be successful in their academic, co-curricular, and extra-curricular pursuits.

When a student is interested in returning to the University after a Medical Leave of Absence and/or Medical Withdrawal, the student should take the following steps:

1. **Deadlines:** Contact the student's academic dean's office and the appropriate health service (C&PS or Health Center) to advise of the student's interest in returning well in advance of the intended returned date. Returning students must submit all materials by November 1 for consideration for the Spring semester, April 1 for the summer sessions, and June 30 for the fall semester.
2. **Brief Statement:** Provide a brief statement to the appropriate Health Service (no more than two pages) describing 1) the student's experience away from the University including activities undertaken while away 2) the student's current understanding of the factors that led to the need for the leave, and the insights the student has gained from treatment and time away and 3) how the student plans to ensure a successful return to Fairfield University. Students are discouraged from providing any statements that contain personal

medical information to faculty or the academic dean's or provost's offices.

3. **Medical Letter:** Request a letter from the student's treatment providers, which should be sent directly from the treatment provider to the appropriate University health service. No medical letters should be sent to faculty, the academic dean's or provost's offices. The medical letter should include: 1) The clinician's credentials and clinical setting; 2) The nature of their work with the student, including the duration and frequency of their contact; 3) Any observed progress in the student's recovery from the medical condition that led to the leave of absence; 4) The clinician's assessment of the student's clinical status and their readiness to successfully resume academic and university life; 5) The justification for their assessment of the student's readiness.

Once a student has sent in all materials, the student should call to double check that the appropriate Health Service (C&PS or Student Health Center) and Dean's Office have received all pertinent information. The University will diligently review returning students' requests, however, if there is missing information and/or the University needs additional time to appropriately review (including if contact with student's treatment provider is warranted within the discretion of the University) consideration for a return may be delayed.

The University will review all information provided in order to make an individualized determination as to whether the student has met the criteria to be cleared to return. The appropriate Health Service will recommend a student for return where the documentation demonstrates that the student is ready to resume studies and be a successful member of the campus community. The appropriate Health Service gives significant weight to the documentation and the opinion of student's treatment providers regarding the student's ability to function academically and safely at the University with or without accommodations. If the appropriate Health Service determines that information provided by the treatment provider is incomplete, requires further explanation or clarification, or when there is a disconnect between the medical information provided by the treatment provider and other information in the student's files, the appropriate Health Service may contact the treatment provider to obtain additional information. The student will be notified once a determination has been made.

Students who are not cleared to return may appeal the decision. The appeal must be made in writing to the Vice President for Student Life no later than five (5) business days from the date on which the student was notified of the determination. The appellate officer's decision with regard to the appeal is final.

Involuntary Leave of Absence

Fairfield University may determine that a student poses a threat of harm or safety risk to themselves or others that cannot be properly mitigated with reasonable accommodations. In such situations, the University may require the student to take an Involuntary Leave of Absence.

The Dean of Students or appropriate designee may place a student on an interim Involuntary Leave of Absence while the University determines whether an Involuntary Leave of Absence is warranted.

If the Dean of Students or appropriate designee deems it prudent to impose an interim involuntary leave of absence, this may be done without prior notice to a student.

In such circumstances, which shall be determined by the Dean of Students or appropriate designee, the Dean of Students or appropriate

designee should still consider the student's individual circumstances, to the extent they are known, and whether reasonable accommodations may obviate the need for an interim or full Involuntary Leave prior to imposing an interim Involuntary Leave.

If the Dean of Students or appropriate designee imposes an interim Involuntary Leave of Absence, the University will notify the student and the student may ask the Dean of Students or appropriate designee to revoke the interim Involuntary Leave of Absence within seven (7) business days of the imposition of the Involuntary Leave. The student may submit relevant information and meet with the Office of Accessibility to discuss reasonable accommodations in conjunction with the student's request that the Dean of Students or appropriate designee revoke the interim Involuntary Leave of Absence, provided the student does so within five (5) business days of asking that the Involuntary Leave be revoked.

If the Dean of Students or appropriate designee determines that an interim Involuntary Leave of Absence is warranted, the University will normally attempt to notify the student that it is considering placing the student on an Involuntary Leave before imposing an Involuntary Leave.

After being notified, the student will have the option of seeking a voluntary leave of absence. The student must decide whether to seek a voluntary leave within three (3) business days of being notified that the University is considering placing the student on an Involuntary Leave of Absence.

The Dean of Students or appropriate designee will conduct an individualized assessment to determine whether an Involuntary Leave of Absence is warranted in their discretion. This individualized assessment may begin as soon as the University is considering placing the student on an Involuntary Leave of Absence. The individual assessment will include an analysis of whether reasonable accommodations exist that may obviate the need for an Involuntary Leave of Absence.

In considering whether to impose an Involuntary Leave, the Dean of Students or appropriate designee may confer with the Office of Accessibility regarding whether reasonable accommodations exist that may obviate the need for a leave, but is not required to do so.

The Dean of Students or appropriate designee may also confer with the University's Counseling & Psychological Services or any other individual or entity to determine whether an Involuntary Leave of Absence is warranted and/or whether reasonable accommodations exist and may ask the student for permission to speak to and/or obtain information from third parties, including but not limited to the student's treatment providers, if any, but is not required to do so.

Except when the Dean of Students or appropriate designee places a student on interim Involuntary Leave, in which case the procedures above apply, the student ordinarily has five (5) business days after being notified that the University is considering placing the student on an Involuntary Leave of Absence within which to provide relevant information to the Dean of Students or appropriate designee and/or meet with the Office of Accessibility to discuss possible reasonable accommodations, provided that the student notifies the Dean of Students or appropriate designee of the student's intent to provide relevant information or meet with the Office of Accessibility within three (3) business days of being notified that the University is considering placing the student on an Involuntary Leave of Absence.

If the student timely notifies the Dean of Students or appropriate designee of the student's intent to submit relevant information or meet

with the Office of Accessibility, the Dean of Students or appropriate designee will generally not render a decision regarding Involuntary Leave until six (6) business days after the student was notified that the University was considering placing the student on an Involuntary Leave unless the Dean of Students or appropriate designee determines that an interim Involuntary Leave of absence is warranted.

Nothing herein shall, however, preclude the Dean of Students or appropriate designee from imposing an interim Involuntary Leave of absence at any time, even if the Dean of Students or appropriate designee initially determines that an interim Involuntary Leave of Absence is not warranted.

If the student does not timely notify the Dean of Students or appropriate designee of the student's intent to submit relevant information or meet with the Office of Accessibility, the Dean of Students or appropriate designee may render a decision regarding Involuntary Leave immediately.

The University will inform the student of the Dean of Students' or appropriate designee's decision. A student may appeal the Dean of Students' or appropriate designee's decision to the University's Provost or appropriate designee within five (5) business days of being notified of the decision.

An Involuntary Leave of Absence is not disciplinary in nature and is not intended to and does not take the place of any disciplinary proceedings involving the student in question. The University may concurrently proceed with an Involuntary Leave and student disciplinary proceedings.

Returning from an Involuntary Leave of Absence

A student placed on an Involuntary Leave of Absence may apply to rejoin the University community by contacting the Dean of Students in writing.

When a student placed on Involuntary Leave contacts the Dean of Students to rejoin the community, the Dean of Students or appropriate designee will determine whether the circumstances that warranted the leave have sufficiently abated to allow the student to rejoin the community with or without reasonable accommodations.

The student may submit relevant information in conjunction with the student's request to rejoin the University community and the Dean of Students or appropriate designee may consult with the Office of Accessibility, Counseling & Psychological Services, and/or any other individuals or entities, and may ask the student for permission to speak to and/or obtain information from third parties, including but not limited to the student's treatment providers, if any.

The Dean of Students or appropriate designee may also ask the student to submit to independent or University offered examinations, treatment, consultations, counseling, etc. in conjunction with either the Dean of Student's or appropriate designee's consideration of whether to impose a Leave or the student's request to rejoin the University community. The student has the option to decline any examinations, treatment, consultations, counseling, etc. requested by the Dean of Students or appropriate designee, and the Dean of Students or appropriate designee may consider any such declination in rendering a decision with respect to imposing or revoking a Leave.

The student may appeal the decision as to whether the circumstances that warranted the Leave have sufficiently abated to allow the student to rejoin the community, with or without reasonable accommodations, to the Provost or appropriate designee within five (5) business days. The appellate officer's decision with regard to the appeal is final.

The Dean of Students or appropriate designee or the Provost or appropriate designee may exercise their discretion to modify the time requirements and/or limitations in this policy.

Military Leave of Absence

Fairfield University recognizes that students who serve in the U.S. Armed Forces may encounter situations in which military obligations force them to withdraw from a course of study and that this can sometimes happen with little notice. This procedure is intended to recognize and make appropriate allowances for students who find themselves in such situations and seeks to minimize disruption to the lives of servicemembers, allowing them to return to Fairfield without penalty for having left because of their service.

Students may request a Military Leave of Absence to perform service in the uniformed services, whether voluntary or involuntary, in the United States Armed Forces, including service as a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under Federal authority (but not State authority), for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

Student servicemembers will qualify for Military Leave of Absence if:

1. Fairfield University is given notice of the student servicemember's absence for service.
2. The cumulative length of absences from Fairfield University by reason of service does not exceed five years.
3. The student servicemembers give notice of their intent to return by the applicable time limit.

Notice of student servicemember absence shall be directed to the Provost's Office (for undergraduate students, to the Vice Provost for Undergraduate Excellence; for graduate students, to the Vice Provost for Graduate, Continuing and Professional Studies). Notice should be provided by the servicemember or an appropriate officer of the Armed Forces or official of the Department of Defense and given as far in advance as is reasonable under the circumstances.

Returning from Military Leave of Absence

Qualifying servicemember students will be promptly readmitted with the same academic status. The appropriate point in a course or program for a student to resume studies, the timing of the re-enrollment and the determination as to "same academic status" will be determined by Fairfield University taking into account the unique characteristics and requirements of each program and student's circumstances. All requests to return from Military Leave shall be submitted to the Provost's Office (for undergraduate students, to the Vice Provost for Undergraduate Excellence; for graduate students, to the Vice Provost for Graduate, Continuing and Professional Studies) and can be oral or written. The student servicemember seeking to return from Military Leave of Absence must provide documentation to establish that:

1. The student has not exceeded the cumulative five-year limit on absences from Fairfield; and
2. The student's eligibility for readmission has not been terminated by reason of: 1) a dishonorable or bad conduct discharge; or 2) a dismissal of a commissioned officer permitted under section 1161(a) or Title 10 USC by sentence of a general court martial, in commutation of a sentence of a general court-martial, or, in time of war, by order of the President; or 3) a dropping of a commissioned officer from the rolls pursuant to section 1161(b), Title 10 USC due to absence without authority for at least three months, separation

by reason of a sentence to confinement adjudged by a court-martial, or a sentence to confinement in a Federal or State penitentiary or correctional institution.

The types of documents necessary will vary from case to case and the adequacy of such documentation shall be determined by Fairfield University in accordance with applicable law. Fairfield University will not unreasonably delay or attempt to avoid readmission of a student servicemember.

Notice of intent to return from a Military Leave must be provided not later than three years after the completion of the period of service. For a servicemember who is hospitalized for or convalescing from an illness or injury incurred in, or aggravated during, the performance of service, notice must be provided not later than two years after the end of the period that is necessary for recovery from such illness or injury.

If a student servicemember is not prepared to resume studies where the student left off at the time notice to return is due, Fairfield University will engage reasonable efforts that do not place an undue hardship on Fairfield University, to provide assistance to the student servicemember to become prepared or to enable the student to complete the program, including but not limited to providing refresher courses and/or allowing the student servicemember to retake certain academic credentials at no extra cost.

Fairfield University is not required to readmit a servicemember if it determines, after reasonable efforts, that the servicemember is not prepared to resume the program at the point where the student left off, or is unable to complete the program.

General Rules Applicable to Leaves

Authority: The University retains absolute discretion over whether to grant a student's request to take a leave of absence and/or to return from a leave of absence in accordance with this policy.

Campus Access: Students on leave may be present on Fairfield University's campus as guests or visitors, unless otherwise excluded pursuant to another University process and/or directive, and must follow all University policies.

Students living in on-campus housing at the time of a leave of absence are expected to move out within a few days, usually 72 hours.

If invited as a guest in the dorms by other students, students on leave must abide by all applicable guest rules.

Students on leave may not hold leadership positions or participate in University sponsored or funded international travel.

Email and Library Access: Students on leave ordinarily retain remote library privileges and email access for a period of time from the date the leave was initiated.

Disciplinary Violations: A leave of absence does not preclude students from disciplinary violations as provided by the Student Conduct Code.

Finances: The financial consequences of a leave will depend on the timing of the leave and will follow the schedule as announced by the Office of the Bursar on its website, under the "Refunds" page.

Students receiving financial aid should contact the Office of Financial Aid to help answer questions students may have regarding if and how their leave may affect financial aid and help identify any impacts to their financial obligations (including student loan information). Students are

also encouraged to consult the appropriate University Catalog regarding the return of Title IV Funds Policy.

International Students should contact Global Fairfield.

Length of Leave: Because every student's situation is different, the length of leave shall be determined individually, based on that student's particular circumstances. Students are encouraged to consult appropriate University policy (including program specific handbooks) to understand time limitations within which students must complete certain programs and degrees.

Students who are not actively registered and/or enrolled in classes and who do not request a Leave of Absence as described above may be administratively withdrawn from the University.

Credits from Other Institutions

Matriculated students may be permitted to take courses for degree credit at another institution with pre-approval by the dean of the student's school. Only credits (not grades) are transferable. For each approved course taken at another institution, credits will be accepted in transfer only if the student has earned a grade of C or better. Official transcripts should be forwarded to the student's academic dean upon completion of pre-approved coursework at other institutions. CLEP (College-Level Examination Program) credits cannot be applied toward degree requirements.

Students are cautioned that deans will grant permission to take courses elsewhere only when the student can demonstrate compelling reasons to do so or to take advantage of a special curriculum offered at another U.S. institution. Students are expected to complete graduation requirements including Major and *Magis* Core courses at Fairfield University. Further, ***students will not use curricular credits (e.g., transfer or AP credits) to be exempt from elements of Tier 1, to ensure that all students have a common Orientation experience.*** Students participating in a study abroad program while on approved Educational Leave of Absence should consult with the Study Abroad Office prior to departure to obtain course pre-approval.

In all cases, the following restrictions apply:

- Of the 120 or more credits required for the bachelor's degree, a minimum of 60 of those credits must be earned at Fairfield University.
- Students are permitted to take no more than two courses at another regionally-accredited U.S. institution during a summer or winter intercession and no more than 5 courses (post-matriculation) will be applied toward degree completion.
- The last 30 credits earned toward a student's degree must be completed at Fairfield University or through a program that issues Fairfield University course credit.

Advanced Placement

While in high school, some students pursue one or more college-level Advanced Placement courses. Fairfield University will award three or four hours of credit toward graduation for each AP course taken by a student, provided that the student has taken an Advanced Placement Test prepared by the CEEB program. **Fairfield will only accept a score of 5 on the test for some subjects; however, for most a score of 4 or 5 will be accepted. It is the discretion of college/school officials to determine if such AP credits can be used to exempt students from specific University courses or requirements. AP credit will not be awarded for Tier I Orientation courses in the *Magis* Core.** No student will be

awarded more than a total of 15 AP credits by Fairfield University. *If a student is placed into the same Fairfield course after AP credit has been awarded (in most cases due to either Language or Mathematics placements), the student must waive the AP credits.*

Below is a partial list of AP tests submitted by students that are considered for Fairfield credit at the undergraduate level.

AP Test	Credits
Art History	3
Biology	4
Chemistry	4
Microeconomics	3
Macroeconomics	3
English ¹	3
Environmental Science	3
European History	3
U.S. History	3
World History	3
Calculus AB	4
Calculus BC	8
Computer Science Principles	3
Computer Science A	3
French Language	3
German Language	3
Italian Language	3
Spanish Language	3
Physics I or II	3
Physics C	4
Psychology	3
Statistics	3
U.S. Government and Politics	3
Comparative Gov't and Politics	3
Studio Art: 2D Design	3
Studio Art: 3D Design	3
Studio Art: Drawing	3

¹ Students may receive credit toward Fairfield's degree requirements for only one AP English exam. Further, these will only count as elective credits, as all students must complete ENGL 1001 in the *Magis* Core.

Higher Level International Baccalaureate Courses

Fairfield University recognizes the advanced nature of Higher Level International Baccalaureate courses. Generally, three credits will be awarded toward a Fairfield degree for a Higher Level IB course taken by a student, provided a grade of six or seven is achieved. Final determination concerning the amount of credit and whether or not it can be used to exempt students from specific University courses or requirements rests with the dean in consultation with the academic department. Normally, Higher Level IB credit will not exempt a student from requirements in their major. **Higher Level IB credit will not be awarded for Tier I Orientation courses in the *Magis* Core.** Students can earn a maximum combined total of 15 credits for Higher Level IB and Advanced Placement courses.

College Courses Completed While in High School

For students who pursue college courses while in high school, upon receipt of an official college transcript and related documentation, the course work will be evaluated by the appropriate dean/director in consultation with the appropriate curriculum area, provided the following criteria are met:

- The course(s) must have been completed in a college environment and must have been taught by a college professor
- The course(s)/credits were not used to satisfy high school graduation requirements
- A final grade of "C" or better was earned

The student's dean will determine the appropriateness of the transfer credit for the student's program and decide whether it has met Fairfield's curriculum standards. A maximum of 15 credits of approved coursework will be awarded transfer credit. The grades will not be transferred. Further, ***students will not use curricular credits (e.g., transfer or AP credits) to be exempt from elements of Tier 1, to ensure that all students have a common Orientation experience.*** *If a student is placed into the same Fairfield course after transfer credit has been awarded, the student must waive the transfer credits.*

Transcripts

Fairfield University transcripts are ordered online via Parchment with the option to request paper (mailed) or electronic (emailed) official transcripts. The Parchment site guides you through creating your account, the ordering process, and delivery options and fees. Your signed consent is required to fulfill your transcript order. Order updates are emailed, and you can check your order status online. Transcript orders will not be processed if there are certain holds, such as financial, on your Fairfield University account.

Academic Freedom and Responsibility

The statement on academic freedom, as formulated in the 1940 Statement of Principles endorsed by the AAUP (American Association of University Professors) and incorporating the 1970 interpretive comments, is the policy of Fairfield University. Academic freedom and responsibility are here defined as the liberty and obligation to study, to investigate, to present and interpret, and to discuss facts and ideas concerning all branches and fields of learning. Academic freedom is limited only by generally accepted standards of responsible scholarship and by respect for the Catholic commitment of the institution as expressed in its mission statement, which provides that Fairfield University "welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community."

Freedom of Expression

As an academic institution, Fairfield University exists for the transmission of knowledge, pursuit of truth, development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. Fairfield University recognizes that academic freedom, freedom of expression, and responsibility are required to realize the essential purposes of the University.

Student Rights

As constituents of the academic community, students should be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body.

Fairfield University students are both citizens and members of the academic community. As citizens of a private institution, Fairfield's students enjoy the same freedom of speech, peaceful assembly, and right of petition that students at other private institutions enjoy as accorded by law, and as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administration officials should ensure that institutional powers are not employed to deprive students of their rights as accorded to them by law and University policy. At the same time, the institution has an obligation to clarify those standards which it considers essential to its educational mission and its community life. These expectations and regulations should represent a reasonable regulation of student conduct.

As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. They do this within the requirements of the curriculum and the courses in which they are enrolled.

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. This means that students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students in professional programs are expected to understand and uphold the standards required in their profession.

Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests. Students and student organizations should be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. Students should be allowed to invite and to hear any person of their own choosing. Those procedures required by an institution before a guest speaker is invited to appear on campus should be designed only to ensure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. Guest speakers are subject to all applicable laws, and to the University policies on harassment and discrimination. Students' freedom of expression extends to their ability to express their opinions in writing or through electronic means, and to distribute and post materials expressing their opinions. Any restrictions should be designed only to ensure the orderly use of space and facilities, to provide reasonable restrictions on commercial messages, to comply with applicable fire, health or safety codes, to comply with the University's Non-Discrimination and Harassment Policy, or to comply with state or federal law. Students should always be free to support causes by orderly means which do not disrupt operations of the institution. At the same time, it should be made clear to the academic and larger community that in their public expressions or demonstrations, students or student organizations speak only for themselves and not the institution.

Student Responsibilities

Freedom of expression enjoyed by students is not without limitations. The rights set forth herein must be balanced against and considered in the context of the following responsibilities:

- Students have the obligation to refrain from interfering with the freedom of expression of others.
- Students have the responsibility to respect the rights and beliefs of others, including the values and traditions of Fairfield University as a Jesuit, Catholic institution.
- Students have the responsibility to support learning, and when learning, to engage others in a respectful dialogue, to never threaten the safety or security of others, and to comply with all University policies prohibiting harassment, hate crimes, and discrimination.

All policies in this catalog and the actions taken under them must support Fairfield University's Mission Statement and the Statement on Academic Freedom.

Honor Code

Fairfield University's primary purpose is the pursuit of academic excellence. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Therefore, it is expected that all students taking classes at the University adhere to the following Honor Code:

"I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

Academic Honesty

All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. Such integrity is fundamental to, and an inherent part of, a Jesuit education, in which teaching and learning are based on mutual respect. It is further expected that students will follow these standards and encourage others to do so.

Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and are to include attribution for any ideas or language that are not their own. Examples of dishonest conduct include, but are not limited to:

- Falsification of academic records or grades, including but not limited to any act of falsifying information on an official academic document, grade report, class registration document or transcript.
- Cheating, such as copying examination answers from materials such as crib notes or another student's paper.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results, or sources.
- Giving, receiving, offering, or soliciting information in examinations.

- Using previously prepared materials in examinations, tests, or quizzes.
- Destruction or alteration of another student's work.
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- Appropriating information, ideas, or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course - commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one's own original work will be considered plagiarism.
- Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. A notation of the event is made in the student's file in the academic dean's office. The student will receive a copy.

Student Academic Grievance Procedure

Purpose

Procedures for review of academic grievances protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

Types of Grievances

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. This procedure is concerned solely with academic grievances. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for those for which other structures within the university serve as an agency for resolution.

Academic grievances relate to procedural appeals, academic dishonesty appeals, or quality of work appeals.

Procedural appeals are defined as those seeking a remedy in which no issue of the quality of a student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic dishonesty appeals are defined as those seeking a remedy because of a dispute over whether plagiarism, cheating, or other acts of academic dishonesty occurred. Remedies would include but not be limited to removal of a file letter, change of grade, or submitting new or revised work.

Quality of work appeals are defined as those seeking a remedy, following the completion of a course, because the evaluation of the quality of a student's coursework is alleged to be prejudiced or capricious.

Time Limits

The procedure herein defined must be initiated by the end of the subsequent fall or spring semester after the event that is the subject of the grievance. If the grievance moves forward, all subsequent steps of the informal process must be completed and the formal process must be initiated before the end of the second semester subsequent to the event that is the subject of the grievance.

Informal Procedures

1. The student attempts to resolve any academic grievance with the faculty member. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she or he advances to step two.
2. The student consults with the chair or program director, bringing written documentation of the process to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she or he advances to step three.
3. The student presents the grievance to the dean of the school in which the course was offered, bringing to this meeting documentation of steps one and two. After conversation with the instructor of record and the department chair/program director, the dean will inform the student whether or not the grade shall be changed by the instructor of record. If the student is dissatisfied with the outcome, the dean will inform the student of the right to initiate formal review procedures.

Formal Procedures

1. If the student still believes that the grievance remains unresolved following the informal procedures above, she or he initiates the formal review procedure by making a written request for a formal hearing through the dean to the Provost. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the dean's opinion of the grievance.
2. The Provost determines whether the grievance merits further attention. If not, the student is so informed. If, however, the grievance does merit further attention, the Provost determines whether it is a procedural appeal, an academic dishonesty appeal, or a quality of work appeal.

For procedural appeals and academic dishonesty appeals, the Provost will convene a Grievance Committee according to the process described below, providing the committee with the written documentation resulting from the previous steps in the appeal process.

For quality of work appeals, the Provost will request that the chair of the department through which the course is taught, or if the chair is the subject of the grievance a senior member of the department, assemble an ad hoc committee of three department/program members to review the appeal, providing the committee with the written documentation resulting from the previous steps in the appeal process.

3. For procedural appeals and academic dishonesty appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The committee adheres to due process procedures analogous to those in the *Faculty Handbook*.

For quality of work appeals, the department committee shall make itself available to meet and discuss the appeal with the student, and shall discuss the appeal with the instructor of record for the course. If the final consensus of the department committee is that the academic evaluation that led to the course grade was neither prejudiced nor capricious, the appeals process ends here.

4. For procedural appeals and academic dishonesty appeals, the recommendation from the Grievance Committee is forwarded to

the Provost in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation. Should the Grievance Committee conclude that a change of grade is warranted, the two faculty members on the Grievance Committee will recommend an appropriate grade. In case of disagreement between the two faculty members, the dean chairing the Grievance Committee will decide which of the two recommended grades to accept. The recommended grade change shall be included in the report.

For quality of work appeals, if the final consensus of the department committee is that the academic evaluation that led to the course grade was prejudiced or capricious, the department committee will recommend an alternative course grade. If the instructor of record agrees to change the grade to that recommended by the committee, the appeals process ends here. If the instructor of record declines to change the grade, the department committee shall prepare a written report, including the department committee's recommended grade. The report will be forwarded to the Provost and the instructor of record, who may send the Provost a written response to the report.

5. For procedural appeals and academic dishonesty appeals, the Provost renders a final and binding judgment, notifying all involved parties. If such an appeal involves a dispute over a course grade given by a faculty member, the Provost is the only university official empowered to change that grade, and then only to the grade recommended by the Grievance Committee.

For quality of work appeals, if the Provost agrees with the department committee that the academic evaluation that led to the course grade was prejudiced or capricious, she or he is authorized to change the course grade to the grade recommended in the department committee's report.

Structure of the Grievance Committee

The structure of the Grievance Committee will be as follows:

- Two faculty members to be selected from the Student Academic Grievance Board. The faculty member against whom the grievance has been directed will propose four names from that panel, the student will strike two of those names, and the two remaining faculty members will serve.
- Two students to be selected from a standing pool of eight students elected by the student government. The student filing the grievance will propose four names from that panel, the faculty member will strike two of those names, and the two remaining students will serve.

In the event that any faculty member or student selected through the foregoing process is unable to meet, another elected member of the panel will serve as an alternate.

The Grievance Committee will be chaired by a dean (other than the dean of the school in which the course was offered) to be selected by the Provost. The dean so selected will have no vote except in the event of a tie, and will be responsible for overseeing the selection of the Grievance Committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.

Due Process Procedure

1. Both the student and the faculty member shall have the right to be present and to be accompanied by a personal advisor or counsel throughout the hearing.
2. Both the student and the faculty member shall have the right to present and examine witnesses and to cross-examine witnesses.
3. The administration shall make available to both the student and the faculty member such authority as it may possess to require the presence of witnesses.
4. The Grievance Committee shall promptly and forthrightly adjudicate the issues.
5. The full text of the findings and conclusions of the Grievance Committee shall be made available in identical form and at the same time to both the student and the faculty member. The cost shall be met by the university.
6. In the absence of a defect in procedure, recommendations shall be made to the Provost by the Grievance Committee as to possible action in the case.
7. At any time should the basis for an informal hearing appear, the procedure may become informal in nature.

Grievance Process Complaints

Fairfield University endeavors to resolve all grievances, complaints and disputes in a timely and fair manner. In the event a student believes a complaint remains unresolved after the conclusion of Fairfield University's grievance and/or dispute resolution processes (including all appeals), the student may request that the complaint be reviewed by the State of Connecticut Office of Higher Education. The Office of Higher Education is responsible for quality review of independent colleges and will investigate complaints concerning matters within its statutory authority. For more information or to file a complaint, contact:

Office of Higher Education
61 Woodland Street
Hartford, CT 06105-2326
Phone: 800-842-0229

Fairfield University is accredited by the New England Commission of Higher Education (NECHE). Students may contact:

NECHE
3 Burlington Woods Drive
Suite 100
Burlington, MA 01803
Phone: 855-886-3272

Resources and Services

Accessibility

Fairfield University is committed to providing qualified students with disabilities an equal opportunity to access the benefits, rights, and privileges of its services, programs and activities in an accessible setting. In compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and applicable state law, the University provides reasonable accommodations to reduce the impact of disabilities on academic functioning or upon other major life activities. The Office of Accessibility is responsible for evaluating and coordinating appropriate accommodations for students with disabilities. Students with disabilities or temporary impairments seeking accommodations because of a disability or temporary impairment must contact the Office as early

as possible in the semester to complete the registration process for accommodations. Once a student with a disability has registered and has been approved for accommodations, the student is responsible for providing their accommodation letter to each of their professors. Students with accommodations are encouraged to set up a meeting with their professors at the beginning of the semester to discuss how their accommodations will be implemented. If a student with a disability feels discriminated against on the basis of their disability or feels that they have been denied access or accommodations they are legally entitled to, they are encouraged to review the University's disability grievance procedure located in the Students with Disabilities section of the Student Handbook. Students can also contact The Office of Accessibility to learn more about the disability grievance procedure.

Academic Advisor

All members of the faculty share personally and actively in the responsibility for providing students with educational, career, and personal guidance. One of the hallmarks of a Jesuit education is the personal interest each professor takes in students; the professor tries to gauge each student's strengths and weaknesses. Students who have a declared major are assigned a faculty advisor in that academic discipline. Undeclared students are also assigned a faculty advisor. However, when these students declare a major, they will be reassigned to an advisor in the academic discipline chosen. Advisors are available to meet regularly with students, monitor progress, advise students at registration time, and discuss courses and programs of study, co-curricular involvement, and high-impact learning opportunities such as study abroad, capstones, and internships. Fairfield's faculty advisors, along with professional advising staff and peer mentors, promote a holistic approach to academic advising that encourages students to be actively engaged and to make thoughtful choices regarding their current and future plans.

Academic Alert System

Students' academic progress is monitored through the Early Alert and Midterm Estimate reporting structures, which provide faculty advisors, deans' offices, and other campus resources pertinent behavioral and academic performance information to assist students with academic concerns/issues. Additionally, many academic departments provide peer tutoring services, specifically for those first-year and advanced courses where students tend to struggle or to seek additional assistance.

Academic Support Programs

Bannow Science Center

The Rudolph F. Bannow Science Center houses advanced instructional and research facilities that foster the development of science and engineering learning communities, engage students in experiential learning, and invite collaborative faculty and student research in biology, chemistry, computer science, engineering, mathematics, physics, and psychology.

Culpeper Language Resource Center

The Charles E. Culpeper Language Resource Center, located in Canisius 207, is designed to support and promote the study and instruction of foreign languages and their cultures. Students work interactively with computer and web-based materials. This allows them to take ownership of their learning experience and become lifelong learners. We provide one-on-one assistance in finding materials, and in accessing the online components of languages courses.

Math Center

The Math Center offers free tutoring for core mathematics courses, including Precalculus, Calculus I and II, and Statistics. This is provided via individual and small group tutoring sessions. For more information or to schedule an appointment, please visit the website.

Writing Center

The Writing Center offers writing assistance and resources to all students. Tutors work with students on any writing project and at any stage of the project's development. For more information or to schedule an appointment, please visit the website.

Science Center

The Science Center offers tutoring and mentoring for the core sciences (Biology, Chemistry/Biochemistry, Physics). This is provided via individual and small group tutoring sessions. For more information or to schedule an appointment, please visit the website.

Aloysius P. Kelley, S.J. Center

Located on Loyola Drive, the Kelley Center houses the offices of Undergraduate and Graduate Admission, Financial Aid, Registrar, and the Career Center.

Arts and Minds Programs

Fairfield University serves as an important hub for students and visitors from the region seeking entertaining and inspiring cultural events and activities.

- The **Regina A. Quick Center for the Arts** houses the Aloysius P. Kelley, S.J. Theatre, the Lawrence A. Wien Experimental Theatre, and Fairfield University Museum's Thomas J. Walsh Art Gallery.
- **Fairfield University Art Museum** is comprised of the **Thomas J. Walsh Art Gallery** in the Quick Center and the **Bellarmino Hall Gallery**, located in Bellarmine Hall. A showcase for significant art objects and rotating exhibits, the Fairfield University Museum displays a rich and varied collection of paintings, sculpture and decorative arts objects and serves as a learning laboratory for students and members of the regional community.
- The **Wien Blackbox Theatre in the Quick Center** is home base for Theatre Fairfield, the University's performing arts club, and provides another venue for theatre and dance in an intimate setting.

In addition, various departments host exhibitions, lectures, and dramatic programs throughout the academic year, including the popular lecture series **Open Visions Forum**. These events are open to all members of the University community and many are free. All Fairfield students receive free or discounted tickets for arts events. For a cultural calendar, visit our website.

Career Center

The Fairfield University Career Center provides opportunities for students to participate in a wide variety of career development experiences to prepare them for careers after college. These offerings work in tandem with and augment their academic development. The Office identifies, cultivates and promotes corporate (profit, not-for-profit) part- and full-time employment and internship opportunities, and provides guidance on further educational opportunities post-Fairfield. Further, both the College of Arts and Sciences and the Dolan School of Business provide career and professional development services for their students via centers within each dean's suite. Services among the various centers include:

career exploration programming; professional workshops; employer immersion experiences; developmental resources, recruitment; employer engagement. The University Career Center and its resources are available to all students; however, career counselors are located in each center to support the specific school/college (Egan, Engineering & Computing, and Education & Human Development counselors are located in the University Career Center).

DiMenna-Nyselius Library

The DiMenna-Nyselius Library offers: access to millions of books and ebooks and numerous databases of academic articles and streaming media; one-on-one research or study skills consultations with a librarian in-person, by email, phone, and 24/7 help via chat; online research guides, citation guides, and tutorials; a student donated textbook collection and course reserves; reservable spaces to conduct group work; drop-in wellness room, private and reservable lactation room; tech equipment such as computers, laptops, chargers, printers, scanners; and InterLibrary Loan. All first-year undergraduate students and new transfer students are assigned their own Personal Librarian. 24/7 study space is available in the Weil Café and CAS Fredrickson Family Innovation Lab, and the entire building is open 24 hours during final exam periods. Check the library website for updated hours.

Academic Commons

The Fairfield University Academic Commons supports the scholarly success and intellectual growth of our students. **Academic Commons partners are dedicated to:**

- Coordinating academic resources
- Helping students achieve their educational goals
- Creating an inclusive environment for students
- Eliminating barriers to student success
- Strengthening students' academic experience, in and out of the classroom

The Academic Commons is comprised of the following areas: Office of Accessibility, CAS Fredrickson Family Innovation Lab, ITS Help Desk, Global Fairfield, Math Center, Science Center, Writing Center, and the DiMenna-Nyselius Library.

Early Learning Center

The Center provides an early care and education program based on accepted and researched theories of child development; individualized programs designed to meet the needs of each child; a curriculum that is child-oriented; and teaching staff who have training in child development and developmentally appropriate practices with young children, including health, safety, and nutritional guidelines.

The Center is open year-round from 7:30 am to 5:30 pm for children aged 12 weeks to 5 years. Registration takes place on a rolling basis based on availability. For tuition details, registration requirements, or other information, call the Center at 203-254-4198 or visit the website.

Information Technology Services

The Information Technology Services (ITS) department offers networking, wireless and computer technology resources for the entire Fairfield University community.

ITS maximizes the use of technological innovations not only in the learning environment but also in all of Fairfield's business processes. ITS

is responsible for managing the Workday platform, which securely houses all information on each individual student's academic record as well as financial and human resources data and my.Fairfield, a web-based portal from which most university online resources can be accessed.

ITS maintains approximately 150 classrooms across campus, as well as specialized instructional spaces and a few public-use computer labs which are accessible to all students with a valid StagCard. ITS's goal is to consistently furnish cutting-edge technology to support a collaborative teaching and learning environment, and to provide as much compatibility as possible across all platforms and devices that students might own.

For more information on Information Technology Services, please visit the ITS website.

Academic Computing

The Academic Computing team provides a broad range of software support to the faculty and students of Fairfield University. Assistance is available for individual instructors who wish to explore ways to incorporate technology into their coursework. Software vetting, training, and support, application integration, course management systems, and the use of computers/iPads are some of the services the Academic Computing staff provide.

- Academic Computing Resources

Blackboard

Academic Computing manages and supports the Blackboard Learn course management system which offers a wide range of teaching tools.

- Blackboard Login Page
- Blackboard Resource Page (including FAQs, resource guides, etc.)

Faculty/Staff and Student Networks

ITS is responsible for the maintenance and upgrades of both the student and faculty/staff networks on campus.

Help Desk

The ITS Help Desk provides free technology support for issues like wireless connectivity, warranty-covered hardware replacements (HP and Apple), malware prevention/cleanup, and limited software/hardware support for student-owned computers. We offer both mac and Windows weakly loaner computers to students on a first come first serve basis.

Location: DiMenna-Nyselius Library, Room 230 (Main Floor)
Phone: 203-254-4069 | E-mail (itshelpdesk@fairfield.edu) | Wiki

Academic Year Hours: Monday - Thursday 7:45 AM - 8:00 PM, Friday 7:45 AM - 5:00 PM, Sunday 4:00 PM - 8:00 PM

Summer Hours: Monday - Thursday 8:30 AM - 5:00 PM, Friday 8:00 AM - 12 PM

my.Fairfield

All students use their NetID to access my.Fairfield, a secure web portal used to view course schedules, access library services remotely, register for classes and parking permits, view and pay tuition bills, print unofficial transcripts, and much more.

NetID

A Fairfield University NetID is your username/password combination that provides access to a variety of online resources and services, including my.Fairfield and your student Gmail account. Your NetID is obtained

through the claim process found in the ITS Wiki. You will need to claim your NetID in order to access all Fairfield online resources.

Note: All official university communications are sent to students' University Gmail accounts. No personal email accounts should be used. Your email address follows the format `netid@student.fairfield.edu`. For example, if your name is Lucas F. Stag and your NetID is `lucas.stag`, your email address is `lucas.stag@student.fairfield.edu`.

Student Life

International Students

International students are supported by Global Fairfield located in DiMenna-Nyselius Library lower level, and the Office of Student Engagement (Graduate and International Student Life) located in the Barone Campus Center lower level. Both offices work cooperatively to provide an orientation program exclusively for international students. Global Fairfield provides assistance with visa and immigration matters, and the Office of Student Engagement (Graduate and International Student Life) provides assistance with onboarding along with activities and support during their educational experience.

Student Handbook

For information about Compliance Statements and Notifications, Policies and Procedures, Student Conduct Code, Residential Guidelines, and Clubs and Organizations, please see the Student Handbook.

Accreditations

Fairfield University is fully accredited by the New England Commission of Higher Education (NECHE), which accredits schools and colleges in the six New England states. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Additional Accreditations

- The Association to Advance Collegiate Schools of Business (AACSB International)
 - Charles F. Dolan School of Business
- Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
 - BS in Biomedical Engineering
 - BS in Computer Science
 - BS in Electrical Engineering
 - BS in Mechanical Engineering
- American Chemical Society
 - John Charles Meditz College of Arts and Sciences
 - BS in Chemistry
- American Alliance of Museums (AAM)
 - Fairfield University Art Museum
- Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE)
 - School of Education and Human Development (SEHD)
 - Marriage and Family Therapy program
- Connecticut State Department of Higher Education (CTOHE)
 - All schools and programs
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)

- SEHD
 - Clinical Mental Health Counseling and School Counseling programs
- Council for the Accreditation of Educator Preparation Programs (CAEP)
 - SEHD
- Council on Education for Public Health (CEPH)
 - Bachelor of Science
- Council on Social Work Education (CSWE)
 - Bachelor of Social Work
 - Master of Social Work
- Commission on Collegiate Nursing Education (CCNE)
 - Marion Peckham Egan School of Nursing and Health Studies
 - Undergraduate Nursing programs
 - Masters Nursing programs
 - Doctoral programs
- Society for Simulation in Healthcare (SSH)
 - Marion Peckham Egan School of Nursing and Health Studies Simulation Center
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
 - Doctorate in Clinical Nutrition Program (granted candidacy for accreditation)
- Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
 - Nurse Anesthesia Program
- Accreditation Commission for Midwifery Education (ACME)
 - Nurse Midwifery program
- Accreditation Association for Ambulatory Healthcare (AAAHC)
 - Student Health Center
- Accreditation of Counseling Services (IACS)
 - Counseling & Psychological Services

Program Approvals

- Connecticut State Office of Financial and Academic Affairs for Higher Education
 - Elementary and Secondary Teacher certification programs
 - Graduate programs leading to certification in specialized areas of education
 - School of Nursing programs
- Connecticut State Department of Education and Council for the Accreditation of Educator Preparation Programs (CAEP)
- Connecticut State Board of Examiners for Nursing
 - Undergraduate Nursing programs
- Council on Accreditation of Nurse Anesthesia Educational Programs
- Texas Higher Education Coordinating Board
 - Second Degree Nursing program in Austin, TX
 - DNP in Nurse Anesthesia in Austin, TX

Institutional Memberships

- America East Athletic Conference
- American Association for Employment in Education
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Council for Higher Education

- American Council on Education
- American Society for Engineering Education
- APPA: Leadership in Educational Facilities
- Association for Information Communications Technology Professionals in Higher Education
- Association for Student Affairs at Catholic Colleges and Universities
- Association for the Advancement of Sustainability in Higher Education
- Association for University and College Counseling Center Directors
- Association of American Colleges and Universities
- Association of Catholic Colleges and Universities
- Association of College Unions International
- Association of Governing Boards
- Association of International Education Administrators
- Association of Jesuit Colleges and Universities
- Association to Advance Collegiate Schools of Business
- Campus Compact
- Catholic Campus Ministry Association
- Connecticut Association of Colleges and Universities for Teacher Education
- Connecticut ACE Women's Network
- Connecticut Conference of Independent Colleges
- Connecticut Council for Higher Education
- Connecticut Distance Learning Consortium
- Connecticut Education Network
- Connecticut Library Consortium
- Council for Opportunity in Education
- Council of Connecticut Academic Library Directors
- Council of Independent Colleges
- Eastern Academic Scholars Trust
- Eastern Collegiate Athletic Conference
- EDUCAUSE
- EDUCAUSE Center for Applied Research
- EDUCAUSE Learning Initiative
- Fairfield Chamber of Commerce
- Five College Library Repository
- Greater Bridgeport Regional Business Council
- Higher Education Data Sharing Consortium
- International Association of Campus Law Enforcement Administrators
- International Society for Technology in Education
- Jesuit Association of Student Personnel Administrators
- Lyrasis
- Metro Atlantic Athletic Conference
- NASPA: Student Affairs Administrators in Higher Education
- National Action Council for Minorities in Engineering
- National Association for Campus Activities
- National Association of College and University Attorneys
- National Association of College and University Business Officers
- National Association of Colleges and Employers
- National Association of Collegiate Directors of Athletics
- National Association of Independent Colleges and Universities
- National Catholic Educational Association

- National Collegiate Athletic Association
- National Collegiate Honors Council
- National Institute for Technology and Liberal Education
- National Intramural-Recreational Sports Association
- National League for Nursing
- Network for Vocation in Undergraduate Education
- New England Business and Economic Association
- New England Library Information Network
- Northeast Regional Computer Program
- Online Computer Library Center
- Society for College and University Planning
- The College Board
- The Forum on Education Abroad

Compliance Statements and Notifications

Catalog

The provisions of this catalog are not to be regarded as an irrevocable contract between Fairfield University and the students. The University reserves the right to change any provision or any requirement at any time. The course listings represent the breadth of the major. Every course is not necessarily offered each semester.

Compliance Statements and Notifications

For information about student rights under the Family Education Rights and Privacy Act (FERPA), the University's Non-Discrimination Statement, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, please see the Student Handbook.

Admission

Admission Policies and Procedures

Fairfield University admits without discrimination students of any sex, race, color, marital status, sexual orientation, gender identity, religion, national or ethnic origin, or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University.

First-Year Admission

Successful candidates for admission should have received a high school diploma from a recognized high school or preparatory school and should have acquired no less than 15 units in college-preparatory studies. The unit is commonly understood as a measure of credit assigned for the successful completion of a high school course that meets four or five times each week throughout the year; college-preparatory units are those usually found in the high school curriculum that explicitly prepares students for college. No vocational, commercial, or industrial units are considered to be preparatory to the work of the liberal arts university. Candidates for admission must take units chosen from the areas listed below.

Basic Requirements

English	4
Mathematics	3 to 4

may include:

Algebra 1	
Algebra 2	
Geometry	
Pre-calculus	
Calculus	
Foreign Language	2 to 4
Laboratory Science	3 to 4
may include:	
Earth Science	
Biology	
Chemistry	
Physics	
History/Social Science	3 to 4

Candidates interested in mathematics, engineering, business, and the sciences are urged to pursue a fourth unit of lab science and mathematics, preferably pre-calculus or calculus. Candidates for nursing must have one laboratory course in chemistry.

In addition to the basic requirements, applicants must present evidence to indicate interest in and competence for college studies. To that end they must submit a complete record of high school studies, together with other supporting materials as described in the admission application form.

The admission process at Fairfield University is test-optional. Students may choose whether or not to submit the results of the SAT or ACT. Students should indicate on the Common Application whether or not it is their intention to have their scores considered in the admission process.

All students for whom English is not their native language are required to submit results from the TOEFL, IELTS, or DUOLINGO exam(s). For the TOEFL, a minimum score of 80 (Internet-based) or a minimum score of 550 (paper-based) is required. For the IELTS, a minimum score of 6.5 is required. For DUOLINGO, a minimum score of 105 is required. Students must submit official institutional score reports, NOT student score reports. The University may, at its discretion, admit students who do not meet the regular published entrance requirements.

Admission APPLICATION PLANS

Applicants for **Early Action** must submit all application materials, including the Common Application, high school transcript, and school counselor recommendation by November 1. Students may choose whether to submit the results of their ACT or SAT exams. Early Action candidates who are interested in arranging an interview should make that request by November 15. Early Action candidates will be notified of their admission decision before January 1. Early Action admission is non-binding, and students have until May 1 to make their college selection.

Fairfield University also offers two **Early Decision** admission programs. Early Decision I and II are *binding* agreements. If a student is admitted under the Early Decision guidelines, they must agree to withdraw any pending college applications and confirm enrollment at Fairfield. The application deadline for Early Decision I admission is November 15, and students will receive notification of the decision by December 15. The application deadline for Early Decision II admission is January 15, and students will receive notification of the decision by February 15.

The deadline for **Regular Decision** applicants to have all application materials (application, high school transcript, and school counselor recommendation) submitted is January 15.

The University also strongly recommends a campus visit and/or an (optional) personal interview.

Academic Scholarships

A number of merit scholarships, ranging from \$18,000 to \$30,000 are available to students. All students who apply for admission are automatically considered for a merit scholarship. Successful candidates will be students with outstanding academic records, as well as strong records of achievement and engagement outside of the classroom.

WaitList

First year applicants to Fairfield will receive one of three decisions: admit, deny, or a waitlist offer. Waitlist students who are serious in their intent to remain on the waitlist are asked to confirm their place on the waitlist via the waitlist confirmation option on their online portal.

Alumni Relatives

As a Catholic, Jesuit university with a 500-year tradition, Fairfield seeks to find students who have an affinity for our style of education. One of the strongest endorsements an educational institution can receive is to have alumni send their children to their alma mater. At Fairfield, we believe that such candidates can contribute significantly to enhancing the tradition and the spirit that are an important part of a Fairfield education. In light of this, it is our practice to consider a student's legacy connections to Fairfield when reviewing a candidate's application for admission.

Deferred Admission

Occasionally, a student who has been admitted to the University will seek permission to defer their admission for a variety of reasons. Students may defer for one semester, or up to one year. In order to defer, students must submit their request in writing to the Office of Undergraduate Admission, receive permission to defer, and then pay the confirmation deposit to hold their place in the class. In order to defer admission, a student must agree to not take more than 11 college credits during the deferral period. Any merit scholarship that a student was awarded will be honored when the student enrolls. However, a student who defers will be required to re-apply for need-based financial assistance.

Transfer Admission

The University welcomes qualified students who wish to transfer to Fairfield from other accredited colleges. Students interested in transferring normally have accumulated at least 15 credits and have maintained a minimum of a 2.50 grade point average (the Charles F. Dolan School of Business requires a minimum of a 2.80 GPA). Transfers are not accepted into the full-time program for a Bachelor of Science in nursing. Please note that the above GPAs are simply a minimum and not a guarantee of admission. To apply, students must submit, in addition to the required application forms, an official high school transcript, official college transcript(s), and course catalog descriptions for each class they have taken in college or are currently taking. Students must also submit a form from the dean of students office from all colleges attended indicating their academic and disciplinary standing. Students may choose whether or not to send the results of their ACT or SAT exams. Every transfer student is required to complete a minimum of 60 credits at Fairfield University in order to receive a bachelor's degree from Fairfield University. Applications should be directed to the Office of Undergraduate Admission. The priority application deadline for September admission is April 1; the priority deadline for January admission is November 15. The University reserves the right to suspend admission for a particular term due to space constraints. The ability to apply for each term will be communicated on the University's website on a semester-by-semester basis.

International Students

Matriculating international students must attend Fairfield University on a full-time basis (minimum of 12 credits per semester). Degree-seeking (first-year or transfer) students should contact the Office of Undergraduate Admission for further information. To be eligible to attend Fairfield the student must:

1. Provide a complete and certified listing of all academic institutions attended, including dates of entry, grades, termination, and title of the certificate or diploma received. Include rank in class if available. These documents should be prepared in English or with an official English translation.
2. Demonstrate proficiency in the English language. A TOEFL minimum score of 80 (Internet-based) or 550 (paper-based), IELTS minimum of 6.5, or Duolingo minimum of 105 would be required for admission consideration.
3. Prove sufficient financial support for the period of the student's stay at Fairfield, including tuition, room and board, and transportation. This can be supplemented with Fairfield University Scholarship and Financial Aid.
4. Obtain an F-1 student visa (required for entry into the United States for the purpose of studying full-time at Fairfield) after receiving an I-20/DS-2019 from the University. The visa must be issued by the U.S. Embassy or Consulate in one's own country.

Non-matriculated international students may attend Fairfield University for a semester or academic year. All students must be enrolled on a full-time basis (minimum of 12 credits per semester). Such students are accepted into the academic programs at Fairfield and are treated as regular members of the student body. They are usually full-fee-paying students. Visiting international students should contact the Office of International Student Life, 203-254-4000, ext. 2902.

Part-Time and Continuing Studies

University Policies for Part-Time Students

Many of the University's academic and curricular policies that are listed in the Undergraduate Catalog are applicable to part-time students as appropriate. This includes course withdrawal and refund policies, medical withdrawal and readmission after a medical withdrawal, among other policies. Part-time students should review the academic policies and procedures found in the Undergraduate Academic Catalog and important academic year dates found in the Academic Calendar. The Student Handbook also provides information on the University's student code of conduct, resources and services for all students, including part-time students.

ACCELERATED SECOND DEGREE NURSING PROGRAM (ASDNU) ADMISSION

Fairfield University's Accelerated Second Degree Nursing Program, (ASDNU), offered by the Egan School of Nursing and Health Studies, has been designed for individuals who already have their first bachelor's degree in a major other than nursing and now want to earn a bachelor's in nursing (BSN) through a full-time, accelerated 15-month format. The Fairfield campus program offers one annual cohort starting each May. Fairfield University's location in Austin, Texas offers two annual 15-month ASDNU cohorts starting each May and January. Admission for the ASDNU program is conducted on a rolling basis. For detailed ASDNU curriculum, application deadlines, and admission requirements, please visit ASDNU.

Financial Aid

Financial aid is available to part-time students who are enrolled in a degree program and taking a minimum of two courses (6-credits) per semester. All part-time matriculated students are welcome to utilize the services and expertise on financing their education offered by the Office of Financial Aid.

Maintaining Status

To be considered an active part-time matriculated student, a student must have been enrolled in at least one course within eight consecutive semesters (approximately two years). Those semesters include summer, fall, winter intersession, and spring. After that time, if there has been no course registration or enrollment, the part-time student is considered "inactive," will be unable to register for classes, and will have to seek readmission by contacting their academic dean's office to request the steps for the reactivation of their student record.

STUDENT STATUS FROM PART-TIME TO FULL-TIME MATRICULATED

After enrolling as a part-time matriculated student, and having successfully completed 5-6 courses, a part-time matriculated student can request from their dean's office to have their status changed from part-time to full-time matriculated, enabling the student to take four to five courses per semester. The student's academic record will be evaluated and a decision made on the status change. When the status change is approved, the student's tuition will be changed from a course per credit charge to a full-time semester tuition and the student can register for up to five courses. Once full-time status is granted, if a future change back to part-time is requested and granted, tuition will be calculated on the full-time to part-time credit hour rate.

Non-Matriculated Visiting Part-Time Students

Fairfield University offers certain opportunities for students to register and enroll in undergraduate credit and non-credit courses as a visiting non-matriculated student (those not seeking a bachelor's degree from Fairfield University).

There are three types of visiting students at Fairfield University:

- College students from other institutions who take credit courses at Fairfield during the winter intersession or summer terms (up to two courses) with a goal to transfer those credits to another academic institution.
- Students considering to start or complete their bachelor's degree at a later time, may initially start their studies at Fairfield as a visiting student by taking credit courses in any semester (up to two courses per term). A visiting student may choose to later apply to Fairfield University for formal admission and, if admitted, continue forward as a matriculated, degree-seeking student. The credits earned as a visiting student at Fairfield will seamlessly transfer towards their bachelor's degree at Fairfield.
- Individuals taking a credit course in subject area of interest for personal or professional enrichment.

In all cases, visiting students are only permitted to register during the winter intersession or summer terms.

Course descriptions and course schedules are found online through the Browse Classes web portal. A complete schedule of courses that are offered each semester is updated regularly on the university website as well as information about how to register online as a visiting non-matriculated student.

CERTIFICATES, PROFESSIONAL DEVELOPMENT, AND PERSONAL ENRICHMENT

Fairfield University offers part-time students a number educational opportunities beyond degrees through certificate programs and access to academic courses for those seeking personal or professional enrichment. Descriptions of a wide variety of part-time studies offerings can be found on the University's website.

Visiting High School Students

High school students may not enroll at Fairfield University as a non-matriculated student. The only exception to this rule is a student enrolled at Fairfield College Preparatory School who has the approval of the Preparatory School.

STUDENT HOLDS

There are two situations in which a hold will be placed the record of a non-matriculated student, preventing them from further course registration.

Completion of 18 Credits

When a non-matriculated student has accumulated 18 credit hours on their student record, a registration hold will be placed on that record and future course registration is restricted. The student will be required to discuss their future academic plans at Fairfield by contacting the Office of Undergraduate Admission.

Failing Grades

If a non-matriculated visiting student accumulates three failing grades on their Fairfield University transcript, a hold will be placed on their student record preventing further course registration until a discussion occurs with the Office of Undergraduate Admission.

The Curricula
Introduction

Every undergraduate student, regardless of school or major, must complete the following course requirements for degree completion: *Magis* Core curriculum, major, and electives. Students also have the option (not required) to complete second majors and/or minors. These optional areas of study are typically completed through purposeful use of one's required electives. In addition, special features such as an honors program, interdisciplinary learning communities or clusters, independent studies, and internships are available to students.

As a Catholic Jesuit university characterized by academic rigor, integrative ways of thinking, knowing, and doing, civic engagement and social responsibility within the humanistic tradition, our mission is to educate our students to become competent, compassionate professionals who will live lives of personal integrity and contribute to the common good.

Choice of Curriculum

Descriptions of the various curricula will be found in the college and school sections and, where appropriate, under the discipline heading.

Students will fulfill the curriculum requirements that are in place at the time the student matriculates.

University Course Numbering System
Undergraduate

1000-1999	Introductory Undergraduate Courses

2000-2999	Intermediate Undergraduate Courses
3000-3999	Upper-Level Undergraduate Courses
4000-4999	Advanced Undergraduate Courses

Graduate

5000-5999	Introductory Graduate Level Courses
6000-6999	Advanced Graduate Level Courses
7000-7999	Doctoral Level Courses

***Magis* Core Curriculum**

In line with the principles of Jesuit education, specifically with regard to the development of the whole person, all undergraduate students will complete courses in the following areas: English writing and rhetoric, history, philosophy, religious studies, mathematics, and language. Additionally, each student will be responsible for completing topical coursework in the following disciplines: literature, visual and performing art, natural science, and behavioral and social science. Further, every student will be exposed to certain courses that are interdisciplinary in perspective, focused on social justice issues, and demand writing both within the discipline and across the curriculum. The outcome of the *Magis* Core? The academic formation of students who are able to think critically, assess and present information holistically, and act with both conviction and compassion.

Please reference the *Magis* Core section of this catalog for more details.

Major

The major is central to a student's program of study at Fairfield University. It represents an area of specialization consisting of a cluster of related courses drawn from a single department, more than one department, or an interdisciplinary program. Normally, a student must pursue a minimum of 30 credit hours of coursework to complete a major. The course requirements for each major offered by the College of Arts and Sciences are set forth within each departmental section of this catalog; information on individually designed majors is also in this section. Likewise, the requirements for majors within the Dolan School of Business, the Egan School of Nursing and Health Studies, and the School of Engineering and Computing are found in those sections of this catalog. In all cases, the selection of courses for a particular major must be done in consultation with a faculty advisor from one's major department or school. In each college or school, the proper work of the major is concentrated in the junior and senior years; where preparatory courses are needed, they are taken in the first and/or sophomore year. For those who are undeclared, majors are usually selected at the end of the first year or during the sophomore year. Students declare majors by going to the office of the dean of the appropriate college or school. When a major is declared, the student is assigned a faculty advisor from the major area. To change from one major to another in one's school requires completion of a Change of Major form. The Change of Major form can be obtained from the office of the dean of the student's current school. The form must be signed by the chairperson/coordinator of the major in which the student is currently enrolled, the chair or coordinator of the major that the student desires, and the dean of the school. The form is then forwarded to the University Registrar. To change a major to a discipline of study in a different school, one must first meet with the dean's office of the desired school to determine eligibility to switch

schools. If the student is eligible to enter the new school, the appropriate steps for changing the student record will be discussed.

Second Major (Double Major) ¹

A student has the option of pursuing a second major at Fairfield University. The courses that constitute a second major must meet the stated requirements for a major program and must be approved by the department or interdisciplinary program in which the second major is located. A double major does **not** constitute a double degree (please see next section for double baccalaureates). If a student is pursuing a double major in fields from two different degrees (e.g., BA, BS, BSW), then the student will only earn one degree. Therefore, the student must identify which degree is being earned. Students declare second majors and identify the degree program being pursued by completing a Double Major form.

In instances where the student is pursuing majors under two different degree programs (e.g., BA and BS), a notation will appear on the transcript signaling that the requirements have only been met for the additional major and not to award a second degree based on the second major.

Dual Degree (Double Baccalaureate) ¹

A student has the option to pursue dual degrees at Fairfield University, specifically when completing two majors that align with two different degrees (e.g., BA, BS, BSW). In order to qualify for both degrees, the student must complete at least 150 credits of academic coursework at the undergraduate level. Further, the student must successfully complete the following: 1) each major's requirements, 2) all *Magis* Core general education requirements, 3) a pre-determined number of general electives (determined in conjunction with the student's faculty advisors), and 4) all required pre-requisites necessary for study in each major.

In order to declare the dual degree option, the student must: 1) complete the Double Major form, 2) identify which major will be the primary major (for advising purposes), and 3) identify the intention to complete Dual Degrees. The student will be assigned a faculty advisor based on the primary major, for the purposes of having a resource for advising and registration. The student must also choose a faculty member from the second major who will be designated as the student's advisor for that major. Additionally, the student must coordinate between both faculty advisors, to determine which electives are needed to complete the dual degree requirements.

Minor

In addition to carrying a major, a student may exercise the option of selecting a minor outside the area of specialization. A minor is a cluster of thematically related courses drawn from one or more departments, usually in the range of 15 to 18 credits. Students electing a minor are still required to fulfill the core requirement. In addition to department-based minors, many interdisciplinary minors are also available at Fairfield: American Studies; Applied Ethics; Asian Studies; Black Studies; Catholic Studies; Classical Studies; Environmental Studies; Health Studies; Humanitarian Action; International Studies; Irish Studies; Islamic World Studies; Italian Studies; Judaic Studies; Latin American and Caribbean Studies; Peace and Justice Studies; Russian, East European, and Central Asian Studies; and Women, Gender, and Sexuality Studies.

Because the minor is considered to be a supplement to the student's major program of study, its completion in a given case may not have the same priority as that of a major. In order to select a minor, a student must submit a request and gain approval by the Chair or Program Director

of the prospective minor no later than the Spring registration period of the student's Junior year. The completion of a minor is subject to the availability of the courses selected.

Electives

All students in BA and BS programs should have a minimum number of free electives. These electives may be chosen in any area of study, presuming prerequisites are met, and cannot be determined or required by any department or school. These electives may, of course, be part of a student's minor or second major. All students in BA programs must have a minimum of eight free electives; BS programs must have at least four electives, except for Nursing which must have at least two.

University Honors Program

The Honors Program at Fairfield University is an interdisciplinary course of study open to invited first-years and sophomores from all of the University's undergraduate schools. Since the program offers a curriculum of team-taught courses and small seminars, it is highly selective. Students who pursue Honors study at Fairfield are highly motivated, passionate about learning, and willing to engage their professors and fellow students in lively discussions about the great ideas that have shaped our culture and world cultures. Honors students at Fairfield also are invited to attend intellectual and cultural events outside the classroom. A detailed description can be found under the Honors Program section of this catalog.

Independent Studies

The independent study option is available in most departments to students who wish to examine a subject in depth for which no course is available. Such guided studies are designed and pursued by students under the tutelage of a faculty member. This option is restricted to students in their junior and/or senior years of study.

Students should apply to the professor under whose direction they wish to study no later than the normal registration period of the preceding semester. The Independent Study Application form, available from the office of the college dean, must be completed and filed with the Registrar before the project may begin.

For projects of less than a semester's equivalent course work, one or two credit hours may be assigned. For projects of a semester's equivalent coursework, three credit hours, or, with a laboratory component, four credit hours may be assigned.

If students undertake more than one independent study project during their college careers, the total credit hours for all projects may not exceed nine credit hours toward the undergraduate degree.

Student Internships

Students at Fairfield University have an opportunity to earn academic credit and gain practical, on-site work experience by pursuing internships in their major fields of study. Through placements in appropriate businesses, corporations, laboratories, law firms, government offices and agencies, nonprofit organizations, etc. students apply and test principles and theories they have acquired in their coursework. In a typical internship carrying three semester credits, students work 10 to 15 hours per week on site. Internships are coordinated by Fairfield University faculty and on-site supervisors. Through such experiences students can enhance their learning and explore potential careers. Upon graduation,

students are frequently offered positions with corporations and agencies sponsoring their internships.

Internships are listed on the University's job and internship platform. This platform offers opportunities for undergraduate students, graduate students, and alumni of the University. Internships may be secured either through the platform or through independent networking and may be undertaken for credit, for pay, or for both credit and pay (note: please check with specific department for internship requirements). When pursuing an internship for academic credit, students must be in good academic standing and must meet all prerequisites prescribed by the major department (e.g. GPA, prior coursework). To register for an internship, a student must obtain prior approval from the faculty member who coordinates the internship program in his/her major department.

A maximum of six academic credits can be earned for internship experience. An internship will not substitute for any other stated course(s) in the student's major field. Further information about specific internship opportunities can be obtained from the departmental chair or the internship coordinator of the specific department.

Options for Graduate Level Courses

Undergraduate students at Fairfield University are expected to take undergraduate-level (1000-4000) coursework. There are a few exceptions where an undergraduate student may petition to take a graduate-level (5000-6000) course as part of their regular undergraduate course load.

In such cases, the undergraduate student must receive permission to enroll in the graduate-level course from the relevant Graduate Program Director (or designee). Permission to enroll is typically granted to upper-level students (who have completed a minimum of 60 credits) and who have a 3.0 GPA in their major. Graduate programs may have additional decision criteria for granting permission.

Any undergraduate student considering a graduate-level course should consult with their Academic Advisor and the Office of Financial Aid to determine their eligibility, prior to contacting the relevant Graduate Program Director for permission. Registration for graduate-level courses is on a space available basis, with preference given to graduate students. the five-year (Accelerated Degree) pre-structured programs follow their own required sequences.

Graduate Coursework as Undergraduate Credit

In some situations, an undergraduate student may take a graduate-level course as credits that will be applied to their undergraduate degree.

This is most common when: 1) an upper-level undergraduate student needs to fulfill a content area of their major and there is currently only a graduate-level course available; 2) a student is planning to pursue an Accelerated Degree graduate program following completion of their Bachelor's degree and the graduate course is one of the pre-requisites; or 3) a student petitions their Undergraduate Program Director to substitute a graduate-level course for an undergraduate-level course in their program plan.

In these cases, the course and its credits are applied to the undergraduate (BA/BS/BSW) degree and cannot be used toward a future graduate program.

Graduate Coursework as Graduate Credit

In some situations, an undergraduate student may take a graduate-level course as graduate-level credits and retain them for future use.

This is typically permitted when an upper-level undergraduate student is on track to fulfill all of their *Magis* Core, major, and other undergraduate degree requirements with space remaining in their schedule. Students must maintain full-time undergraduate status (i.e., minimum of 12 undergraduate-level course credits per semester), but can use additional credits for graduate-level courses. The number of graduate-level courses a full-time undergraduate student can take in this capacity is limited to two (6 credits).

In these cases, the course and its credits are not applied to the undergraduate (BA/BS/BSW) degree. These credits are retained in on a separate graduate-level transcript.

Taking a course for graduate credit does not mean a student is admitted to the graduate program offering the course. However, if a student later applies and is admitted to the program the course is offered in, these credits may be applied towards the completion of that degree at the discretion of the Graduate Program Director.

Fifth-Year and Accelerated Master's Degree Programs

Fairfield offers several dual or integrated degree programs for undergraduate students who are interested in studying toward a master's degree while an undergraduate, with an additional year at Fairfield for continued graduate coursework after the student has completed their bachelor's degree. Interested students should discuss and determine coursework options with their academic advisor during their sophomore year so that the required admission process and course selection can begin. More detailed information can be found on specific 5th Year Programs in the school sections of this undergraduate course catalog.

College of Arts and Sciences and the School of Education and Human Development (Fifth-Year Programs in Partnership)

More details about these programs may be found in the School of Education and Human Development section of this catalog.

- Five-Year Integrated Bachelor and Master of Arts in Elementary Education with Initial Certification
- Five-Year Integrated Bachelor and Master of Arts in Secondary Education with Initial Certification
- Five-Year Integrated Bachelor and Master of Arts in Special Education with Initial Certification

More details about this program may be found in the College of Arts and Sciences section of this catalog.

- Five-Year Integrated Bachelor and Master of Arts in Industrial and Organizational Psychology

School of Engineering and Computing

More details about these programs may be found in the School of Engineering and Computing section of this catalog.

- Data Science Five-Year Dual-Degree Program
- Electrical and Computer Engineering Five-Year Dual-Degree Program
- Management of Technology Five-Year Dual-Degree Program
- Mechanical Engineering Five-Year Dual-Degree Program
- Software Engineering Five-Year Dual-Degree Program

One-Year Master's Degree Programs

Undergraduate students in the Dolan School of Business who excel academically are strongly urged to consider applying to one of the school's graduate programs in business. Beginning the application process can occur as early as the summer prior to the start of one's senior year of undergraduate study. If accepted, and contingent on first completing one's undergraduate degree, a student can begin the Master's program immediately after Commencement in the summer or in the following fall. Most graduate business programs can be completed in one year (given full-time enrollment).

- **MBA degree:** Students who excel in their undergraduate business core courses may be able to finish the MBA degree on a full-time basis in one year. The MBA provides both a greater breadth of knowledge in key business disciplines, as well as advanced studies in at least one area of concentration.
- **MS in Accounting:** This one year, full-time cohort program begins each summer, at the end of May and concludes at the end of the following spring semester. One of the major benefits of the program is the opportunity for the student to amass additional course credits in order to be "150 ready" for public accounting positions.
- **Additional specialized MS degrees available in Business Analytics, Finance, Financial Technology, Management, and Marketing Analytics and Strategy.**

Students interested in any of these programs are encouraged to make an appointment with the Senior Assistant Dean of Graduate programs.

Additionally, undergraduate students interested in accelerated Master's degree programs in the College of Arts & Sciences or School of Engineering and Computing that may take longer than one year to complete due to the total credits required may explore options on the respective department pages of this catalog. These may include programs like the Master of Fine Arts (MFA) and the Master of Public Administration (MPA), among others. Interested students should contact their Assistant or Associate Dean to discuss these options in more detail.

Scholastic Honors

Dean's List

To qualify for the Dean's List at the conclusion of each semester's work, a student must have completed a minimum of 12 credit hours, have no outstanding or incomplete grades for that semester, and have attained a semester grade point average of 3.50 or better.

Graduation with Honors

Honors at graduation are awarded for the following weighted grade point averages computed on four years' work:

Summa Cum Laude	3.85
Magna Cum Laude	3.70
Cum Laude	3.50

Alpha Sigma Nu

Alpha Sigma Nu, the national Jesuit honor society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, undergraduate students must have scholastic rank in the top 15 percent of their class, demonstrate a proven concern for others through involvement in extracurricular activities and service to the University, and manifest a true concern and commitment to the values and goals of the society.

The Fairfield chapter was reactivated in 1981 and includes outstanding seniors who are encouraged to reflect scholarship, promote service to the University, and provide greater understanding of the Jesuit ideals of education within the University community.

Beta Gamma Sigma

Beta Gamma Sigma is an international honor society recognizing the outstanding academic achievements of students enrolled in collegiate business programs accredited by AACSB International - The Association to Advance Collegiate Schools of Business. With more than 440,000 members worldwide, the Society's membership comprises the brightest and best of the world's business leaders. At Fairfield University, the top 7 percent of juniors, the top 10 percent of seniors, and the top 20 percent of graduate students are eligible for membership in the University's Beta Gamma Sigma chapter, which was established in 1998. Each spring, an induction ceremony is held at the Charles F. Dolan School of Business to welcome new members into the Society.

Phi Beta Kappa

Phi Beta Kappa is the oldest and most widely recognized national academic honor society in the United States. Founded in 1776 at the College of William and Mary in Virginia, the society's aim is to encourage academic excellence in the broad range of the liberal arts. Membership is restricted to students who complete most of their coursework in the liberal studies curriculum; typically those are students who pursue B.A. or B.S. degrees in the College of Arts and Sciences. Fairfield's Zeta Chapter of Phi Beta Kappa was established in 1995. Each spring it installs new members from among the most academically talented upper-class students. Election to this chapter is based on scholastic standing and academic accomplishments and is limited to seniors and a highly select group of juniors.

Sigma Theta Tau

Sigma Theta Tau was founded by innovative thinkers who looked forward to a profession that recognizes and uses knowledge and learning to lead in service to others. Founded in 1922 by six students of nursing at Indiana University in the United States, the honor society began with one chapter and six members. During the past 85 years, it has evolved to more than 480 chapters across the globe, with more than 125,000 active members. As one of the most distinctive organizations in professional nursing, the honor society influences and changes the health of people by engaging the intellectual capital of nurses around the globe. By developing and building connections with diverse people and entities, we enable nurses to collectively and individually develop, create, use and apply their knowledge to make a difference for the greater good of people's well being.

Other National Honor Societies & Organizations

Discipline-based national and international honor societies with chapters at Fairfield University include:

- Alpha Alpha Alpha- first-generation
- Alpha Epsilon Delta - pre-medical
- Alpha Kappa Delta - sociology
- Alpha Mu Gamma - foreign languages
- Alpha Sigma Lambda - adult higher education
- Beta Alpha Psi - financial information
- Chi Sigma Iota - counseling, academic and professional (international)
- Delta Omega- public health

- Gamma Kappa Alpha- Italian
- Iota Iota Iota- women and gender studies
- Lambda Pi Eta - communication
- Nu Rho Psi- neuroscience
- Omicron Delta Epsilon - economics
- Phi Alpha- social work
- Phi Alpha Theta - history (international)
- Phi Sigma Tau- philosophy
- Pi Mu Epsilon - mathematics
- Pi Sigma Alpha - politics
- Psi Chi - psychology
- Psi Rho Alpha- visual and performing arts
- Sigma Iota Rho - international studies
- Sigma Pi Sigma - physics
- Sigma Tau Delta - English (international)
- Sigma Xi, The Scientific Research Society - scientists and engineers (international)
- Tau Beta Pi- Engineering
- Theta Alpha Kappa - religious studies
- Upsilon Pi Epsilon - computing and information sciences

¹ **DOUBLE MAJOR OR DUAL DEGREE** Students who have completed all degree requirements for one of their declared majors/degrees will no longer qualify for federal Pell Grant, SEOG or state aid. Only courses required for the second major or degree will qualify for federal loans or work-study. Students must take at least 6 semester hours required for the second major or degree to qualify for loans. As per university policy, university financial aid of any kind is limited to eight consecutive semesters of full-time undergraduate enrollment (prorated for transfers). Only in limited situations might a student be eligible to continue to receive university financial aid. Please contact the office of financial aid for additional information.

Magis Core Curriculum

Humanistic education rooted in Jesuit ethos, guides Fairfield's commitment to "preparing young women and men for others" through a distinctive academic experience. Crucial to student success in academia and as future professionals in the workplace, the *Magis* Core Curriculum engages students to establish their own values and understanding of the world while emphasizing excellence in writing, critical reasoning, synthesis of solutions, communication, and an understanding of the "why" and "how" of associated human behaviors.

The *Magis* Core Curriculum is a discipline-based, tiered learning experience (Tier I: Orientation; Tier II: Exploration). Further, it requires students to experience interdisciplinary learning, be engaged with social justice issues, and undertake intensive writing both within the discipline and across the curriculum. The *Magis* Core provides a common experience for all undergraduates, one that is grounded in the humanistic tradition and is thus a hallmark of a Fairfield education.

Tier I: Orientation

The Orientation Tier requires seven courses (ideally completed in the first two years of undergraduate study). *Students will not use curricular credits (e.g., transfer or AP credits) to be exempt from elements of Tier 1, to ensure that all students have a common Orientation experience.*

Code	Title	Credits
English		
ENGL 1001	Introduction to Rhetoric and Composition	3
History		
Select one HIST 1000-level course or AMED 1115 or AMED 1116		3
Mathematics		
Select one MATH 1000- or 2000-level course, based on placement ¹		3
Modern or Classical Language		
Select one language course based on placement ²		3
Philosophy		
PHIL 1101	Introduction to Philosophy	3
Religious Studies		
Select one RLST 1000-level course		3
Modern/Classical Language or Mathematics		
Select one additional course in Modern/Classical Languages or Mathematics ³		3
Total Credits		21

¹ MATH 1011 may not be used to satisfy this requirement.

² If starting a new language, a placement exam is not necessary.

³ Placement is based on the initial course taken to fulfill Modern/Classical Languages or Mathematics.

Tier II: Exploration

The Exploration Tier requires eight courses, to be completed throughout four years of undergraduate study. Each department listed below determines which of its courses fulfill the Tier II Exploration requirements.

Code	Title	Credits
Behavioral and Social Sciences		
Select two courses from the following fields:		6
	Communication	
	Economics	
	Politics	
	Psychology (except PSYC 2610- Behavioral Neuroscience)	
	Sociology and Anthropology (except ANTH 1200 and ANTH 1210)	
History, Philosophy, Religious Studies		
Select two 2000- or 3000-level courses from two different disciplines		6
Literature		
Select one course from the following fields:		3
	Classics	
	English	
	Modern Languages and Literatures	
Natural Sciences		
Select two courses from the following fields:		6
ANTH 1200	Biological Anthropology	
ANTH 1210	Biomedical Anthropology	
	Biology	
	Chemistry and Biochemistry	
	Physics	

PSYC 2610	Behavioral Neuroscience	3
Visual and Performing Arts		
Select one 1000-level course from the following fields in Visual and Performing Arts:		3
Art History and Visual Culture		
Film, Television, and Media Arts		
Music		
Studio Art		
Theatre		
Total Credits		27

Signature Elements

The Signature Elements requirements include seven courses, which may be covered by Orientation, Exploration, and major courses. Courses approved for these Signature Elements will be appropriately noted in the online registration system.

Interdisciplinary

Select either one designated team-taught course, one cluster course, or one individually taught course. All courses fall within the Orientation and Exploration areas. (Attribute: MSID)

Social Justice

Select one course providing an introduction to social justice (Attribute: MSJ1), one second-level social justice course (Attribute: MSJ2), and one social justice course with a focus on race broadly construed, studied intersectionally with gender and class (Attribute: MSJR). The MSJ1 course must be fulfilled within the Orientation and Exploration tiers. For the MSJ2 and MSJR courses, at least one of them must be fulfilled within the Orientation and Exploration tiers. The remaining course may be fulfilled either within the Orientation and Exploration tiers OR within a major.

Writing Across the Curriculum and Writing in the Discipline

Select two courses within the Orientation and Exploration areas, plus one additional course fulfilled within either the Orientation and Exploration tiers (Writing Across the Curriculum, Attribute: MWAC) or within a Major (Writing In the Discipline, Attribute: MWID).

Global Fairfield

A World of Possibilities

At Fairfield, we're committed to preparing our students for an increasingly competitive global market so they graduate ready to take on the world. Global Fairfield's portfolio of programs and services are designed to challenge students in the classroom and beyond, with learning opportunities that optimize the international setting and bring an elevated, global understanding to students' experience.

Programs

- Study Abroad
- Exchange Programs
- International Degree-Seeking Students

- Graduate and Post Baccalaureate Global Programs
- University Sponsored International Travel

Study Abroad

An international experience is an invaluable part of a complete undergraduate education. Fairfield offers exceptional learning opportunities for students beyond the classroom including semester abroad, faculty-led programs, internships, community volunteer work, academic excursions, and events that make their abroad experience enjoyable and meaningful. The Office of Global Fairfield assists students in navigating the wide array of international study choices. Students in every major have the opportunity to find a program that complements their academic studies and provides a life-changing experience.

- For First Year Students: it's not too early to consider destinations and start planning. Talk with your academic advisor about study abroad so you can take appropriate courses both here at Fairfield University and your destination. Many First Year Students enroll in a short-term summer or J-Term program to "get their feet wet" with an international experience. Short-term deadlines are different than semester and year-long and can be found on the Global Fairfield website.
- Be sure to attend the Study Abroad Fair in September, attend information sessions, and meet with a Study Abroad Advisor to get information about the application process and the steps required before your departure. Learn about your options and discuss them with your academic advisor, faculty, and family.
- Students will apply to the semester program they would like to attend the following year during the October 1 – December 1 application cycle. Remember to work with your advisor on the location that best supports your academic goals both while abroad and on campus.
- For Juniors: you may be allowed to study abroad during the fall of your Senior year at Fairfield Center programs for which Fairfield grades as well as credits are recorded with the approval of your Dean's Office.
- To learn more about all of our semester, summer, spring break, and intercession programs and important deadlines to be aware of, consult with a study abroad advisor or visit the study abroad website.
- To learn more about all of our semester, summer, spring break, and intercession programs, consult with a study abroad advisor or visit the study abroad website for current offerings.

Planning ahead is essential to ensure a successful experience. Fairfield has programs for students at all academic levels in a variety of formats, from 10 days to an entire academic year.

Fairfield Global Programs

- Fairfield University administers **Global programs**, in Austria, Australia, England, France, Ireland, Italy, and Spain. Non Fairfield students are invited to attend the Fairfield programs in France, Italy, Ireland and Spain.
- All academic course work completed at a Fairfield University Global program is considered Fairfield University resident credit, and the grades are calculated into the student's grade point average.
- The foreign university responsible for teaching the courses will issue a transcript with credits and grades earned by the students. These grades will be posted to the students' Fairfield transcripts. Fairfield University cannot edit, delete, or change the grade notations on a foreign university transcript.

Fairfield Approved Partner Programs

- The University also has a variety of **Approved Partner programs** throughout the world including Europe, Asia, Africa, and Latin America through other Jesuit universities as well as organizations such as AIFS, SFS, and College Year in Athens (CYA).
- Not every program in every location is approved for Fairfield University students; please consult with a study abroad advisor or visit the study abroad website for the list of approved programs.
- All students participating in approved partner programs receive transfer credit for the term.
- The foreign university responsible for teaching courses will issue a transcript with credits and grades earned by the student. In order to receive the transfer credits the student must earn the equivalent of "C" or higher from the foreign university. Fairfield University cannot edit, delete, or change the grade notations on a foreign university transcript.

Faculty Led Programs

- In addition, Fairfield faculty members conduct short-term study abroad programs during Winter Intersession, spring break, Maymester and summer.
- These programs carry credit in various disciplines and can be used for core or major or minor requirements.
- Short-term programs change each year; please consult with a study abroad advisor or visit the study abroad **website** for current offerings.

Policy and Procedures

Preparation

- All students considering an international experience are strongly encouraged to plan ahead to maximize program opportunities and to ensure optimal match of major, minor, previous language studies and intended destination.
- To ensure an optimal experience students need to discuss their program with both the academic department of their major as well as the Office of Global Fairfield.
- Information sessions about study abroad are provided across the campus throughout the year including the Study Abroad Fair each September.

Eligibility

- A student must be an actively enrolled full-time student in good standing with the Dean of Students at the time of application and must maintain that status from acceptance through program completion. Students with unresolved code of conduct issues may not be approved for study abroad, and such applications will be considered on a case by case basis.
- Students must demonstrate the approved major/minor and prerequisite coursework at time of application and must maintain their academic eligibility from acceptance through program completion. Changes to major/minor and changes in coursework from application through program start date may render students ineligible for the program and may result in removal from the program.
- An overall GPA of at least 2.80 is required to study abroad for all programs (including short-term and summer). Certain programs have their own criteria and may require a higher GPA.

- Fairfield University's **top priority is ensuring that students are enrolled in the courses they need to progress academically**. As some courses have mandatory Field Learning and as all students are required to be academically engaged 4 days per week, some course schedules may include Friday classes or weekend excursions.
- Students **may not go abroad with an active incomplete** appearing in their degree evaluation. Global Fairfield works with the University Registrar's Office to identify Fairfield students with an incomplete prior to the start of the student's semester abroad. Global Fairfield works with the Study Abroad Office of Non-Fairfield student to identify students with an incomplete. The student will be required to complete the work and be issued a grade before departing for their study abroad program. **Please note:** If the timeline for completion does not allow a grade to be posted before the scheduled departure date the student will be ineligible to participate and will be removed from the study abroad program.

Admission

- All students must apply through the Office of Global Fairfield for approval to study abroad. All applications will be considered, but students may not always receive acceptance for their desired program.
- Students must meet the admission requirements of both Fairfield and the selected program.
- Study abroad is intended to build upon and enhance majors and minors. For this reason, program choices will be carefully reviewed with each student to ensure a good fit between academics and destination. Students are encouraged to be flexible about when and where they will study abroad.
- Admission decisions are made in collaboration with the partner institution and are based on a variety of factors the first of which is academic compatibility.

Tuition, Fees, and Refunds

- Fairfield students who study abroad on an approved program for a semester are charged regular Fairfield tuition. Non-Fairfield students who study abroad through Fairfield University should consult their home university study abroad office for Tuition and fees information.
- Fairfield students who major in Modern Languages, International Business, International Studies, or on approved yearlong programs may use Fairfield University financial aid for two semesters abroad for select programs.
- Housing and meal charges will vary by location.
- Fairfield students may use all Fairfield scholarships and aid, including federal funds, towards study abroad expenses for one semester with the exceptions of athletic scholarships, tuition remission, FACHEX, tuition exchange, and work-study monies.
- Refunds as the result of official withdrawal from study abroad for medical, personal or disciplinary reasons are subject to the Fairfield University Refund policy. Please note that the refund policy is separate from and follows after the approval of the withdrawal request. Students departing a program without following proper procedure or receiving approval in advance of their departure may forfeit their refund and/or receive failing grades for the term.

Registration/Credits and Grades

- Students studying abroad for a full semester are expected to: 1) enroll in a minimum of the equivalent of 15 credits at the appropriate level of instruction (i.e., beyond elementary instruction), 2. Enroll in 1-2 major/minor courses and 3) be academically engaged at least four days per week.
- Students studying in a non-English speaking country for a semester or year must take one course on local language and culture while abroad. Students with advanced language skills may choose to take a content course taught in the local language to satisfy the language and culture course requirement.
- Credits for studying abroad will only be granted for academic work successfully completed at approved international programs. All coursework must receive pre-approval (coordinated through the Office of Global Fairfield). Only pre-approved courses, taken at an approved program location, will be transcribed and accepted into a student's curriculum.

Code of Conduct

- While studying abroad, Fairfield University academic and student conduct policies remain in effect. Participants are expected to follow and adhere to these policies as enumerated in the Undergraduate Catalog and Student Handbook.
- From time to time deviations from these published documents may be required due to differences in law, practice or custom abroad. Students are also required to adhere to all local laws.
- Students who violate the code of conduct while abroad will be required to meet with staff from the Dean of Students Office by phone, Skype, or Zoom to address the violation. Infractions will become part of their student record and serious violations may result in the dismissal of the student from the program.
- If a student is dismissed due to code of conduct violations no credit or transcript will be awarded and no program fees will be refunded.

Academic Grievance

- For academic grievances, students are expected to first follow the academic grievance process of their program/University abroad.
- If this step fails to resolve the matter, students may file a grievance through Global Fairfield. In collaboration with the program/University abroad, Global Fairfield will oversee the relevant next steps towards any further resolution of the grievance.
- Global Fairfield cannot guarantee the outcome of a grievance appeal.

Cancellation

A student may cancel their program participation prior to departure. Should a student decide to cancel, the student may still be assessed any portion of those costs which are non-recoverable to Fairfield University up to and including all tuition, housing, board, and/or any programming fees for the full length of the program in which they are enrolled. This will be assessed on a case by case basis. Fairfield University is not responsible for personal expenses, visas, airfare, books, personal travel, incidentals, transportation costs, etc. not directly paid by Fairfield University or included in the published program fees.

For more information on the cancellation and withdraw procedures please see here.

Withdrawal

- Requests for withdrawing from a study abroad program after the start date must be directed to the Global Fairfield Office. Early withdrawal

from any program could cause the student to forfeit all courses, grades, transcripts, and program fees.

- If a student requests a withdrawal for medical reasons the medical reason must be verified by our medical insurance provider prior to departure from the program for support and benefits to apply. If the student does not comply with the medical verification and withdraws from the program without approval, no credit or transcript will be awarded and no program fees will be refunded.
- If a student requests a withdrawal for personal reasons Fairfield University will require verification and may request additional documentation in order to approve the withdrawal. If a student does not comply with the request for verification and withdraws from the program without approval, no credit or transcript will be awarded and no program fees will be refunded.
- Fairfield University is not required to approve withdrawal requests.
- If Fairfield University authorizes a withdrawal, a meeting will be required of the student upon their return home to discuss whether or not any course work is recoverable and how to proceed.
- Fairfield University cannot guarantee the completion of all courses interrupted by an early return. All requests will be handled on a case by case basis.
- Approval of withdrawal does not imply or guarantee that any courses, grades, or transcripts will be awarded or that any program fees will be refunded.

Exchange Programs

Global Fairfield Student Exchange programs can be a semester, a year, or even a summer experience. These Exchange (Fairfield students attend the partner institution) and Student Mobility(visiting students attend a semester at Fairfield University) opportunities bring students from around the world to Fairfield University and our students to a University abroad for a semester of learning and exploration. Our programs offer airport transfer, welcome orientation, housing, cultural excursions, and social programs. Students may choose from a wide range of academic programs. Students should explore this list of current university partners to find a location that will support their academic and personal goals.

- Fairfield Business Program in Montevideo, Uruguay with UCU
- Fairfield Business Program in Cluj-Napoca, Romania with UBB
- Instiut Quimic de Sarria - Barcelona
- Maastricht University
- Sogang University
- University of Galway
- Universidad Pontificia Comillas

Please contact globalfairfield@fairfield.edu or 203-254-4332 for details, deadlines and immigration information.

International Degree-Seeking Students

Fairfield University welcomes international students from around the world in recognition of the diverse perspective they bring to the classroom and the greater University community. Our students represent a variety of countries throughout Africa, Asia, Europe, North America, Oceania, & South America. We hope you'll consider starting your journey here at Fairfield University.

Prospective Students

Fairfield University welcomes applications from international students around the world in recognition of the diverse perspective they bring to the classroom and the greater University community. Our students represent over 50 countries across four continents and include China, India, Ireland, Vietnam, Peru, and Mexico to name a few.

During their academic journey at Fairfield, international students have plenty of time between lectures or lab sessions to explore the landscape, visit iconic landmarks, and experience a brand new country with brand-new customs and activities. With the shoreline and beach just one mile from campus and New York City only a 90-minute train ride away, the opportunities for adventure are endless.

Virtual information Sessions are currently being offered to prospective international students interested in learning more about the Fairfield experience. The sessions will be conducted via Zoom conferencing software and held on Wednesdays at 9 a.m. Eastern Standard Time. Register today.

Ready to apply?

[Undergraduates Apply Here](#)

[Graduate Students Apply Here](#)

For Questions, Contact the International Admission Office (203) 254-4100.

Newly Admitted International Students

Now that you have been admitted into an undergraduate program at Fairfield University you will need a valid student visa. Below is a list of required documents to apply for the visa.

Getting a US Visa

Form I-20/Form DS-2019, passport, SEVIS I-901 fee receipt, Form DS-160, financial documents (Proof of Financial Means) and Admission Letter (F-1) or Exchange Decision email from Global Fairfield (J-1). You may also be asked to present academic records and test scores, and may be asked to provide proof of compelling ties to your home country (what will prevent you from permanently moving to the U.S.: family, property, previous US travel, etc.). Check with your Consulate's website for their visa appointment requirements to ensure that you are fully prepared.

- A valid passport
- A valid Form I-20 – This form is obtained through Fairfield University for F-1 students only. Please email globalfairfield@fairfield.edu to start the process. Students should begin their I-20 process 120 days prior to start of term and after acceptance.
- A valid DS-2019 (required for J-1 student or J-1 scholar only) for a list of requirements to receive a DS-2019 please email globalfairfield@fairfield.edu
- SEVIS I-901 Fee Payment Receipt – payment made after receipt of I-20
- Proof of Financial Support – must be a bank statement on official bank letterhead

Current International Students

Welcome back to all continuing international students! Please remember to register for your academic courses and request appointments with your academic advisors for any assistance. All graduate international students must be registered for at least 9 credit and 6 of those credits must be fully in person (face-to-face instruction). All undergraduate international students must be registered for at least 12 credits with 9 of those credits being fully in person (face-to-face instruction).

When traveling internationally please ensure that your I-20 is up to date and has a travel signature that can be found on page 2 of the document. For International travel please complete a travel endorsement request here.

For any work authorization, on-campus, CPT or OPT questions please email globalfairfield@fairfield.edu. To access CPT, On-campus or OPT request forms visit the Portal.

Graduate and Post Baccalaureate Global Programs

Global Fairfield serves as a resource for Fairfield University students for international study after graduation. There are a variety of programs students can explore.

Post Baccalaureate - Italy

Fairfield University and Florence University of the Arts (FUA) are pleased to offer post-baccalaureates the opportunity to immerse themselves in a new and exciting living and learning semester in the beautiful city of Florence! This curated international program is designed specifically for students who were unable to study abroad during their undergraduate studies or who are looking to re-experience an international academic semester while earning post baccalaureate credits that can be applied to a future master's program. With careful planning and intentionality, this academic experience can help advance career options as well as choices for graduate study.

Fairfield University MSM Spring Break Program - France

This Global Immersion Experience developed by IAU-Institute for American Universities provides students with culturally comparative study opportunity in Aix-en-Provence with their cohort and faculty advisor during spring break. This program allows students to experience cultural contrasts, appreciate business practices of international companies, and to expand their perspective and understanding of the global economy.

**Please note: additional fees for the Global Immersion Experience may apply.*

University of Galway Masters - Ireland

Fairfield University is pleased to offer its Engineering, Biology and Psychology students pathway opportunities for graduate study with University of Galway. These graduate programs are completed within one year and provide graduates with a degree from a globally ranked university for internationally competitive careers. Upon the successful completion of their fall study abroad semester in Galway, University of Galway will provide eligible candidates with a conditional admission for their Graduate course of study.

Universidad de Comillas Pontifical Masters - Spain

Fairfield University is pleased to offer students interested in Humanitarian Action, International Development and Immigration Studies pathway opportunities for graduate study with Comillas University. These graduate programs provide students with a degree from a globally ranked university for internationally competitive careers. Upon the successful completion of their fall study abroad semester in Madrid, Comillas University will provide eligible candidates with a conditional admission for their Graduate course of study.

University Sponsored International Travel

The International Sponsored Travel Policy constitutes a risk-management policy intended to support the health, safety, and welfare of University staff, faculty, and students and is intended to facilitate comprehensive health, safety, and risk-management review with respect to University sponsored international and domestic travel.

Policies for Sponsored Travel

Students

Tuition, Fees, and Financial Aid

Application Fee (non-refundable) \$65

Full-Time Undergraduates

Tuition (12 to 20 credits per semester) \$59,460 per year

Associate Degree Comprehensive Tuition & Fees (Bellarmine) \$16,070 per year

Tuition (extra above 20 credits) \$2,185 per credit

General Fee (full year) \$950

General Fee (if registered Full-Time only in Spring) \$475

Red Stack Direct \$24 per credit

Tuition is payable on or before August 1 for the fall semester and December 31 for the spring semester. A tuition acceptance deposit (non-refundable and credited toward the fall semester's tuition) of \$200 is paid upon acceptance of the notice of admission.

Resident Student Fees

Residence Halls - Single \$13,030

Residence Halls - Expanded Single \$15,120

Residence Halls - Double \$11,630

Residence Halls - Triple \$8,230

Residence Halls - Expanded Triple \$11,060

Single Occupancy Townhouses & Apartment Complex \$17,830

Double Occupancy Townhouses & Apartment Complex \$15,910

Triple Occupancy Townhouses & Apartment Complex \$12,030

Board - Resident (Unlimited) \$8,110

Board - Resident (14 Meals + Dining \$7,390 \$100)

Room Deposit \$400 ²

¹ Payable on or before August 1 for the fall semester and December 31 for the spring semester.

² Not refundable if reservation is voluntarily canceled. Credited when graduating or leaving the school or University housing.

Part-Time Undergraduates

Tuition (Engineering, Part-Time) \$975 per credit

Summer and Winter Sessions (all other Undergraduates) \$915 per credit

Tuition (less than 12 credits) \$915 per credit

Tuition (12 credits or more; Fall and Spring semesters) \$29,730 per semester

Tuition (Full-time Undergraduate students taking reduced course load Fall/Spring)¹ \$2,185 per credit

Tuition (Nursing, Second Degree, non-cohort student) \$975 per credit

Tuition (Nursing, Second Degree, Summer 2024 & Spring 2025 cohort) \$13,845 per semester

Tuition (Nursing, Second Degree, Summer 2025 & Spring 2026 cohort) \$14,330 per semester

Registration Fee \$60 per semester

Red Stack Direct \$24 per credit

¹ Requires Dean's Approval

Special Fees

Orientation Fee (First Year Students) \$400

Orientation Fee (Transfer Students) \$150

Engineering Lab Fee \$127 per course

Finance Lab Fee (FNCE 2101) \$145 per course

Finance Lab Fee (ACCT 2265) \$160 per course

Science Laboratory Fee \$125 per course

Film, Television, Media Fee \$125 per course

Studio Arts Materials Fee (painting, drawing, and sculpture) \$125 per course

Studio Arts Materials Fee (digital print and photography) \$150 per course

Music Lessons \$710 per course

Pre-College Non-Credit Summer (SHS 0013) \$1,200 per course

Study Abroad Application Fee \$125

Automobile Registration Fee - Commuter \$100

Automobile Registration Fee - Resident \$150

Monthly Payment Plan Fee \$45 per semester

Returned Check Fee \$35

Graduation Fee	\$200
Academic Transcript	\$20 + Tax
Summer Storage Fee	\$500

Nursing Student Costs

Nursing Lab and Clinical Fee	\$152 per semester
Nursing Testing Fee	\$137 per semester
Nursing NCLEX Review Fee (Fall Only, Seniors & MEPN)	\$262
Nursing ECCO Fee (NURS 4360)	\$257
Castle Branch (one-time fee for background check and health document manager)	Approximately \$100

Transportation to clinical experiences and parking fees are the responsibility of the student.

The Trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary. The University reserves the right to charge a late fee on amounts past due 30 days or more. The late fee per semester is as follows:

Accounts owing less than \$6,000	\$100
Accounts owing \$6,000-\$9,999	\$200
Accounts owing \$10,000-\$14,999	\$300
Accounts owing \$15,000-\$19,999	\$400
Accounts owing \$20,000-\$24,999	\$500
Accounts owing \$25,000 or more	\$600

International students who are admitted must make known to the University the source of their financial support for their college education. They will be expected to make a deposit before a certificate of eligibility (I-20) is issued.

The University makes available a monthly payment plan as well as federal and private loan programs. Information on the payment plan and the loan programs are available to all students. Please contact the Office of the Bursar for additional information.

No degree will be conferred and no transcripts will be issued until all financial obligations to the University have been met.

Refund Policy

Refunds as the result of official withdrawal through the Office of the Registrar will be made according to the appropriate schedule below.

Note: refunds for students participating in Study Abroad will also be contingent upon recoverable costs and expenses.

Official Withdrawal Date	Refund % of Charge
First Week	90
Second Week	80
Third Week	60
Fourth Week	40
Fifth Week	20
Sixth Week or later	0

Refunds take two to three weeks to process.

Financial Aid

Financial Aid Policy

Fairfield University administers a comprehensive financial aid program offering assistance on the basis of need and merit, with funds derived from University, state and federal government, and private student aid programs. Need-based funds are distributed following a thorough analysis of a family's ability to pay for educational expenses. The amount of university and/or need-based assistance provided to a student may vary from year to year depending on the student's need and the availability of funds. Merit-based awards are offered to academically talented students as entering first year students and can be renewed for their remaining three years of undergraduate enrollment if students meet the academic requirements. Assistance funded by the University is credited toward tuition unless otherwise indicated. University financial aid from any source is not available for use during periods of winter or summer enrollment. Eligibility for university financial aid is contingent upon enrollment as a full-time undergraduate student, matriculated in a program of study working toward completing their first degree. In the event a full-time undergraduate students is enrolled in less than a full time course load in their final semester, university financial aid may be calculated and awarded at a prorated level. Renewal of any type of assistance is contingent on the recipient making satisfactory academic progress and on completing any required financial aid applications or processes.

Students who demonstrate need will receive a financial aid package that may consist of grants, scholarships, student employment, and student loans. Although the University invests a significant amount of its own resources in its student aid programs, funds are limited; it is usually not possible to meet a student's full need. In the instances when a family needs additional resources, the University will recommend a payment plan and loan options. Financial aid awards are usually offered to prospective first year students as early as January, assuming the appropriate applications have been filed on time. Returning students who apply for financial aid will receive their award notifications beginning in June through University email and will be located in a students Net Partner financial aid platform. Financial Aid administrators are available throughout the year to answer questions and to provide assistance. The Office of Financial Aid is located at the Kelley Center and the staff can be reached at 203-254-4125 or by email (finaid@fairfield.edu).

Application Procedures

To apply for financial aid, all first year undergraduate students (including transfer students) must complete the Free Application for Federal Student Aid (FAFSA) and the CSS Profile to be considered for federal grants, federal loans and university need-based aid. Each year after, only the FAFSA form is required if a student wishes to be considered for federal funding. Forms must be submitted to the respective processing centers by University deadlines. The Noncustodial Parent Profile, in some instances, may also be required. Prospective first-year students are required to complete the FAFSA, CSS Profile, and the Noncustodial Parent Profile by January 15; Early Action and Early Decision I candidates must complete the FAFSA, CSS Profile, and Noncustodial Parent Profile by December 1 and Early Decision II candidates must complete the FAFSA, CSS Profile, and Noncustodial Parent Profile by January 15.

Returning students must apply by April 15 and Transfer students must apply by June 1 for fall semester and December 1 for Spring semester.

Students may file the FAFSA and CSS Profile online. Fairfield's FAFSA code is 001385 and the CSS Profile code is 3390. By accepting any financial aid, you obligate yourself to verify the application information if selected for verification by either the federal processing center or the Office of Financial Aid. Financial aid awards are estimated until the Office of Financial Aid confirms eligibility. If a student is selected for the verification process, the Office of Financial Aid will provide notification of the required documentation in order to complete the file review and confirm aid eligibility. Documentation required for verification is due no later than August 1. Financial aid awards may change based on verification results. Failure to comply with verification requirements in a timely manner will result in cancellation of need-based aid.

Part time matriculated students may apply for federal financial aid by completing the Free Application for Federal Student Aid (FAFSA). While there is no published deadline by which to apply, it is recommended that the FAFSA be submitted for processing and review at least six weeks prior to the start of the semester for which you will be enrolling.

Beginning with the Class of 2027, students will no longer be required to complete the CSS Profile application on an annual basis. It is only required for need-based financial aid in year one. Need-based university financial aid can be renewed for their remaining three years of undergraduate enrollment at the same level as year one if students meet all other stated eligibility requirements. A FAFSA is required of all students, in most cases, every year. If a student has experienced a financial hardship or a change in financial circumstances, the student should contact the Office of Financial Aid at finaid@fairfield.edu for guidance on the renewal application process.

Renewal of Financial Aid Awards

Merit-based awards will be renewed at the same amount received as in the first year as long as the student is enrolled as an undergraduate student, in at least 12 credits and the required minimum grade point average is earned for renewal. Need-based awards of University grants and scholarships will be renewed as long as the student is enrolled as an undergraduate student, in at least 12 credits and maintains satisfactory academic progress standards. Federal and state need-based awards may be adjusted depending on changes in a student's demonstrated need. Renewal of federal and state award funds will depend on a student's continued eligibility and on the availability of funds. A FAFSA is required every academic year in order to qualify for any federal or state grants, scholarships or loans.

Beginning with the Spring 2025 semester, undergraduates students enrolled less than full time, in their final undergraduate semester may receive a prorated amount of their university financial aid. A percentage of the student's university financial aid will be disbursed based on the number of credits a student is taking in that final semester.

Financial Aid Disbursements

Federal and university financial aid typically disburses twice a week of every month with some exceptions. A student must meet various federal regulations in order to be eligible for a disbursement of federal financial aid. Financial aid does not disburse on scheduled University holidays. Federal loans and grants do not disburse during the monthly reconciliation period from approximately the 25th of each month and the first Monday after the first Saturday of the next month. Final disbursement days and financial aid processing days for each semester are published on the academic calendar each year.

Estimate of Expenses-Cost of Attendance

The student cost of attendance used in determining financial aid eligibility includes direct charges from the University as well as other indirect expenses incurred by a student during the course of the academic year. It is intended to be used for planning purposes when considering what it may cost for a student to attend Fairfield University for 9 months. There may be additional educational expenses associated with various courses or programs offered by the university that are not reflected below. The cost of attendance for a full time resident student, for the 2025-26 academic year, is defined in this chart. For a full tuition and fee schedule, please visit www.fairfield.edu/bursar.

Tuition	\$59,460
General Fee	\$950
Housing*	\$12,680
Food**	\$8,110
Books/Class Materials/Supplies/Equipment	\$1,175
Miscellaneous	\$1,055
Transportation	\$950
Total Residential Budget	\$84,380

*The amount listed as the estimated housing expense has been determined as defined under federal regulation. It is an average of all on-campus housing charges assessed in the prior academic year and may not reflect the actual charge assessed on the student account.

**The amount listed as the estimated food expense is based on the the unlimited meal plan for the 2025-2026 academic year as required under federal regulation. It may not reflect the actual meal plan charge assessed on the student account.

Standards for Satisfactory Academic Progress

For students to be eligible for federal, state or university need-based financial aid, they must be in good academic standing and must make Satisfactory Academic Progress (SAP) toward a degree. SAP is measured at the end of each academic year and is based on both pace of enrollment and academic performance at the time of measurement. Pace is determined by the total number of credit hours completed as a proportion of those attempted. Incomplete grades, repeated courses and course withdrawals that occur after the drop/add period are counted in the credit hours attempted. If the student has transfer credits, the credit hours are counted in both the credit hours completed and attempted.

Academic performance is measured by GPA including grades earned only in Fairfield University courses. In order to make SAP, undergraduate students advancing from the first year to the sophomore year are expected to have a weighted cumulative GPA of 1.90 or better. At the end of four semesters (most likely, sophomore year), per federal regulations as explained in the Higher Education Act, undergraduate students are expected to have a weighted cumulative GPA of 2.00 or better. At the end of junior year and beyond, undergraduate students should have a weighted cumulative GPA of 2.00 or better. For the purposes of both pace and academic performance, those enrolled in summer courses will not be evaluated until the completion of the full summer semester.

Pace of enrollment is measured by the percentage of attempted credit hours that are completed. Students must complete at least 67% of the credit hours attempted in a year in order to receive financial aid in

the following year. Overall, students are eligible for university-based aid for up to eight semesters of enrollment; students may receive federal financial aid up to 150% (typically 6 years) of the normal time to degree completion. Repeated courses will be counted as part of the attempted and completed courses, and part of the 150% of normal time to completion. Please refer to our Academic Progress Standards for more information.

Students who lose eligibility for financial aid as a result of failure to make satisfactory academic progress may appeal to be placed on financial aid probation. This appeal must include the reasons for the lack of progress and the student's anticipated steps for improvement. In order to consider the appeal, the student will need to submit an approved academic plan that will lead to achievement of SAP standards. If during the probation period the student has not successfully achieved satisfactory academic progress, the student may appeal with a modified academic plan. Probation may last for up to one academic year, unless there are extraordinary circumstances. While on probation, a student's progress will be monitored at the end of each semester.

Academic Progress Definitions

ATTEMPTED HOURS: Attempted hours include all those in which a student is enrolled at the end of the drop period.

WITHDRAWALS do not impact the GPA. Withdrawals will adversely affect the Completion Rate and are NOT considered a successful completion.

REPEATED COURSES affect both the GPA and Completion Rate.

TRANSFER HOURS do not affect the GPA. Transfer hours are added to both completed hours and attempted hours in the Completion Rate calculation.

STUDY ABROAD classes in programs through other schools will not impact the GPA. These hours are treated the same as transfer hours and added to both completed and attempted hours.

DISTANCE EDUCATION classes are treated no differently from on-campus classes.

INCOMPLETE COURSES will not affect the GPA. Incomplete grade changes will not be re-calculated after SAP has been evaluated for the current term and will be included in the next evaluated term. Incomplete courses will adversely affect the Completion Rate, counting as attempted hours but not completed hours.

FAILED COURSES will impact the GPA. A failed course will also adversely affect the completion rate, counting as attempted hours but not completed hours.

MAJOR OR DEGREE CHANGES Students can change majors or degree without any effect on SAP. SAP will be evaluated on a case-by-case basis in the event of a change or major or degree.

DOUBLE MAJOR OR DUAL DEGREE Students who have completed all degree requirements for one of their declared majors/degrees will no longer qualify for federal Pell Grant, SEOG or state aid. Only courses required for the second major or degree will qualify for federal loans or work-study. Students must take at least 6 semester hours required for the second major or degree to qualify for loans. As per university policy, university financial aid of any kind is limited to eight consecutive semesters of full-time undergraduate enrollment (prorated for transfers). Only in limited situations might a student be eligible to continue to

receive university financial aid. Please contact the office of financial aid for additional information.

MINORS OR CERTIFICATES Students with declared minors and/or certificates will not qualify for federal financial aid once all degree requirements for their first bachelor's degree have been met. As per university policy, university financial aid of any kind is limited to eight consecutive semesters of full-time undergraduate enrollment (prorated for transfers). Only in limited situations might a student be eligible to continue to receive university financial aid. Please contact the office of financial aid for additional information.

COMPLETION OF ALL DEGREE REQUIREMENTS Based on federal Satisfactory Academic Progress (SAP) financial aid regulations, students who have met all degree requirements for their first bachelor's degree may no longer qualify for federal financial aid even if they have not officially applied for graduation. Continued financial aid options will vary depending on the student's individual educational plan.

Grade and Credit Definitions for SAP

- Attempted credits include grades of A, B, C, D, F, I, W and blank.
- Earned (completed) credits include grades of A, B, C, D, F.
- W's & I's will not affect your GPA, but they do impact your credit completion ratio and will count towards maximum attempted credits.
- Summer courses will be evaluated and included in the next evaluation term.
- Winter courses will be included and evaluated as part of spring and in the next evaluation term.
- Incomplete grade changes will not be re-calculated after SAP has been evaluated for the current term and will be included in the next evaluated term.
- If you repeat a course, credits will be added to your attempted/earned credit totals each time you register. However, only the most recent grade received in the course will be used in the calculation of your cumulative GPA.
- Transfer and consortium credits accepted by Fairfield University will be included when calculating your cumulative completed credits percentage and maximum attempted credits, but not your GPA. This includes credits earned from institutions including non-Fairfield University study abroad programs. Credits are included in both attempted and earned credits.
- Consortium credits paid for with financial aid processed by Fairfield University as the home institution will be counted in all academic progress measurements.
- Extended credit courses are considered attempted, but not earned until a grade is submitted.
- Audit credits are not considered either attempted or earned and do not count in the GPA or the completion rate.
- Undergraduate credits taken while you are a graduate student that earn graduate credit toward completion of a graduate program will be included in your cumulative completed credits percentage, cumulative GPA, and maximum attempted credits totals.
- Graduate credits taken while you are an undergraduate student that earn graduate credit will not be included in academic progress standards.
- Graduate credits taken while you are an undergraduate student that earn undergraduate credit for your program of study will be included in academic progress standards.

- Federal regulations require the University to include the original grade and number of credits for any class you retroactively withdrew from when calculating your SAP status. If you have retroactively withdrawn from one or more courses, the GPA used to determine if you are meeting SAP standards may differ from your official University GPA.
- Credit/No Credit Option: Courses graded as "credit" by the instructor will counted in a student's attempted and earned credit totals and completion rate. Courses graded as "no credit" by the instructor will count as attempted but not completed courses and will factor into the calculation of the completion rate. Neither option will factor into a student's GPA used for determining SAP.

Notification

The Office of Financial Aid will notify all students who fail to maintain satisfactory academic progress. Students will be notified of their SAP status by university email once the Office of Financial Aid has been notified by the University Registrar that all grades have been posted and term-end processing is complete.

Reinstatement of Financial Aid

To have financial aid eligibility reinstated, a student may make up the credit hour and/or grade point index deficiencies in a subsequent term without receipt of financial aid for that term. University aid is only offered (if the student maintains eligibility) for up to eight consecutive semesters.

Appeal Process

A student who believes his/her failure to meet SAP standards was due to extenuating circumstances beyond his/her control may appeal in writing to the Appeals Committee. Some examples of extenuating circumstances are:

- A student's serious illness or accident
- Death or serious illness in the student's immediate family
- Cancellation/discontinuance of a class by the University
- Other unforeseeable circumstances beyond the control of the student that caused the student to fall below the satisfactory progress standards

Students should submit the SAP Appeal Form, including a personal letter, explaining the reason for the request and reason for their current academic status. In addition, an approved Academic Plan must be completed by the student and by an administrator from the appropriate Dean's Office. The Academic Plan can be obtained in the Dean's Office of any school, or printed online. The appeal form, personal letter, Academic Plan, and any other supporting documentation (if desired), must be submitted to the student's financial aid counselor in the Office of Financial Aid within two weeks of the notification from the Office of Financial Aid that SAP standards have not been maintained.

If an appeal for one semester of probationary financial aid is approved, a student's progress will be monitored at the end of each semester. If after the financial aid probation period the student has not successfully rectified the satisfactory academic progress deficiency, the student may submit an appeal letter to request an extended probationary period of financial aid. Financial aid probation may last for up to two semesters, unless there are extraordinary circumstances.

Appeals must be submitted to the Office of Financial Aid by July 1, or by other stated deadlines as provided by the Office of Financial Aid. If reinstatement of aid is sought for summer sessions, the appeal must

be submitted prior to the first day of classes for that term. It is the responsibility of the student to initiate an appeal before a specified SAP Appeal deadline.

Academic Withdrawal

Those who are asked to withdraw from the University for academic failure will lose entitlement to financial aid. Students who are later readmitted to the University may appeal for reinstatement of some financial aid, but aid is not automatically reinstated. Students' satisfactory academic progress (SAP) status will be reviewed if a student is reinstated to the University. Students may be asked to complete the SAP appeal process as part of the re-determination of financial aid eligibility.

Federal Leave of Absence Policy

The purpose of this policy is to ensure Fairfield University is following federal regulation, 34 CFR 668.22(d), regarding the process for students requesting a leave of absence.

For students who have federal financial aid, a leave of absence (LOA) must meet certain conditions to be counted as a temporary interruption in their educational plans instead of being counted as a withdrawal requiring the school to perform a Title IV return calculation. If the temporary LOA does not meet the conditions as stated in 34 CFR 668.22(d), the student is considered to have ceased attendance and to have withdrawn from the school. The school will be required to perform a Title IV return calculation.

According to federal regulation 34 CFR 668.22(d), the following conditions must be met in order for our office to process an approved LOA for Title IV purposes:

- The student must apply/request the LOA in advance unless unforeseen circumstances prevent the student from doing so.
- The student must follow the school's policy for requesting the temporary LOA.
- The LOA cannot be granted for academic reasons (ex: to keep a student from failing).
- The LOA, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period.
- There must be a reasonable expectation that the student will return from the LOA.
- A student returning from a LOA must resume coursework at the same point in the academic program/courses that they were at when the LOA began.*
- The school may not assess the student any additional institutional charges, the student's need may not increase, and therefore, the student is not eligible for any additional federal student aid.
- If a student is a Title IV (federal financial aid) recipient, the institution must explain the requirements and regulations of their financial aid status (grace period, repayment, etc.) PRIOR to the school granting the LOA. The information that will be provided will include the financial consequences if the student fails to return from the LOA.**

Fairfield University may grant a temporary LOA that does not meet the conditions to be approved as a Title IV LOA. In the event a student is approved for a LOA that does not meet the conditions of a Title IV LOA, the student will be reported as WITHDRAWN for the purposes of Title IV (federal) financial aid. Title IV loan recipients must complete exit counseling. Monthly payments may begin when the grace period ends, typically, six-months from the date it was determined that the student

was withdrawn. Students may apply for either a qualifying forbearance or deferment with their student loan servicer.

A student approved for a federal financial aid LOA that meets all of the conditions stated above is not considered to have withdrawn and no return of Title IV funds calculation is required. Students granted an approved federal financial aid LOA will be considered on an approved LOA and in an in-school status for Title IV repayment purposes.

*Completion of Coursework upon Return

In as much as approved leaves of absence are viewed as temporary interruptions in a student's attendance, a student returning from a LOA must do so at a time when they can complete the work which they missed during the LOA in order to complete the payment period and be eligible to receive a second or subsequent disbursement. Therefore, in order for a LOA to be a LOA, the school must allow a student returning from a LOA to complete the coursework that they began prior to the LOA.

The school may permit a student to return to class before the expiration of the student's LOA in order to review material previously covered. However, until the student has resumed the academic program at the point where they began the LOA, the student is considered to still be on the approved LOA. The days the student spends in class before the course reaches the point at which the student began their LOA must be counted in the 180 days maximum for an approved leave of absence. A student repeating coursework while on LOA must reach the point at which they interrupted training within the 180 days of the start of the student's LOA.

**Student Who Fails to Return from LOA

If a student does not return to the school at the expiration of an approved LOA (or a student takes an unapproved LOA), the student's withdrawal date is the date the student began the LOA.

If a student on an approved LOA fails to return, the school must report to the loan holder the student's change in enrollment status as of the withdrawal date. One possible consequence of not returning from a LOA is that a student's grace period for a Title IV program loan might be exhausted. Therefore, in order for a LOA to be an approved LOA, prior to granting a leave of absence, a school must inform a student who is a Title IV loan recipient of the possible consequences a withdrawal may have on the student's loan repayment terms, including the exhaustion of the student's grace period.

University Merit or Need-Based Aid Policy for Withdrawals

Students are approved for voluntary or medical withdrawal by taking the appropriate steps as prescribed in the Academic Policies section of this catalog. Students that are receiving University financial aid will have their University need-based and merit-based aid prorated based on the following schedule:

Official Withdrawal Date	% of University Aid Earned
Before first scheduled class	0
First Week	10
Second Week	20
Third Week	40
Fourth Week	60

Fifth Week	80
Sixth Week or later	100%

Note: For courses meeting for less than a full semester (15 weeks), financial aid entitlement will be adjusted accordingly.

Federal Return of Title IV (R2T4) Funds Policy

Student financial aid is disbursed based on the assumption the student will successfully complete all registered credits. If a student does not successfully complete all registered credits, they may not have earned all the aid disbursed on their behalf. The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term. Federal Title IV financial aid programs must be recalculated in these situations. You must begin enrollment in the semester in order to be eligible for a federal student aid disbursement. Withdrawal before the semester start will result in cancellation of federal aid.

If a student leaves the institution prior to completing 60 percent of a payment period or term, the Financial Aid Office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: percentage of payment period or term completed equals the number of days completed up to the withdrawal date, divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: aid to be returned equals 100 percent of the aid that could be disbursed, minus the percentage of earned aid, multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution. If a student earned more aid than was disbursed, the institution would owe the student (or parent in the case of a PLUS loan) a post-withdrawal disbursement which must be paid within 180 days of the student's withdrawal. Students (or parents in the case of a PLUS loan) due a post-withdrawal disbursement will be emailed and mailed a notice to reply no later than 14 days of the date of the notice to confirm or refuse the disbursement. No reply will indicate a refusal of the disbursement. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal. Refunds are allocated in the following order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct Graduate PLUS Loan Program
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. Federal TEACH Grant
8. Iraq & Afghanistan Service Grant

It is the student's responsibility to return unearned aid that was disbursed directly to the student. Unearned loan proceeds paid directly to the student must be repaid under the terms and conditions of the Master Promissory Note (MPN). Unearned grant proceeds paid directly to the student must be returned by the student to the Department of Education or by Fairfield University. The amount of grant proceeds a student must repay is limited to the amount by which the grant overpayment exceeds half of the original grant funds. An overpayment of \$50 or less does not have to be repaid. The student must make arrangements with Fairfield University or the Department of Education to return such grant proceeds. If the student fails to make repayment arrangements within fourteen (14) calendar days of the date of the notice of the overpayment, the Office of Financial Aid may report the student to the National Student Loan Data System (NSLDS), which will result in the loss of any further financial aid eligibility.

Examples

The amount of assistance that a student has earned is determined on a pro rata basis. For example, if a student completed 30% of the payment period or period of enrollment, the student earns 30% of the Title IV assistance that he or she was originally scheduled to receive. Once a student has completed more than 60% of the payment period or period of enrollment, the student earns all the assistance that he or she was scheduled to receive for that period.

If a student receives (or the institution or a parent receives on his or her behalf) excess Title IV program funds that must be returned, the University must return a portion of the excess equal to the lesser of:

1. The student's institutional charges multiplied by the unearned percentage of the student's funds, or
2. The entire amount of excess funds.

Example 1 - Official Withdrawal - Attending Less than 60% of the semester

The student is a first-year student living on campus during the fall semester.

The student's financial aid package includes:

Pell Grant: \$2,500

Direct Subsidized Loan: \$1,732 (net)

Direct Unsubsidized Loan: \$990 (net)

Total Aid: \$5,222

The student's charges include:

Tuition and Fees: \$29,675

Housing: \$5,590

Meal Plan: \$3,900

Total Charges: \$39,165

Using Federal Aid Awarded in Computation:

The student withdraws on day 50 out of 111 days in the semester.
 $50 \div 111 = 45\%$ of the semester completed (*This student earned 45% of Title IV funds.*)

Total amount of Title IV funds x Percent of earned Title IV funds
 $\$5,222 \times 45\% = \$2,350$

\$2,350 is the amount of earned Title IV aid.

Total amount of Title IV funds - Earned Title IV funds = Funds to be returned to Department of Education

$\$5,222 - \$2,350 = \$2,872$

\$2,872 is the amount of Title IV funds to be returned.

Using Qualified Charges (Tuition, Housing, Meal Plan, and Books) in Computation:

The student withdraws on day 50 out of 111 days in the semester.
 $50 \div 111 = 45\%$ of the semester completed (*This student earned 45% of Title IV funds.*)

Total amount of qualified charges x Percent of earned Title IV funds
 $\$39,165 \times 45\% = \$17,624$

Total amount of qualified charges - (Total amount of qualified charges x Percent of earned Title IV funds) = Funds to be returned to Department of Education
 $\$39,165 - \$17,624 = \$21,541$
\$2,872 is the amount of Title IV funds to be returned.

The University must return the lesser of the two computations above to the Federal Title IV Program. In this case, based on the order of Title IV repayments, \$990 would be returned to the Federal Direct Unsubsidized Loan Program, \$1,732 would be returned to the Federal Direct Subsidized Loan Program and \$150 would be returned to the Federal Pell Grant Program.

Example 2 - Official Withdrawal - Attended at least 60% of the semester

The student withdraws on day 72 out of 111 days in the semester. $72 \div 111 = .6486$ or 64.86% of the semester completed. As 64.86% is over 60%, no return of funds is required.

Example 3 - Unofficial Withdrawal

The student is a first-year student living on campus during the fall semester.

The student's financial aid package includes:

Pell Grant: \$2,500

Direct Subsidized Loan: \$1,732 (net)

Direct Unsubsidized Loan: \$990 (net)

Total Aid: \$5,222

The student's charges include:

Tuition and Fees: \$29,675

Housing: \$5,590

Meal Plan: \$3,900

Total Charges: \$39,165

There are 111 countable days in the payment period or period of enrollment. After the semester was completed, it was determined that the student unofficially withdrew during the term. It was determined by the University Registrar that the student's last date of attendance was day 42 of the term.

Using Federal Aid Awarded in Computation:

The student's reported last date of attendance was day 42 out of 111 days in the semester. $42 \div 111 = 38\%$ of the semester completed (*This student earned 38% of Title IV funds.*) However, because this is an unofficial withdrawal, Fairfield University is allowed to utilize the mid-point of the payment period to determine the unearned aid percentage, or 50%.

Total amount of Title IV funds x Percent of earned Title IV funds

$$\$5,222 \times 50\% = \$2,611$$

\$2,611 is the amount of earned Title IV aid.

Total amount of Title IV funds - Earned Title IV funds = Funds to be returned to Department of Education

$$\$5,222 - \$2,611 = \$2,611$$

\$2,611 is the amount of Title IV funds to be returned.

Using Qualified Charges (Tuition, Housing, Meal Plan, and Books) in Computation:

The student's reported last date of attendance was day 42 out of 111 days in the semester. $42 \div 111 = 38\%$ of the semester completed (*This student earned 38% of Title IV funds.*) However, because this is an unofficial withdrawal, Fairfield University is allowed to utilize the mid-point of the payment period to determine the unearned aid percentage, or 50%.

$$\text{Total amount of qualified charges} \times \text{Percent of earned Title IV funds} \\ \$39,165 \times 50\% = \$17,624$$

Total amount of qualified charges - (Total amount of qualified charges $\times$ Percent of earned Title IV funds) = Funds to be returned to Department of Education

$$\$39,165 - \$17,624 = \$19,583$$

\$2,611 is the amount of Title IV funds to be returned.

The University must return the lesser of the two computations above to the Federal Title IV Program. In this case, based on the order of Title IV repayments, \$990 would be returned to the Federal Direct Unsubsidized Loan Program and \$1,621 would be returned to the Federal Direct Subsidized Loan Program.

Example 4 - Post-Withdrawal Disbursement

Student was enrolled full-time for courses that spanned the full semester. The original charges for the tuition, fees, and books for the term were \$39,165. The student began attendance in each course, but officially withdrew (W) on day 8 and received a 100% refund of institutional charges. The funds disbursed (credited) to the student's account were: \$0 Pell. However, the student could have received \$3,698 from the Pell Grant if they had continued to be enrolled. There are 111 countable days in the payment period.

$$8 \div 111 = 0.0721 \text{ or } 7.21\%$$

Apply the percentage completed (earned), 7.21% to 0 Title IV (federal) aid that could have been disbursed: $\$3,698 \times 7.21\% = \$266.63$ earned aid.

Total charges for the term: \$0. (The student was provided a full refund.)

The student earned more federal financial aid than what was disbursed. The post-withdrawal disbursement for Title IV funds would be processed for the student and a refund would be issued within 14 days of the calculation.

If his or her post-withdrawal disbursement includes loan funds, the University must get the student's permission before it can disburse them. The student may choose to decline some or all of the loan funds so as not to incur additional debt. The University may automatically use all or a portion of the student's post-withdrawal disbursement of grant funds for tuition, fees, and housing and food charges (as contracted with the school) if the student had any remaining charges after the withdrawal was processed. The University needs the student's permission to use the post-withdrawal grant disbursement for all other school charges. If the student does not give permission, the student will be offered the funds.

However, it may be in the student's best interest to allow the school to keep the funds to reduce debt at the school.

- The University needs the student's permission to use the post-withdrawal grant or loan disbursement for all other school charges. If permission is not given, the student will be offered the funds.
- However, it may be in their best interest to allow the school to keep the funds to reduce debt at the school.

Withdrawal Date

A student's withdrawal date is defined as the date that the student began the withdrawal process with Fairfield University; the student otherwise provided Fairfield University with official notification of the intent to withdraw; or, for the student who did not begin our withdrawal process or notify us of the intent to withdraw, the midpoint of the payment period of enrollment for which Title IV assistance was disbursed (unless we can document a later date).

Pell Recalculation Policy and R2T4

Fairfield University uses a census date (also known as the "freeze date") Pell Recalculation Policy for the fall, spring, and summer semesters. This means the student's enrollment status to determine Pell eligibility "freezes" on the census date. The only way the enrollment status can increase after that is for the student to attend a later starting class and attend it through that class' census date. In short, Pell enrollment status is determined and "freezes" on the full term census date and, after that, only on a subsequent short term class census date.

If a student withdraws prior to the full term census date, the enrollment status for Pell eligibility and the R2T4 calculation will be the student's enrollment status on the date of withdrawal.

If the student withdraws after the full term census date, the enrollment status for Pell eligibility and the R2T4 calculation will be the student's enrollment status at the last census date attended.

Student Notification

The Return of Title IV Refund calculation will be performed within 30 days of the withdrawal from the University. Notification of aid adjustments, as well as whether the student owes a Title IV or HEA overpayment, or owe funds to Fairfield University, will be sent in writing to the student.

Reinstatement of Financial Aid Upon Readmission to the University

Students who are later readmitted to the University may appeal for reinstatement of some financial aid, but aid is not automatically reinstated. A student's satisfactory academic progress (SAP) status will be reviewed once the student is reinstated to the University. The student may be asked to complete the SAP appeal process as part of the re-determination of financial aid eligibility upon readmission to the University.

Types of Financial Aid

Merit Scholarship

All undergraduate merit scholarships awarded by Fairfield University are renewable for up to eight consecutive semesters of full-time, undergraduate study provided the recipient earns the required minimum GPA for renewal. The GPA renewal requirement, which varies by level of award, is included in the initial award notification provided at the time

of the student's admission to Fairfield and is measured at the end of each academic year. The renewal eligibility period is prorated for transfer students based on the number of accepted transfer credits.

Students who lose eligibility for merit scholarship as a result of failure to meet the minimum GPA requirement may appeal to be placed on merit scholarship probation. Students must submit the SAP Appeal Form, including a personal letter, explaining the reason for the request and reason for their current academic status. The appeal form, personal letter, and any other supporting documentation (if desired), must be submitted to the student's financial aid counselor in the Office of Financial Aid.

If an appeal for probationary merit scholarship status is approved, a student will be permitted up to two (2) consecutive semesters after the status has been granted, to obtain the required cumulative GPA necessary for the scholarship level. Merit scholarship probation may last for up to one year, unless there are extraordinary circumstances. If after the merit scholarship probation period the student has not successfully achieved the required minimum GPA for reinstatement of the full merit scholarship, the merit scholarship will be canceled indefinitely. If, in a future semester, the student obtains the required cumulative GPA necessary for renewal of the scholarship, the renewal is not automatic. The student must submit a letter of appeal requesting reinstatement of the scholarship to the Associate Director of Financial Aid for reinstatement consideration. The reinstatement of the merit scholarship is at the sole discretion of the Office of Financial Aid.

Appeals must be submitted to the Office of Financial Aid by July 1, or by other stated deadlines as provided by the Office of Financial Aid. It is the responsibility of the student to initiate an appeal before a specified SAP Appeal deadline.

Fairfield University Grant

In addition to scholarships, a number of need-based grants are awarded by the University. Need-based grants are awarded based on the completion of a CSS Profile and FAFSA and amounts vary by student. Demonstrated financial need, as well as academic performance and potential, are the criteria used in determining the awards. Fairfield University provided over \$100 million of its own resources in 2024-25 for financial aid. Most scholarships and University grants are offered with other types of federal or state aid. Students receiving University grants or scholarships are eligible to receive such assistance for up to eight consecutive semesters of undergraduate student enrollment from the date of enrollment as a first year student. Semesters spent in a study abroad program (whether Fairfield or that of another institution) are included in the eight consecutive semester limit whether or not a student receives University aid during the semesters. The eight consecutive semester limit is pro-rated for transfer students.

Through the generosity of individuals, corporations, and foundations, a number of scholarships are available to students at the University. Students applying for financial aid are considered automatically for these named scholarships in accordance with the wishes of the donors.

Federal Financial Aid

Eligibility for all programs listed is determined by completing the Free Application for Federal Student Aid (FAFSA). Students may be subject to verification and must comply and meet all federal eligibility requirements before funds may be made available or disbursed to your student account. Please contact the Office of Financial Aid for full program eligibility requirements.

Federal Grants

Federal Pell Grant

A federal entitlement program that provides grants of up to \$7395 to eligible students in the 2025-26 academic year who are pursuing their first baccalaureate degree.

Federal Supplemental Educational Opportunity Grant

Grants from federal funds are made available to students who demonstrate exceptional financial need. Funding for the program is very limited. Priority is given to Federal Pell Grant recipients.

Iraq and Afghanistan Service Grant

A federal program grant program for students not eligible for a Federal Pell Grant on the basis of the Student Aid Index and if your parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11. Full eligibility requirements may be found online at studentaid.gov.

Children of Fallen Heroes Scholarship

Pell-eligible students whose parent or guardian died in the line of duty while serving as a public safety officer is eligible to receive a maximum Federal Pell Grant award.

State Scholarships and Grants

All financial aid applicants should research the opportunities that exist in their home state for other scholarships or grants. Students should contact their state board or commission for higher education or consult their high school guidance counselor for information.

Loan Programs

Direct Loan

Federal Direct Loans may be obtained online. Up to \$5500 per academic year for first year students (max \$3500 subsidized), \$6500 per academic year for sophomore-level students (max \$4500 subsidized), or \$7500 per academic year for junior- and senior-level students (max \$5500 subsidized) may be borrowed. Repayment begins six months after a student ceases to enroll at least half-time (six credits or more). Students must file a FAFSA before a Direct Loan can be processed. The FAFSA will determine if the student is eligible for a subsidized loan (the federal government pays interest while student is enrolled) or unsubsidized loan (student pays or allows interest to accrue while enrolled full-time). The interest rate for undergraduate direct loans disbursed July 1, 2024 through June 30, 2025 is fixed at 6.53%. Interest rates on loans disbursed after July 1, 2025 have not been determined as of the date of publication of this catalog. The Direct Loan funds sent to the University on the student's behalf will be reduced by an origination fee. The origination fee is determined by the Department of Education and is subject to change October 1 of each year. The current origination fee on loans disbursed prior to October 1, 2025 is 1.057%. The interest rate and origination fee both change annually. For current Direct Loan origination fees and interest rates, please visit the Direct Loans website.

Direct PLUS Loan

This is a loan program for parents of dependent undergraduate students. A parent may borrow up to the cost of education minus any financial aid received during any one academic year. Students must file a FAFSA for parents to be eligible to borrow a PLUS loan. Parents and students must meet general eligibility requirement and parents must pass a credit check to be eligible to borrow a PLUS loan. Parents can apply online. Repayment begins 60 days after disbursement of the loan. The interest rate for PLUS loans disbursed July 1, 2024 through June 30, 2025 is fixed

at 9.08%. Interest rates on loans disbursed after July 1, 2025 have not been determined as of the date of publication of this catalog. The Direct PLUS Loan funds sent to the University on the student's behalf will be reduced by an origination fee. The origination fee is determined by the Department of Education and is subject to change October 1 or each year. The current origination fee on PLUS loans disbursed prior to October 1, 2025 is 4.228%. Both the interest rate and origination fee changes annually. For current Direct PLUS Loan origination fees and interest rates, visit the Direct Loans website.

Alternative Loans

It is recommended that students borrow the maximum in Direct Loans before considering an alternative student loan. Direct Loans tend to be less expensive with fixed interest rates and provide various options for repayment. The Office of Financial Aid will certify any alternative loan at the request of any borrower, provided they are approved; however, it is the responsibility of the borrower to determine which alternative loan best fits their borrowing needs.

Alternative student loans are available to help students cover any financial gap that may exist between their educational costs (cost of attendance) and the amount of financial aid they are receiving. There are many types of alternative student loans, each are calculated with different interest rates and repayment terms, which vary, depending on the borrower and co-borrower's credit-worthiness. Fairfield University does not have a preferred lender list for alternative loans. Additional information may be found at our website. Students and families should research what alternative loan suits their borrowing needs. Most, if not all, undergraduate students usually require a credit-worthy co-borrower in order to obtain the best interest rate(s) and benefits. If you need assistance with any loans, please email (finaid@fairfield.edu) the Office of Financial Aid or call 203-254-4125.

Tuition Payment Plan

The University offers a tuition payment plan, an interest-free, semester based payment plan for educational expenses. Please contact the Office of the Bursar for more information.

Veterans

Veterans may apply GI Bill® educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through the Post-9/11 GI Bill® and Yellow Ribbon program. Information about the program, including free tuition for some veterans, is available on our website. The School Certifying Official, located in the Office of the University Registrar, will complete and submit the required certification form for all veteran benefits.

VA Pending Payment Compliance

In accordance with Title 38 US Code § 3679 (e), Fairfield University adopts the following additional provisions for any student using U.S. Department of Veterans Affairs Post-9/11 GI Bill® (Chapter 33) or Veteran Readiness and Employment (Chapter 31) benefits.

While payment to the University is pending from the VA, Fairfield University will not prevent the student's enrollment, assess a late payment fee, require the student to secure alternative or additional funding, or deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the university.

In order to qualify for this provision, such students are required to provide a Chapter 33 Certificate of Eligibility (or its equivalent), or for Chapter 31,

a VR&E contract with the school on VA Form 28-1905 by the first day of class.

Notes: Chapter 33 students can register at the VA Regional Office to use eBenefits to receive the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot receive a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case manager issues it to the school.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

Campus Employment

Federal Work Study Program

Federal Work Study (FWS) may be offered to students who demonstrate financial need as determined by the FAFSA and university policy. Eligible students can seek employment on or off campus with participating offices and/or agencies. Whenever possible, students may also consider employment that relates to their field of study.

University Employment

There are opportunities available across campus in various departments for student employment. Available student positions are posted in the Student Job Listing in Workday, accessed through my.Fairfield. The Student Job Listing includes both FWS and Non-work study positions. Students are encouraged to check the Student Job Listing frequently as positions are updated throughout the academic year.

Consumer Information

Fairfield offers a Net Price Calculator, an additional resource to help students and their families estimate merit-based and need-based aid for which they may qualify for at Fairfield University. For access to the calculator and more information, visit our website.

John Charles Meditz College of Arts & Sciences

A Message from the Dean

Welcome to the Meditz College of Arts & Sciences at Fairfield University. As a Meditz student, you are joining a community of student-focused faculty, engaged students, and dedicated staff who will accompany you on your quest to invent, discover, and produce knowledge in the service of others. In addition to being the oldest of the University's five schools, we are also the home to Fairfield's Core Curriculum, the *Magis* Core, which is the intellectual foundation of a Fairfield education, anchored in the arts & sciences and deeply informed by the Jesuit values of academic excellence and service. We create authentic learning opportunities for students that allow for "exploring the complexities of the human condition, experiencing the wonders of artistic creation, investigating the intricacies of the universe, and reflecting on the mysteries of the sacred – so that we may all do our part to promote a just and peaceful world."

With 14 departments and over 20 interdisciplinary programs, the Meditz College values inspired teaching and innovative faculty research that makes Fairfield unique. With majors, minors, and interdisciplinary programs spanning a wide variety of subjects and areas of academic inquiry, the opportunities to explore are limitless and uniquely position our students for success in an increasingly competitive job market where key skills such as critical thinking and clear communication

are highly valued. From taking the stage in a theatre production to studying the impact of pollution on marine life, the Meditz College provides our students the space to explore their passions and become the leaders they are destined to be. Hundreds of our students engage in undergraduate research each year and community-based learning. Within easy reach of major metropolitan centers and countless companies and service organizations, the Meditz's Office of Career and Professional Development works with you to develop your professional capacities and find internship opportunities that further allows you to put theory into practice in the real world as part of their studies in the College.

We are confident that your time with us will not only prepare you for a rewarding career but an inspired life of service. As the philosopher John Dewey observed, "education is not preparation for life; education is life itself." It is our desire that you live and learn fully during your time at the Meditz College, that you are fully engaged. But always remember your responsibility to lead by sharing what you have learned with others. In the immortal words of Ignatius of Loyola, "Go forth and set the world on fire."

Richard Greenwald, PhD

Dean, John Charles Meditz College of Arts & Sciences

College Overview

The oldest and largest of Fairfield's five schools, the Meditz College of Arts & Sciences offers the bachelor of arts and the bachelor of science degree, as well as master's degrees in communication, creative writing, industrial/organizational psychology, interior design, mathematics and public administration. In recent years, the Meditz College has won numerous grants to support new and continuing programs. Examples include funding to enhance the core science curriculum, to broaden access to science education, to add courses in critical languages, to enhance diversity at the University, to bring geographic information systems technology to area high school classrooms, and to promote family literacy. Through various scholarships, grants, and internship programs, students in the Meditz College have had the opportunity to study and conduct research in Brazil, China, Nicaragua, Russia, and Tanzania, among other locations.

Students are encouraged to select a major by the end of their first year (essential in sciences) but no later than the end of the sophomore year. Pre-major students who are still exploring should consult with their faculty advisor, any of their professors, or the Academic and Career Development Center to help them choose a program of study. Selecting a major is not an irrevocable decision; the academic program at Fairfield is flexible enough to allow students to discover new interests or identify new goals. Any of the academic programs in arts and sciences will provide the broad foundations for success and flexibility in any career path.

Within each major field of study, courses range from introductory to highly specialized, with multiple opportunities for independent study and research. Students may also opt, with faculty advice and agreement, to design their own major. Double-majors and minors can also be arranged for students who want to combine the skills and perspectives of two or more disciplines. The core curriculum provides many opportunities to explore the vast territory of the liberal arts and to discover individual intellectual passions.

Degrees

Bachelor of Arts

The bachelor of arts is a liberal arts degree with emphasis in the arts, humanities, or social and behavioral sciences.

Major concentrations in the BA degree program include:

- American Studies
- Communication
 - Public Relations
 - Sports Media
- Digital Journalism
- Economics
- English
- Environmental Studies
- History
- International Studies
- Individually Designed Major
- Modern Languages and Literatures (French, German, Italian, and Spanish)
- Philosophy
- Politics
- Religious Studies
- Sociology and Anthropology
- Sports Media
- Visual and Performing Arts
 - Art History and Visual Culture
 - Film, Television, and Media Arts
 - Music
 - Studio Art
 - Theatre

Bachelor of Science

The bachelor of science is a liberal arts degree with an emphasis in the sciences.

Major concentrations in the BS degree program include:

- Behavioral Neuroscience
- Biology
- Biochemistry
- Chemistry
- Economics
- Mathematics
- Physics
- Psychology

Interdisciplinary Programs

The Fairfield curriculum includes a number of majors and minors that are interdisciplinary in nature. Such programs permit students to combine coursework from more than one academic department, thereby examining a broad subject from a multiplicity of disciplinary perspectives. There are eight interdisciplinary majors currently available to students in the Meditz College of Arts & Sciences:

- American Studies
- Digital Journalism
- Environmental Studies
- International Studies
- Individually Designed Major
- Liberal and Professional Studies
- Sports Media
- Women, Gender, and Sexuality Studies

The Meditz College also offers the following interdisciplinary minors:

- American Studies
- Ancient Mediterranean Studies
- Asian Studies
- Black Studies
- Catholic Studies
- Digital Journalism
- Environmental Studies
- Graphic Design
- Health Studies
- Humanitarian Action
- International Studies
- Irish Studies
- Islamic World Studies
- Italian Studies
- Judaic Studies
- Latinx, Latin American and Caribbean Studies
- Peace and Justice Studies
- Public Administration
- Russian, East European, and Central Asian Studies
- Women, Gender, and Sexuality Studies

Honors Program

The Meditz College of Arts & Sciences participates in the University Honors Program, a highly selective interdisciplinary course of study open to invited first-years and sophomores and devoted to intellectual history, interdisciplinary studies, and advanced work in the student's major field. The Honors curriculum challenges students to identify major intellectual questions about the past and present, write coherently about the history and methods of research into those questions, design a research project on a major question in their field of study, and implement and report on the results of that research project.

Liberal and Professional Studies

The bachelor of arts or bachelor of science in Liberal and Professional Studies is a flexible, individualized, and interdisciplinary degree designed for non-traditional part time undergraduates (for example, students returning to college after a long hiatus, working professionals who seek career advancement with a respected university degree, etc.). This major consists of nine courses from at least two areas (humanities, social and behavioral science, mathematics and science, liberal and professional studies) as well as a capstone course. The degree offers many attractive features to returning students including a more liberal credit transfer policy and the ability to receive credit through CLEP and portfolio review. More information is available under the Liberal and Professional Studies section of this catalog.

Specialized Programs in Arts and Sciences

In addition to the traditional major concentrations, the Meditz College of Arts & Sciences offers specialized programs and academic services. A partial list follows:

Education

The Meditz College of Arts & Sciences, in collaboration with the School of Education and Human Development, offers a Five-Year Integrated Bachelor and Master of Arts Teacher Certification Program in Elementary Education, Secondary Education, or Special Education. Secondary education tracks include English, science, math, social studies, and world language education. Students earn a BA or BS in their major. They minor in Educational Studies and take two to four additional teacher preparation courses as undergraduates, depending on the certification area. Students continue teacher preparation as graduate students, completing a 30-credit MA in Elementary or Secondary Education and eligibility for Connecticut teaching certifications.

Health Professions Program

Fairfield offers a challenging, competitive, and highly successful pre-medical/pre-dental/pre-health professional program. Students in this program pursue studies in a field or major of their personal interest while taking those courses necessary for admission to medical, dental, and veterinary school, as well as any of the professional schools for allied health careers, such as physician assistant, physical and occupational therapy, and pharmacy.

All students who are considering the health professions as a career and were not registered for the program as admitted students should identify themselves and meet with the Director of the Health Professions Program as early as possible. A great deal of careful planning must be done in order to prepare a strong application for advanced study.

Students who apply to health professions schools need to have foundational knowledge in science. These foundations can be taken within a science major or added to a non-science major. Many pre-medical students elect to pursue a degree in biology that provides expertise well beyond the minimum requirements recommended by the Association of American Medical Colleges for admission to medical school (similar to requirements for other health professions schools). However, students should also recognize that other majors - in the natural sciences and in non-science fields - are acceptable alternatives as long as the major is supplemented by a combination of courses that represent preparation for medical, dental, and allied health schools. The best preparation for medicine and a number of other health professions usually includes early completion of the following basic course sequences: MATH 1121 and MATH 2217; BIOL 1171 and BIOL 1172; CHEM 1171 and CHEM 1172; CHEM 2271 and CHEM 2272; PHYS 1171 and PHYS 1172. The choice and sequence of courses depend on the student's personal and academic priorities; these should be discussed with the Health Professions Advisor and other academic advisors.

Internship opportunities are of special interest to students preparing for careers in medicine. Options available to Fairfield students include the Emergency Medicine Research Associates Program at St. Vincent's Medical Center in Bridgeport and a wide variety of local, national, and international opportunities. Contact Director Geoffrey Church, x2485, for more information.

Pre-Law Program

Fairfield's pre-law program has been consistently successful during the past decade. No particular major is recommended for law school candidates. Pre-law students should elect courses that examine the social, economic, and political systems of which the law is a part. They should also select courses that help them develop competencies to read analytically, reason logically, write clearly, speak precisely, and think critically. Finally, students may wish to pursue coursework that examines the law from the perspective of disciplines such as politics, philosophy, psychology, sociology, and business. The program is closely supervised by faculty who serve as special advisors to pre-law students; supplementary advising is available through the Academic and Career Development Center. Contact advisor Aaron Bentley (abentley@fairfield.edu) for more information.

Internships

Internships provide the opportunity for practical experience in a career field related to a student's major. Most departments of the Meditz College of Arts & Sciences offer credit for internships in appropriate agencies and business firms in Fairfield, nearby communities, as well as in New York City and New Haven. Majors who wish to take advantage of these opportunities should consult their department chair or program internship coordinator about eligibility requirements and other details.

Minors

In addition to the major, a number of departments and interdisciplinary programs in the college offer optional minor concentrations. These concentrations are developed under faculty supervision within the context of departmental requirements and offerings. For further information, contact the department chair or program director.

Departmental Requirements and Options

Each department or program in the Meditz College of Arts & Sciences has specific academic requirements and options for earning a degree in its academic field. Those requirements and options are found in the departmental and program sections that are presented in alphabetical order on subsequent pages of this catalog.

Additional majors, concentrations, and programs housed in academic departments:

- Anthropology: see Sociology and Anthropology
- Applied Statistics: see Mathematics
- Art History and Visual Culture: see Visual and Performing Arts
- Arts Administration: see Visual and Performing Arts
- Behavioral Neuroscience: see Psychological and Brain Sciences
- Campaigns and Elections: see Politics
- Creative Writing: see English
- Digital Journalism: see English
- Editing and Publishing: see English
- Evolution, Ecology, and Biodiversity: see Biology
- Film: see Visual and Performing Arts
- French: see Modern Languages and Literatures
- German: see Modern Languages and Literatures
- Graphic Design: see Visual and Performing Arts
- Classical (Greek or Roman) Studies: see Ancient Mediterranean Studies
- Health and Human Biology: see Biology
- Hebrew: see Modern Languages and Literatures
- Italian: see Modern Languages and Literatures
- Leadership Ethics: see Philosophy
- Marine Science: see Biology
- Mathematical Statistics: see Mathematics
- Molecular Biology: see Biology
- Film, Television, and Media Arts: see Visual and Performing Arts
- Music: see Visual and Performing Arts
- Professional Writing: see English
- Public Relations: see Communication
- Russian: see Modern Languages and Literatures
- Spanish: see Modern Languages and Literatures
- Studio Art: see Visual and Performing Arts
- Theatre: see Visual and Performing Arts
- U.S. Government: see Politics

American Studies

The purpose of the American Studies program at Fairfield University is for students to engage the idea of America as it has been culturally imagined and contested throughout history, both within and beyond U.S. national borders. Students also consider their own place, engagement, and responsibilities as participants in the unfolding narratives of America within a global context. Interdisciplinary in its goal, the program draws from a wide range of courses in the arts, humanities, and social sciences in order to help students develop the ability to read America, in all its manifestations, as a rich and dynamic cultural artifact.

Offered as both a major and minor, our course variety allows students to create their own line of study, or a double major, combining American Studies with a traditional academic discipline, giving them some extra advantages towards future careers in business, law, education, public service, or graduate studies.

Programs

- American Studies Major
- American Studies Minor

Courses

AMST 2201 Roots of American Culture

3 Credits

Attributes: MSID Magis Core: Interdisciplinary

Prerequisite: One American Studies Gateway course.

This course provides an introduction to the study of American culture. In familiarizing students with the variety of interdisciplinary ways to approach American Studies, students will examine the diverse experiences, intellectual traditions, and cultural touchstones that make American life a rich and fascinating object of study. Using a variety of sources, students will survey the following themes: race, ethnicity and immigration; expression and imagination; values and ethics; gender; institutional power and politics; and America as a global identity.

AMST 3980 Internship **1-3 Credits**
The internship program allows students to gain on-site access experience in a wide variety of fields, including, but not limited to, law, marketing, magazine publishing. These positions are available upon recommendation of the program intern supervisor, under whose guidance the students assume the jobs, which require 10-15 hours a week. Students may take one internship for credit toward the American Studies major. Students may take a second internship for elective credit. Enrollment by permission only.

AMST 3990 Independent Research Project **3 Credits**
During their senior year, each American studies major writes a research paper under the supervision of several participating faculty members. Students integrate different intellectual disciplines in the design and execution of their projects.

Faculty

Director

Willsky-Ciollo (Religious Studies)

Faculty

- Alberda (Politics)
- Alphonso (Politics)
- Bayers (English)
- Carolan (Modern Languages and Literatures)
- Downie (Politics)
- Eliasoph (Visual and Performing Arts)
- Garvey (English)
- Hohl (History)
- King (History)
- Lawrence (History)
- McFadden (History)
- Nguyen (Religious Studies)
- Palmer (History)
- Perez (English)
- Petrino (English)
- Rugg (Communication)
- Torff (Visual and Performing Arts)
- Weinstein (Politics)

American Studies Major

Requirements

For a 30-credit major in American Studies, students complete the following:

Code	Title	Credits
Select one Gateway Course		3
AMST 2201	Roots of American Culture	3
AMST 3990	Independent Research Project	3
Select seven American Studies elective courses, including: ¹		21
At least one course housed in four different departments		
At least two courses at the 2000 level or higher ²		
Total Credits		30

¹ Five courses, selected in consultation with advisor, must be housed within a thematic concentration:

- America and the World
- Expression and Imagination in American Culture
- Gender in American Society
- Power, Politics, and Institutions in America
- Race, Ethnicity, and Immigration in American Society
- Values and Ethics in American Culture

² Majors may take AMST 3980 Internship as one of their 10 courses.

American Studies Program Learning Objectives

1. Students will engage the idea of America by framing questions for research and inquiry
2. Students will distinguish, summarize, and synthesize the idea of America through the intersections of race, ethnicity, gender, sexuality, religion, legal status, environment, and class.
3. Students will critically analyze and interpret cultural artifacts using interdisciplinary theories and methodologies, and discipline-specific knowledge.
4. Students will construct oral arguments and generate debate as they evaluate the processes that shape and reshape America and its identities.
5. Students will write informed, critical essays and larger research papers.
6. Students will examine and interpret their own places, engagement, and responsibilities in the unfolding narratives of America, within a global context.
7. Students will produce a final culminating project appropriate to the undergraduate and graduate curricula.

American Studies Electives Gateway Courses

Code	Title	Credits
AHST 1164	American Art and Media Culture	3
AHST 1165	African-American Art	3
ENGL 1140	Caribbean Literature: History, Culture, and Identity	3
ENGL 1200	American Women Playwrights	3
ENGL 1210	American Literature and the Environment	3
ENGL 1220	The Frontier in American Literature	3
ENGL 1230	Ethnic American Literature	3
ENGL 1240	American Literature: Myths and Legends	3
ENGL 1250	American Drama	3
ENGL 1260	American Social Protest Literature	3
ENGL 1290	American Short Story	3
ENGL 1310	Contemporary Women Writers of Color	3
ENGL 1330	African American Literary Tradition	3
ENGL 1340	Democracy in Black and Indigenous Voices	3
ENGL 1700	Writing the Self: Autobiography	3
FTMA 1101	American Cinema History	3
FTMA 1102	American Television History	3
FTMA 2206	American Film: Decades	3

FTMA 2207	Film Genres (depending on genre)	3	ENGL 2081	Native American Literature	3
HIST 2239	20th Century United States	3	ENGL 2082	Latinx Literature	3
HIST 2251	The American Century: The United States and the World Since 1900	3	ENGL 3032	American Romanticism	3
HIST 2253	Early America to 1800	3	ENGL 3033	American Realism and Naturalism	3
HIST 2257	Who Built America? Working People in America	3	ENGL 3034	American Modernism	3
ITLN 2290	Italian American Cinema	3	ENGL 3035	Contemporary American Literature and Culture	3
MUSC 1101	The History of Jazz	3	ENGL 3074	The Woman Question: Early Feminism and 19th Century Transatlantic Literature	3
MUSC 1102	History and Development of Rock	3	ENGL 3075	Caribbean Women Writers	3
MUSC 1112	Music of Black Americans	3	ENGL 3077	Nonstop Metropolis: Literature and Culture in NYC	3
MUSC 1120	History of American Song	3	FTMA 1101	American Cinema History	3
POLI 1101	Introduction to American Politics	3	FTMA 1102	American Television History	3
POLI 2104	American Presidency	3	FTMA 2204	African American Cinema	3
POLI 2120	Politics of Care	3	FTMA 2206	American Film: Decades	3
POLI 2331	Introduction to Peace and Justice	3	FTMA 2207	Film Genres (depending on genre)	3
POLI 2333	American Political Thought	3	MUSC 1101	The History of Jazz	3
POLI 2334	Sex, Sexuality, and Gender	3	MUSC 1102	History and Development of Rock	3
POLI 2336	Politics of Race, Class, and Gender	3	MUSC 1120	History of American Song	3
POLI 2476	United States Foreign Policy	3	MUSC 1132	Critical Issues in American Popular Music: Blues to Hip Hop	3
RLST 1601	Religion in the United States	3	PHIL 2267	(De)Colonizing the Human	3
RLST 2660	I'm Spiritual, Not Religious: The American Spiritual Tradition	3	RLST 1667	Mormonism: An American Church	3
RLST 2665	Religion and Medicine in the United States	3	RLST 2660	I'm Spiritual, Not Religious: The American Spiritual Tradition	3
SOCI 1110	American Society	3	SOCI 1130	Feminism, Gender, and Everyday Life	3
SOCI 1130	Feminism, Gender, and Everyday Life	3	SPAN 4353	Spanish-American Narrative	3
SOCI 1135	Race, Gender, and Ethnic Relations	3	THTR 1200	American Women Playwrights	3
SOCI 2100	American Class Structure	3	THTR 1250	American Drama	3
THTR 1200	American Women Playwrights	3			
THTR 1250	American Drama	3			

Interdisciplinary Themes

Code	Title	Credits			
Expression and Imagination in American Culture					
AHST 1164	American Art and Media Culture	3	ENGL 1260	American Social Protest Literature	3
AHST 1165	African-American Art	3	ENGL 1340	Democracy in Black and Indigenous Voices	3
ENGL 1140	Caribbean Literature: History, Culture, and Identity	3	HIST 2239	20th Century United States	3
ENGL 1200	American Women Playwrights	3	HIST 2240	The Personal Is Political: Women's Activism in the 1960s	3
ENGL 1210	American Literature and the Environment	3	HIST 2242	Immigration, Race, and Ethnicity in U.S. History	3
ENGL 1220	The Frontier in American Literature	3	HIST 2244	American Constitutional and Legal History II: 1900 to Present	3
ENGL 1230	Ethnic American Literature	3	HIST 2251	The American Century: The United States and the World Since 1900	3
ENGL 1240	American Literature: Myths and Legends	3	HIST 2253	Early America to 1800	3
ENGL 1250	American Drama	3	HIST 2257	Who Built America? Working People in America	3
ENGL 2002	American Poetry	3	HIST 3331	American Revolution and the New Nation	3
ENGL 2031	Early American Literature	3	HIST 3356	History of the Cold War	3
ENGL 2033	American Women Writers of the 19th Century	3	PHIL 2251	Ethical Theories in America	3
ENGL 2043	American Literature: 20th Century to the Present	3	POLI 1101	Introduction to American Politics	3
ENGL 2062	The Harlem Renaissance	3	POLI 2103	Public Administration	3
ENGL 2063	African American Women Writers	3	POLI 2104	American Presidency	3
ENGL 2064	African American Fiction, 1940 to Present	3	POLI 2105	The American Congress	3
			POLI 2106	Supreme Court I	3
			POLI 2107	Supreme Court II	3

POLI 2108	Political Parties and Interest Groups	3	HIST 3335	Civil War and Reconstruction	3
POLI 2109	American Public Policy	3	ITLN 2290	Italian American Cinema	3
POLI 2112	United States Environmental Politics and Policy	3	POLI 2336	Politics of Race, Class, and Gender	3
POLI 2120	Politics of Care	3	MUSC 1101	The History of Jazz	3
POLI 2331	Introduction to Peace and Justice	3	MUSC 1112	Music of Black Americans	3
POLI 2333	American Political Thought	3	MUSC 1132	Critical Issues in American Popular Music: Blues to Hip Hop	3
POLI 2334	Sex, Sexuality, and Gender	3	POLI 2334	Sex, Sexuality, and Gender	3
POLI 2336	Politics of Race, Class, and Gender	3	POLI 2336	Politics of Race, Class, and Gender	3
POLI 2476	United States Foreign Policy	3	RLST 1667	Mormonism: An American Church	3
POLI 4301	The Battle Over Family Values in American Politics	3	RLST 2113	Jews and Judaism in America	3
POLI 4302	Seminar on Feminist Theory	3	RLST 2760	Islam in America	3
RLST 1667	Mormonism: An American Church	3	SOCI 1110	American Society	3
RLST 2665	Religion and Medicine in the United States	3	SOCI 1135	Race, Gender, and Ethnic Relations	3
SOCI 1110	American Society	3	SOCI 2110	Race, Cities, and Poverty	3
SOCI 1135	Race, Gender, and Ethnic Relations	3	SOCI 2410	History of Social Welfare	3
SOCI 1140	Urban/Suburban Sociology: NYC	3	Gender in American Society		
SOCI 2100	American Class Structure	3	BLST 1101	Black Lives Matter	3
SOCI 2200	Criminology	3	ENGL 1200	American Women Playwrights	3
SOCI 2210	Sociology of Law	3	ENGL 1220	The Frontier in American Literature	3
SOCI 2215	Death Penalty in America	3	ENGL 1310	Contemporary Women Writers of Color	3
Race, Ethnicity, and Immigration in American Society			ENGL 2033	American Women Writers of the 19th Century	3
AHST 1164	American Art and Media Culture	3	ENGL 2063	African American Women Writers	3
AHST 1165	African-American Art	3	ENGL 2082	Latinx Literature	3
BLST 1101	Black Lives Matter	3	ENGL 3074	The Woman Question: Early Feminism and 19th Century Transatlantic Literature	3
ENGL 1220	The Frontier in American Literature	3	ENGL 3075	Caribbean Women Writers	3
ENGL 1310	Contemporary Women Writers of Color	3	FTMA 2207	Film Genres (depending on genre)	3
ENGL 2031	Early American Literature	3	HIST 2240	The Personal Is Political: Women's Activism in the 1960s	3
ENGL 1330	African American Literary Tradition	3	HIST 2245	Feminism in the United States	3
ENGL 1340	Democracy in Black and Indigenous Voices	3	HIST 2247	Family and Sexuality in U.S. History	3
ENGL 2043	American Literature: 20th Century to the Present	3	HIST 2257	Who Built America? Working People in America	3
ENGL 2062	The Harlem Renaissance	3	HIST 2264	African-American History, 1865 to Present	3
ENGL 2063	African American Women Writers	3	MUSC 1101	The History of Jazz	3
ENGL 2064	African American Fiction, 1940 to Present	3	POLI 2334	Sex, Sexuality, and Gender	3
ENGL 2081	Native American Literature	3	POLI 2336	Politics of Race, Class, and Gender	3
ENGL 2082	Latinx Literature	3	POLI 4301	The Battle Over Family Values in American Politics	3
ENGL 2083	Asian Diasporas: Challenges to Citizenship	3	POLI 4302	Seminar on Feminist Theory	3
ENGL 3034	American Modernism	3	SOCI 1115	Sociology of the Family	3
ENGL 3075	Caribbean Women Writers	3	SOCI 1130	Feminism, Gender, and Everyday Life	3
FTMA 2204	African American Cinema	3	SOCI 1135	Race, Gender, and Ethnic Relations	3
HIST 2239	20th Century United States	3	SOCI 2100	American Class Structure	3
HIST 2242	Immigration, Race, and Ethnicity in U.S. History	3	SOCI 2115	Women: Work and Sport	3
HIST 2253	Early America to 1800	3	SOCI 2410	History of Social Welfare	3
HIST 2257	Who Built America? Working People in America	3	Values and Ethics in American Culture		
HIST 2262	African-American History, 1619 to 1865	3	BLST 1101	Black Lives Matter	3
HIST 2263	Inventing Themselves: African-American Women in U.S. History	3	ENGL 1210	American Literature and the Environment	3
HIST 2264	African-American History, 1865 to Present	3	ENGL 1220	The Frontier in American Literature	3
HIST 3331	American Revolution and the New Nation	3	ENGL 1260	American Social Protest Literature	3

ENGL 1340	Democracy in Black and Indigenous Voices	3
HIST 2257	Who Built America? Working People in America	3
PHIL 2251	Ethical Theories in America	3
POLI 2112	United States Environmental Politics and Policy	3
POLI 2120	Politics of Care	3
POLI 2331	Introduction to Peace and Justice	3
POLI 2336	Politics of Race, Class, and Gender	3
POLI 4301	The Battle Over Family Values in American Politics	3
RLST 1667	Mormonism: An American Church	3
RLST 2113	Jews and Judaism in America	3
RLST 2649	American Catholic Theologians	3
RLST 2660	I'm Spiritual, Not Religious: The American Spiritual Tradition	3
RLST 2663	New Religious Movements in America	3
RLST 2665	Religion and Medicine in the United States	3
SOCI 1115	Sociology of the Family	3
SOCI 1125	Sociology of Religion	3
SOCI 2110	Race, Cities, and Poverty	3
SOCI 2210	Sociology of Law	3
SOCI 2215	Death Penalty in America	3
SOCI 2220	Criminal Justice System Seminar	3
SOCI 2410	History of Social Welfare	3
America and the World		
ENGL 1140	Caribbean Literature: History, Culture, and Identity	3
ENGL 1230	Ethnic American Literature	3
ENGL 2082	Latinx Literature	3
ENGL 2083	Asian Diasporas: Challenges to Citizenship	3
ENGL 3075	Caribbean Women Writers	3
HIST 2242	Immigration, Race, and Ethnicity in U.S. History	3
HIST 2251	The American Century: The United States and the World Since 1900	3
HIST 2253	Early America to 1800	3
HIST 3367	East Asia in 20th-Century American Wars	3
POLI 2476	United States Foreign Policy	3
POLI 4302	Seminar on Feminist Theory	3
RLST 2760	Islam in America	3
SOCI 1125	Sociology of Religion	3
SOCI 1135	Race, Gender, and Ethnic Relations	3

American Studies Minor

For a 15-credit minor in American Studies, students complete the following:

Code	Title	Credits
AMST 2201	Roots of American Culture	3
Select one gateway course from the list below		3
Select three additional elective courses from the list below ¹		9
Total Credits		15

¹ Two of the three electives must be housed in a department different from that of the gateway elective.

Fairfield University also offers a Master of Arts degree in American Studies. The 5000-level core and elective courses in that program are available to qualified senior undergraduate American Studies majors and minors with approval of the program director.

American Studies Electives

Gateway Courses

Code	Title	Credits
AHST 1164	American Art and Media Culture	3
AHST 1165	African-American Art	3
ENGL 1140	Caribbean Literature: History, Culture, and Identity	3
ENGL 1200	American Women Playwrights	3
ENGL 1210	American Literature and the Environment	3
ENGL 1220	The Frontier in American Literature	3
ENGL 1230	Ethnic American Literature	3
ENGL 1240	American Literature: Myths and Legends	3
ENGL 1250	American Drama	3
ENGL 1260	American Social Protest Literature	3
ENGL 1290	American Short Story	3
ENGL 1310	Contemporary Women Writers of Color	3
ENGL 1330	African American Literary Tradition	3
ENGL 1340	Democracy in Black and Indigenous Voices	3
ENGL 1700	Writing the Self: Autobiography	3
FTMA 1101	American Cinema History	3
FTMA 1102	American Television History	3
FTMA 2206	American Film: Decades	3
FTMA 2207	Film Genres (depending on genre)	3
HIST 2239	20th Century United States	3
HIST 2251	The American Century: The United States and the World Since 1900	3
HIST 2253	Early America to 1800	3
HIST 2257	Who Built America? Working People in America	3
ITLN 2290	Italian American Cinema	3
MUSC 1101	The History of Jazz	3
MUSC 1102	History and Development of Rock	3
MUSC 1112	Music of Black Americans	3
MUSC 1120	History of American Song	3
POLI 1101	Introduction to American Politics	3
POLI 2104	American Presidency	3
POLI 2120	Politics of Care	3
POLI 2331	Introduction to Peace and Justice	3
POLI 2333	American Political Thought	3
POLI 2334	Sex, Sexuality, and Gender	3
POLI 2336	Politics of Race, Class, and Gender	3
POLI 2476	United States Foreign Policy	3
RLST 1601	Religion in the United States	3

RLST 2660	I'm Spiritual, Not Religious: The American Spiritual Tradition	3
RLST 2665	Religion and Medicine in the United States	3
SOCI 1110	American Society	3
SOCI 1130	Feminism, Gender, and Everyday Life	3
SOCI 1135	Race, Gender, and Ethnic Relations	3
SOCI 2100	American Class Structure	3
THTR 1200	American Women Playwrights	3
THTR 1250	American Drama	3

Interdisciplinary Themes

Code	Title	Credits
Expression and Imagination in American Culture		
AHST 1164	American Art and Media Culture	3
AHST 1165	African-American Art	3
ENGL 1140	Caribbean Literature: History, Culture, and Identity	3
ENGL 1200	American Women Playwrights	3
ENGL 1210	American Literature and the Environment	3
ENGL 1220	The Frontier in American Literature	3
ENGL 1230	Ethnic American Literature	3
ENGL 1240	American Literature: Myths and Legends	3
ENGL 1250	American Drama	3
ENGL 2002	American Poetry	3
ENGL 2031	Early American Literature	3
ENGL 2033	American Women Writers of the 19th Century	3
ENGL 2043	American Literature: 20th Century to the Present	3
ENGL 2062	The Harlem Renaissance	3
ENGL 2063	African American Women Writers	3
ENGL 2064	African American Fiction, 1940 to Present	3
ENGL 2081	Native American Literature	3
ENGL 2082	Latinx Literature	3
ENGL 3032	American Romanticism	3
ENGL 3033	American Realism and Naturalism	3
ENGL 3034	American Modernism	3
ENGL 3035	Contemporary American Literature and Culture	3
ENGL 3074	The Woman Question: Early Feminism and 19th Century Transatlantic Literature	3
ENGL 3075	Caribbean Women Writers	3
ENGL 3077	Nonstop Metropolis: Literature and Culture in NYC	3
FTMA 1101	American Cinema History	3
FTMA 1102	American Television History	3
FTMA 2204	African American Cinema	3
FTMA 2206	American Film: Decades	3
FTMA 2207	Film Genres (depending on genre)	3
MUSC 1101	The History of Jazz	3
MUSC 1102	History and Development of Rock	3
MUSC 1120	History of American Song	3
MUSC 1132	Critical Issues in American Popular Music: Blues to Hip Hop	3

PHIL 2267	(De)Colonizing the Human	3
RLST 1667	Mormonism: An American Church	3
RLST 2660	I'm Spiritual, Not Religious: The American Spiritual Tradition	3
SOCI 1130	Feminism, Gender, and Everyday Life	3
SPAN 4353	Spanish-American Narrative	3
THTR 1200	American Women Playwrights	3
THTR 1250	American Drama	3
Power, Politics, and Institutions in America		
ENGL 1260	American Social Protest Literature	3
ENGL 1340	Democracy in Black and Indigenous Voices	3
HIST 2239	20th Century United States	3
HIST 2240	The Personal Is Political: Women's Activism in the 1960s	3
HIST 2242	Immigration, Race, and Ethnicity in U.S. History	3
HIST 2244	American Constitutional and Legal History II: 1900 to Present	3
HIST 2251	The American Century: The United States and the World Since 1900	3
HIST 2253	Early America to 1800	3
HIST 2257	Who Built America? Working People in America	3
HIST 3331	American Revolution and the New Nation	3
HIST 3356	History of the Cold War	3
PHIL 2251	Ethical Theories in America	3
POLI 1101	Introduction to American Politics	3
POLI 2103	Public Administration	3
POLI 2104	American Presidency	3
POLI 2105	The American Congress	3
POLI 2106	Supreme Court I	3
POLI 2107	Supreme Court II	3
POLI 2108	Political Parties and Interest Groups	3
POLI 2109	American Public Policy	3
POLI 2112	United States Environmental Politics and Policy	3
POLI 2120	Politics of Care	3
POLI 2331	Introduction to Peace and Justice	3
POLI 2333	American Political Thought	3
POLI 2334	Sex, Sexuality, and Gender	3
POLI 2336	Politics of Race, Class, and Gender	3
POLI 2476	United States Foreign Policy	3
POLI 4301	The Battle Over Family Values in American Politics	3
POLI 4302	Seminar on Feminist Theory	3
RLST 1667	Mormonism: An American Church	3
RLST 2665	Religion and Medicine in the United States	3
SOCI 1110	American Society	3
SOCI 1135	Race, Gender, and Ethnic Relations	3
SOCI 1140	Urban/Suburban Sociology: NYC	3
SOCI 2100	American Class Structure	3
SOCI 2200	Criminology	3
SOCI 2210	Sociology of Law	3

SOCI 2215	Death Penalty in America	3
Race, Ethnicity, and Immigration in American Society		
AHST 1164	American Art and Media Culture	3
AHST 1165	African-American Art	3
BLST 1101	Black Lives Matter	3
ENGL 1220	The Frontier in American Literature	3
ENGL 1310	Contemporary Women Writers of Color	3
ENGL 2031	Early American Literature	3
ENGL 1330	African American Literary Tradition	3
ENGL 1340	Democracy in Black and Indigenous Voices	3
ENGL 2043	American Literature: 20th Century to the Present	3
ENGL 2062	The Harlem Renaissance	3
ENGL 2063	African American Women Writers	3
ENGL 2064	African American Fiction, 1940 to Present	3
ENGL 2081	Native American Literature	3
ENGL 2082	Latinx Literature	3
ENGL 2083	Asian Diasporas: Challenges to Citizenship	3
ENGL 3034	American Modernism	3
ENGL 3075	Caribbean Women Writers	3
FTMA 2204	African American Cinema	3
HIST 2239	20th Century United States	3
HIST 2242	Immigration, Race, and Ethnicity in U.S. History	3
HIST 2253	Early America to 1800	3
HIST 2257	Who Built America? Working People in America	3
HIST 2262	African-American History, 1619 to 1865	3
HIST 2263	Inventing Themselves: African-American Women in U.S. History	3
HIST 2264	African-American History, 1865 to Present	3
HIST 3331	American Revolution and the New Nation	3
HIST 3335	Civil War and Reconstruction	3
ITLN 2290	Italian American Cinema	3
POLI 2336	Politics of Race, Class, and Gender	3
MUSC 1101	The History of Jazz	3
MUSC 1112	Music of Black Americans	3
MUSC 1132	Critical Issues in American Popular Music: Blues to Hip Hop	3
POLI 2334	Sex, Sexuality, and Gender	3
POLI 2336	Politics of Race, Class, and Gender	3
RLST 1667	Mormonism: An American Church	3
RLST 2113	Jews and Judaism in America	3
RLST 2760	Islam in America	3
SOCI 1110	American Society	3
SOCI 1135	Race, Gender, and Ethnic Relations	3
SOCI 2110	Race, Cities, and Poverty	3
SOCI 2410	History of Social Welfare	3
Gender in American Society		
BLST 1101	Black Lives Matter	3
ENGL 1200	American Women Playwrights	3
ENGL 1220	The Frontier in American Literature	3
ENGL 1310	Contemporary Women Writers of Color	3

ENGL 2033	American Women Writers of the 19th Century	3
ENGL 2063	African American Women Writers	3
ENGL 2082	Latinx Literature	3
ENGL 3074	The Woman Question: Early Feminism and 19th Century Transatlantic Literature	3
ENGL 3075	Caribbean Women Writers	3
FTMA 2207	Film Genres (depending on genre)	3
HIST 2240	The Personal Is Political: Women's Activism in the 1960s	3
HIST 2245	Feminism in the United States	3
HIST 2247	Family and Sexuality in U.S. History	3
HIST 2257	Who Built America? Working People in America	3
HIST 2264	African-American History, 1865 to Present	3
MUSC 1101	The History of Jazz	3
POLI 2334	Sex, Sexuality, and Gender	3
POLI 2336	Politics of Race, Class, and Gender	3
POLI 4301	The Battle Over Family Values in American Politics	3
POLI 4302	Seminar on Feminist Theory	3
SOCI 1115	Sociology of the Family	3
SOCI 1130	Feminism, Gender, and Everyday Life	3
SOCI 1135	Race, Gender, and Ethnic Relations	3
SOCI 2100	American Class Structure	3
SOCI 2115	Women: Work and Sport	3
SOCI 2410	History of Social Welfare	3
Values and Ethics in American Culture		
BLST 1101	Black Lives Matter	3
ENGL 1210	American Literature and the Environment	3
ENGL 1220	The Frontier in American Literature	3
ENGL 1260	American Social Protest Literature	3
ENGL 1340	Democracy in Black and Indigenous Voices	3
HIST 2257	Who Built America? Working People in America	3
PHIL 2251	Ethical Theories in America	3
POLI 2112	United States Environmental Politics and Policy	3
POLI 2120	Politics of Care	3
POLI 2331	Introduction to Peace and Justice	3
POLI 2336	Politics of Race, Class, and Gender	3
POLI 4301	The Battle Over Family Values in American Politics	3
RLST 1667	Mormonism: An American Church	3
RLST 2113	Jews and Judaism in America	3
RLST 2649	American Catholic Theologians	3
RLST 2660	I'm Spiritual, Not Religious: The American Spiritual Tradition	3
RLST 2663	New Religious Movements in America	3
RLST 2665	Religion and Medicine in the United States	3
SOCI 1115	Sociology of the Family	3
SOCI 1125	Sociology of Religion	3
SOCI 2110	Race, Cities, and Poverty	3
SOCI 2210	Sociology of Law	3

SOCI 2215	Death Penalty in America	3
SOCI 2220	Criminal Justice System Seminar	3
SOCI 2410	History of Social Welfare	3
America and the World		
ENGL 1140	Caribbean Literature: History, Culture, and Identity	3
ENGL 1230	Ethnic American Literature	3
ENGL 2082	Latinx Literature	3
ENGL 2083	Asian Diasporas: Challenges to Citizenship	3
ENGL 3075	Caribbean Women Writers	3
HIST 2242	Immigration, Race, and Ethnicity in U.S. History	3
HIST 2251	The American Century: The United States and the World Since 1900	3
HIST 2253	Early America to 1800	3
HIST 3367	East Asia in 20th-Century American Wars	3
POLI 2476	United States Foreign Policy	3
POLI 4302	Seminar on Feminist Theory	3
RLST 2760	Islam in America	3
SOCI 1125	Sociology of Religion	3
SOCI 1135	Race, Gender, and Ethnic Relations	3

Ancient Mediterranean Studies

The Program in Ancient Mediterranean Studies provides students with important skills for advanced study in a variety of fields, and it can be an absorbing lifetime interest. The field of Ancient Mediterranean Studies is inherently interdisciplinary and it employs some of the most sophisticated technologies available to advance our understanding of Ancient Mediterranean peoples. Students discover how contemporary questions and cultures can connect directly to the human experience of living in the Ancient Mediterranean region millennia ago, including connections within and beyond the region due to newly discovered trade routes, economic exchanges and the movement of objects through and across cultural communities. Students can customize their course of study with an Individually Designed Major. Minors reflect the entire range of Schools and Departments at the University and they pursue a wide range of careers.

The program also makes available, as a general service to the University, courses in English and the original languages for those interested in specific aspects of classical antiquity.

Programs

The Program in Ancient Mediterranean Studies offers two minors. The 24-credit minor in Greek and Latin is intended for students wishing to focus on the ancient languages. The 15-credit minor in Ancient Mediterranean Studies is a broader program, consisting of courses drawn from the program's offerings and from related courses in other departments.

- Ancient Mediterranean Studies Minor
- Greek and Latin Minor

Students may also design a major in Ancient Mediterranean Studies. For more information, please consult the Individually Designed Major catalog section.

Courses

Classical Civilization

AMED 1060 Ancient Greek Literature 3 Credits

Attributes: E_BF English Literature Before 1800

This course surveys major works of ancient Greek literature, emphasizing the content of this literature as a key to understanding classical Greek civilization and as meaningful in a contemporary context. This course may be taken to fulfill the Magis Core exploration tier requirement in literature. Crosslisted with ENGL 1060. Previously CLST 1060.

AMED 1070 Ancient Roman Literature 3 Credits

Attributes: E_BF English Literature Before 1800

This course surveys major works of Roman literature of the republic and early empire, emphasizing the content of this literature as a key to understanding Roman civilization, and as meaningful in a contemporary context. This course may be taken to fulfill the Magis Core exploration tier requirement in literature. Crosslisted with ENGL 1070. Previously CLST 1070.

AMED 1080 Myth in Classical Literature 3 Credits

This course introduces students to classical mythology through an examination of the diverse ways in which myth and legend are treated in the literatures of ancient Greece and Rome. Students read texts in English translation; knowledge of Greek or Latin is not required. This course may be taken to fulfill the Magis Core exploration tier requirement in literature. Crosslisted with ENGL 1080. Previously CLST 1080.

AMED 1090 Greek Tragedy in English Translation 3 Credits

An intensive study in translation of the surviving works of Aeschylus, Sophocles and Euripides. Knowledge of Greek is not required. This course may be taken to fulfill the Magis Core exploration tier requirement in literature. Crosslisted with ENGL 1090. Previously CLST 1090.

AMED 1100 Greco-Roman Gender and Sexuality 3 Credits

Attributes: E_BF English Literature Before 1800, MELT Magis Core

Exploration: Literature

In this course, we will analyze and engage with ancient Greco-Roman works of literature and art to reconstruct Greek and Roman conceptions of gender, sexuality, and interrelated topics: love, masculinity, femininity, homoeroticism, courtship, and marriage, among others. We will then use these investigations as a way to analyze our own modern conceptions of gender and sexuality and explore how issues like the definitions of sex and gender, the dynamics of socio-political power, the creation of community and relationships, and the boundaries of what is legal and moral are necessarily renegotiated from culture to culture and time period to time period. Crosslisted with ENGL 1100.

AMED 1115 Greek Civilization 3 Credits

Attributes: MWAC Magis Core: Writing Across Curriculum

Students study the Greek experience: the social and cultural values, political institutions, and economic structures of the ancient Greeks and their effect on the historical process in the period down to the death of Alexander. Knowledge of Greek is not required. This course may be used to fulfill the Magis Core orientation tier requirement in History. Previously CLST 1115.

AMED 1116 Roman Civilization**3 Credits**

Attributes: ISIC Italian Studies: Italy Component, MWAC Magis Core: Writing Across Curriculum

Roman civilization spanned more than 1000 years of history and culture, and influenced western society in profound ways. This course traces Rome's development from a small local tribe to a world power, examining how it expanded and conquered the Mediterranean and absorbed into its culture aspects of the peoples it defeated. Knowledge of Latin is not required. This course may be used to fulfill the Magis Core orientation tier requirement in History. Previously CLST 1116.

AMED 1270 Romantic Love in Greek and Roman Literature**3 Credits**

Attributes: E_BF English Literature Before 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused

The course of true love never did run smooth. From Homer's Penelope to Ovid's Remedies of Love we will examine the permutations of romantic desire and its frustrations in the literature of Greece and Rome. Readings also include selections from Sappho's poetry, Sophocles' Women of Trachis, Euripides' Hippolytos and Medea, comedies by Menander and Terence, Catullus poems to Lesbia, Vergil's tale of Dido and Aeneas, selections from the elegies of Tibullus Sulpicia, Propertius and Ovide, and briefer excerpts from other authors. All readings are in English translation. This course may be taken to fulfill the Magis Core exploration tier requirement in literature. Crosslisted with ENGL 1270. Previously CLST 1270.

AMED 1900 Special Topics (Shell)**3 Credits**

This course explores a specific topic in the interdisciplinary field of classical studies. Content will vary in successive offerings of this course. Previously CLST 1900.

AMED 2005 Greco-Roman Literature in Depth Greco-Roman Literature in Depth**3 Credits**

Attributes: E_BF English Literature Before 1800, MELT Magis Core Exploration: Literature

Prerequisite: One 1000-level English literature course or AMED 1060 or AMED 1070 or AMED 1100.

In this course, we will focus on one author from Greco-Roman antiquity and analyze and engage with their literary work(s) in English translation. Each successive offering of this shell course will focus on a different author or text, so students may take this course multiple times for credit. Topics will include the historical circumstances that formed the author and text; thematic considerations that offer us insights into the constructions of ancient society; the ways in which we might compare and contrast ancient beliefs about institutions like relationships, family, politics, war, and religion with those of the modern day; and the reception of ancient literature and narratives in later cultures. The study of any ancient author necessarily engages in methods and tools from a variety of associated disciplines, including literary studies, gender and sexuality studies, history, art history and archaeology, performing arts, philosophy, and religious studies; this interdisciplinary approach will enrich our understanding of the text.

AMED 2221 Hellenistic World, 336-30 BCE**3 Credits**

Attributes: H_BF History Before 1750, H_EU European History, H_NW Non-Western History

Prerequisite: AMED 1115 or AMED 1116 or one 1000-level history class. The course examines the Mediterranean world and the ancient near east from the late fourth to late first centuries BCE. Focus is on: the career of Alexander the Great; the Greek kingdoms that emerge after the collapse of his empire; the interaction between local cultures and religions - e.g. Egypt, ancient Judaism - and Greek civilization; the social history of daily life in conquered lands under Greek rule; and the transformations in the Hellenistic world with the arrival of Roman rule. Crosslisted with HIST 2221. Previously CLST 2221.

AMED 2222 The Roman Revolution**3 Credits**

Attributes: H_BF History Before 1750, H_EU European History, ISIF Italian Studies: Italy-Focused

Prerequisite: CLST 1115 or CLST 1116 or one 1000-level history class. This course presents a comprehensive study of the political, social, artistic, literary, and military transformation of Rome from the middle of the second-century BCE through the reign of Augustus, with special attention given to Rome's response to the cultural and governmental challenges imposed by its growing empire and how its responses forever changed the course of Western civilization. Crosslisted with HIST 2222. Previously CLST 2222.

AMED 2223 Roman World in Late Antiquity, 284-642 CE**3 Credits**

Attributes: H_BF History Before 1750, H_EU European History

Prerequisite: AMED 1115 or AMED 1116 or one 1000-level history class. The course examines the Mediterranean world from the third to seventh centuries CE. Focus is on: the collapse of the Roman Empire in western Europe; the dramatic upheavals caused by the arrival in the Roman Empire of the Visigoths, Vandals, and other barbarian tribes; the survival of the Byzantine East through the early Islamic conquests; the rise of Christianity from a persecuted religion to the official religion of the Roman Empire; and the accompanying cultural transformations, including the rise of monasticism and the importance of the holy man. Crosslisted with HIST 2223. Previously CLST 2223.

AMED 2224 Byzantine World**3 Credits**

Attributes: H_EU European History

Prerequisite: AMED 1115 or AMED 1116 or one 1000-level history class. This course is an introduction to political and social history of Byzantine Empire. It also highlights Byzantium's role as a bridge between Greco-Roman antiquity and modern European civilization. Course lectures will cover Byzantium's origins in the eastern half of the Roman Empire, Byzantium's middle period as a major Mediterranean power, and its late period as an increasingly shrinking city-state. The course will also introduce students to some of the major Byzantine historians and to methods of analysis using these sources, and train students to form historical arguments based on these analyses. Crosslisted with HIST 2224. Previously CLST 2224.

AMED 3325 Athenian Democracy and Empire**3 Credits**

Attributes: H_BF History Before 1750, H_EU European History

Prerequisite: AMED 1115 or AMED 1116 or one 1000-level history class. This history seminar provides an in-depth exploration of classical Athens at the height of its power in the fifth century BCE. Its focus is on close reading of the primary sources describing the rise and fall of Athens in this period. It places particular emphasis on the parallel rise of Athenian democracy at home and the Athenian empire overseas. It places secondary emphasis on the nature of Athenian intellectual discourse in this period. A final research project will engage modern scholarly debates on the nature of fifth-century Athens. Crosslisted with HIST 3325. Previously CLST 3325.

AMED 4999 Capstone Project in Classics **3 Credits**
Prerequisite: At least seven courses in the individually designed major. Students completing an individually designed major in classical studies develop and carry out a major project that allows them to pull together the multiple threads of their interdisciplinary major. Enrollment by permission only. Previously CLST 4999.

Greek

GREK 1111 Introductory Ancient Greek **3 Credits**
Students study the grammar of Attic Greek. The course employs readings in easier authors to develop a practical reading knowledge of ancient Greek.

GREK 2001 Intermediate Ancient Greek **3 Credits**
This course builds on the grammatical and syntactic knowledge base built in GREK 1111 or in previous iterations of GREK 2xxx through reading unaltered Greek texts and applying concepts and skills to the actual words of the ancients. Specific language skills that we will develop include recognizing syntactic patterns and larger narrative structures in connected passages of prose or poetry; reading ancient Greek at sight with confidence; reading with increased speed while remaining attentive to very close analysis of assigned passages; and understanding how to use lexica, commentaries, and other scholarly instruments in reading an edition of an ancient text.

GREK 2211 Intermediate Greek Readings I **3 Credits**
Prerequisite: GREK 1111.
This course includes intensive reading of selected authors of moderate difficulty in various genres, with extensive readings in translation, to give a survey of classical Greek literature.

GREK 2212 Intermediate Greek Readings II **3 Credits**
Prerequisite: GREK 2211.
This course, a continuation of GREK 2211, includes intensive reading of selected authors of moderate difficulty in various genres, with extensive readings in translation, to give a survey of classical Greek literature.

Latin

LATN 1111 Introductory Latin **4 Credits**
The course presents an intensive study of Latin grammar. Students who complete this course continue in LATN 2211 and LATN 2212.

LATN 2001 Intermediate Latin **3 Credits**
This course builds on the grammatical and syntactic knowledge base built in LATN 1111 or in high school through reading unaltered Latin texts and applying concepts and skills to the actual words of the ancients. Specific language skills that we will develop include recognizing syntactic patterns and larger narrative structures in connected passages of prose or poetry; reading Latin at sight with confidence; reading (and rereading) with increased speed while remaining attentive to very close analysis of assigned passages; and understanding how to use lexica, commentaries, and other scholarly instruments in reading an edition of an ancient text.

LATN 2211 Readings in Latin Prose and Poetry I **3 Credits**
For students with a high school background or the equivalent in Latin, this course fills out that background through extensive readings in the principal authors and genres not read in high school.

LATN 2212 Readings in Latin Prose and Poetry II **3 Credits**
Prerequisite: LATN 1111.
A continuation of LATN 2211, this course fills out the student's background in Latin through extensive readings in the principal authors and genres not read in high school.

Faculty

Director

Ruffini (History)

Classical Studies Committee

- Brill (Philosophy)
- Drake (Philosophy)
- Libatique (English)
- Paqua (Visual and Performing Arts/FUAM)
- Rose (Visual and Performing Arts)
- Schmidt, T. (Religious Studies)
- Ward (Visual and Performing Arts)

Greek and Latin Minor

For a 24-credit minor in Greek and Latin, students complete the following:

Code	Title	Credits
Select four courses in Latin		12
Select four courses in Greek		12
Total Credits		24

Appropriate courses used for the minor in Greek and Latin may also be used to simultaneously fulfill the core requirements in History, Philosophy, English Literature, Modern and Classical Languages, Religious Studies, and/or Visual and Performing Arts.

Ancient Mediterranean Studies Minor

For a 15-credit minor in Ancient Mediterranean Studies, students complete the following:

Code	Title	Credits
Select five or more courses drawn from the program's offerings and from related courses in other departments		15
Total Credits		15

Appropriate courses used for the minor in Ancient Mediterranean Studies may also be used to simultaneously fulfill the core requirements in History, Philosophy, English Literature, Modern and Classical Languages, Religious Studies and/or Visual and Performing Arts.

Ancient Mediterranean Studies Electives

Code	Title	Credits
Art History		
AHST 1110	Myth in Classical Art	3
AHST 1111	Greek Art and Archelogy: Athens to Alexandria	3
AHST 1112	Roman Art and Archaeology: Colosseum to Catacombs	3
AHST 1113	Art and Archaeology of Ancient Egypt: Images for Eternity	3
AHST 2209	Historic Plaster Cast Collection at Fairfield University	3
AHST 2222	Byzantine Art	3
Classical Languages		

GREK 1111	Introductory Ancient Greek	3
GREK 2211	Intermediate Greek Readings I	3
GREK 2212	Intermediate Greek Readings II	3
LATN 1111	Introductory Latin	4
LATN 2211	Readings in Latin Prose and Poetry I	3
LATN 2212	Readings in Latin Prose and Poetry II	3
English		
ENGL 1060	Ancient Greek Literature	3
ENGL 1070	Ancient Roman Literature	3
ENGL 1080	Myth in Classical Literature	3
ENGL 1090	Greek Tragedy in English Translation	3
ENGL 1100	Greco-Roman Gender & Sexuality	3
ENGL 1270	Romantic Love in Greek and Roman Literature	3
History		
AMED 1115	Greek Civilization	3
AMED 1116	Roman Civilization	3
HIST 2221	Hellenistic World, 336-30 BCE	3
HIST 2222	The Roman Revolution	3
HIST 2223	Roman World in Late Antiquity, 284-642 CE	3
HIST 2224	Byzantine World	3
HIST 3325	Athenian Democracy and Empire	3
Philosophy		
PHIL 2200	Ancient Philosophy	3
PHIL 2205	Ancient Medicine & Philosophy	3
PHIL 2206	Philosophical Perspectives on Women in Classical Literature	3
PHIL 3300	Plato	3
PHIL 3301	Aristotle	3
Religious Studies		
RLST 2428	Early Christianity	3
RLST 2430	Eastern Christianity: Europe, Africa, and Asia	3

Asian Studies

The Asian Studies program focuses on a region that is home to fully half of humanity, the world's most populous democracy, and the fastest growing economies in the world. The importance of Asia in global, political, and economic systems - and particularly its growing impact on the United States - demands a firm understanding of the history, cultures, politics, religions, and economics of Asian countries. As such, the Asian Studies minor offers students a truly interdisciplinary program of study that draws upon faculty expertise in the humanities, social sciences, and languages of Asia.

Everyone, regardless of major or profession, will be affected by past, present, and future events and developments in Asia. The Asian studies minor prepares students for a wide array of careers in the global economy, from international business or banking, to tech, journalism, teaching, government, international development, and many more. Some of our students use their interdisciplinary grounding in Asian Studies as a basis for further studies in graduate or professional school.

It is also possible, instead of pursuing the minor, for a student with at least a 3.00 GPA to create an Individually Designed Major in Asian Studies, Chinese Studies, or some other relevant focus in Asia-related study. For information, please consult the Individually Designed Major catalog section.

Programs

- Asian Studies Minor

Courses

ASST 3990 Independent Study 1-3 Credits

Students undertake an individualized program of study in consultation with a director from the Asian Studies faculty.

ASST 4999 Asian Studies Seminar 3 Credits

Attributes: ANMC Asian Studies Elective

Prerequisite: Junior standing.

This seminar examines selected topics concerning Asia. The course is taught in conjunction with another course from a rotation of course offerings. Consult the Asian Studies director to identify the conjoined course for a given semester. The seminar concentrates on topics within the parameters of the conjoined course syllabus but adds a research emphasis. Students registered for this course must complete a research project, to include 4000-level research, in addition to the regular research requirements of the conjoined course, and a 25-50 page term paper in substitution for some portion of the conjoined course requirements, as determined by the instructor.

Faculty

Director

Purushotham (History)

Program Faculty

Aksan (Economics)
Covaci (Visual and Performing Arts)
Dutta (English)
Funes Maderey (Philosophy)
Grimes (Religious Studies)
Li (History)
Xiao (Visual and Performing Arts)
Zhang, Q. (Communication)
Zhang, Z. (Politics)
Zhao, W. (Communication)

Asian Studies Minor

For a 15-credit minor in Asian Studies, students complete the following:

Code	Title	Credits
ASST 4999	Asian Studies Seminar ^{1, 2}	3
Select four courses from the Asian Studies Elective list ^{3, 4}		12
Total Credits		15

¹ Normally taken during the junior or senior year.

² ASST 3990 Independent Study may be substituted if the seminar is not offered or if program faculty approve a student proposal for

independent study in lieu of the seminar. A designated 1000-3000 level course from a rotation of the course offerings also fulfills the requirement.

³ Study of an Asian language is not required for the minor, but is encouraged. Two language courses in the same language may be counted toward the minor.

⁴ One of the electives must be from the humanities (English, Modern Languages and Literature, Philosophy, Religious Studies, Visual and Performing Arts) and at least one must be from the social sciences (Communication, Economics, History, Politics).

Study Abroad in Asia is not required for this minor, but is strongly recommended. Some courses taken abroad may be counted toward the minor with the Asian Studies Director's approval.

Asian Studies Electives

Code	Title	Credits
AHST 1102	Art of East Asia	3
AHST 1104	Art of Asia	3
CHIN 1110	Elementary Chinese I	3
CHIN 1111	Elementary Chinese II	3
CHIN 2210	Intermediate Chinese I	3
CHIN 2211	Intermediate Chinese II	3
CHIN 2220	Advanced Chinese	3
CHIN 2221	Reading China	3
CHIN 2250/ ENGL 1180	Modern China Through Fiction and Film	3
COMM 2241	Communication and Culture: East and West	3
ECON 2120	Introduction to Environmental Economics	3
ECON 3230	Comparative Economic Systems	3
ECON 3235	Economic Development	3
ENGL 1180/ CHIN 2250	Modern China through Fiction and Film	3
FTMA 1103	Global Cinema	3
HIST 2265	History of the Indian Subcontinent: Colonialism, Nationalism, and Democracy, c.1857 to Today	3
HIST 2266	Gandhi and Non-Violent Revolution in the 20th Century	3
HIST 2278	Cultural History of China's Relations with the United States	3
HIST 2279	China from the Classical Time to the 1800s	3
HIST 2285	Modern China: 1800 to Present	3
HIST 2286	Rise of Modern Japan: 1800 to Present	3
HIST 3366	Gender, Culture, and Representation: Women in China and Japan, 1600 to Present	3
HIST 3367	East Asia in 20th-Century American Wars	3
HIST 3368	Ideas in Action: Decolonization in World History	3
PHIL 2240	Introduction to Asian Philosophies	3
PHIL 2241	Confucianism	3
PHIL 2242	Yoga: Philosophy and Practice	3
POLI 2256	Asian Politics	3
POLI 2260	Politics and Business in China	3

RLST 1801	Asian Religions	3
RLST 1802	Buddhism	3
RLST 2880	Hinduism	3
RLST 2883	Buddhist Spirituality	3
RLST 2886	Buddhism in the United States	3

Biology

The biology major prepares students for future professional work in the life and health sciences or advanced education in numerous specializations across all fields of Biology. In addition to a high success rate in placing graduates in medical school, physician assistant programs, dental school and other health care professions, a significant number of our students also pursue graduate degrees (both Masters and PhD programs) in fields such as microbiology, physiology, cell biology and ecology. Many other students have been successful in careers in the pharmaceutical industry, and also, importantly, as teachers in primary and secondary education programs.

The department has three content goals, or learning outcomes, for students completing the major. These include understanding fundamental biological principles from the major areas of biology (cell and molecular biology, genetics, evolution, ecology, organismal, and population biology); applying and integrating fundamental biological principles from the major areas of biology; acquiring laboratory and field skills necessary to answer biological questions. As students accomplish these learning outcomes, they will also develop enhanced critical thinking skills and effective quantitative reasoning skills; communicate precisely and analytically in written and oral forms; engage independently and collaboratively in the scientific process.

Programs

- Biology Major
 - Concentration in Evolution, Ecology, and Biodiversity
 - Concentration in Health and Human Biology
 - Concentration in Marine Biology
 - Concentration in Molecular Biology
- Biology Minor

Courses

BIOL 1015 Fundamentals of Biology I 3 Credits

This course, an introductory study of biology for the non-science major, familiarizes students with the general biological principles that govern the activities of all living systems. Concepts include the biochemical origin of life, cellular morphology and physiology, and human genetics. Note: This course counts as a natural science core but does not satisfy requirements for the biology major or minor.

BIOL 1016 Fundamentals of Biology II 3 Credits

Students examine biological systems, such as the human organism, in detail, with an emphasis on pathophysiology, diversity of life, and evolution. Emphasis varies by instructor. Note: This course counts as a natural science core but does not satisfy requirements for the biology major or minor.

BIOL 1018 Human Biology: Form and Function**3 Credits**

Attributes: EDCG Educational Studies Cognate, HSST Health Studies: Science and Technology

This course, which provides a basic introduction to human anatomy and physiology, examines the major organ systems of the body, focusing on how each system functions and how all systems interact with one another. Genetics, disease and prevention, nutrition, current issues in public health, and environmental health problems that human populations face are discussed. Note: This course counts as a natural science core but does not satisfy requirements for the biology major or minor.

BIOL 1020 Bioinspiration: Innovation Inspired by Nature**3 Credits**

Attributes: MSID Magis Core: Interdisciplinary

This course introduces topics in Biology which have inspired developments in technology to the non-science major. Special emphasis is placed on ethical and social issues related to the knowledge and application of these technologies. Topics include biomimicry, antibiotics, gene editing, synthetic biology, and more. Through the semester, students will work together to design a bioengineering solution to an existing problem in nature. Note: This course counts as a natural science interdisciplinary core but does not satisfy requirements for the biology major or minor.

BIOL 1030 Animal Diversity: The Amazing World of Vertebrates**3 Credits**

What's the difference between an alligator and a crocodile? How do sea turtles find their way back to their birthplace after 20 years at sea? Why do some frogs break their own bones? This course is designed for students interested in learning more about the incredible and sometimes weird world of vertebrate biology. Students will learn about the diversity, evolution, behavior, and current conservation issues of vertebrates. Students will gain a broad understanding of the process of science and an appreciation of the diversity of vertebrate life through lectures supplemented by live animal observations and examinations of preserved specimens.

BIOL 1071 Identity and the Human Genome**3 Credits**

Attributes: BSCC Black Studies Component Course, BSCC Black Studies: Physical and Natural Sciences, DEIE Diversity, Equality, and Inclusion Elective, HSST Health Studies: Science and Technology, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course introduces human genetics to the non-science major. Topics of discussion include the structure and function of genes, modes of inheritance, gene editing, sex and gender, race, and human genetic diversity. Special emphasis is placed on ethical, legal and social issues related to the knowledge and application of genetic information. Note: This course counts as a natural science core but does not satisfy requirements for the biology major or minor.

BIOL 1074 Biology of Food**3 Credits**

Attributes: EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective, MSID Magis Core: Interdisciplinary

This course will introduce non-science majors to the biological processes behind the food that we produce and harvest as well as the environmental consequences of our diet choices. This course will include material on: the rise of agriculture, plant and animal growth requirements and life cycles, evolution, and a description and discussion of food organisms in the modern North American diet, techniques of food production, and effects on the environment. Note: This course counts as a natural science core but does not satisfy requirements for the biology major or minor.

BIOL 1076 Environmental Science**3 Credits**

Attributes: EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective, MSID Magis Core: Interdisciplinary, PJST Peace and Justice Studies

The science of the environment is presented through examination of the interconnections among physical, chemical, and biological fields of inquiry. This course looks at how the global environment is altered by the human population, technology, and production of fuels and food. In this course, students will acquire a scientific understanding of current issues in environmental science and learn to evaluate claims about current environmental problems. Note: This course counts as a natural science core but does not satisfy requirements for the biology or chemistry major or minor. Crosslisted with CHEM 1076.

BIOL 1078 Introduction to Marine Science**3 Credits**

Attributes: EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective, MSID Magis Core: Interdisciplinary

This course introduces the non-science major to the field of oceanography. Topics dealing with the geological, physical, chemical, and biological aspects of science underscore the interdisciplinary nature of world ocean study. Note: This course counts as a natural science core but does not satisfy requirements for the biology major or minor.

BIOL 1088 Biomedical Science and Society**3 Credits**

Attributes: HSST Health Studies: Science and Technology, MSID Magis Core: Interdisciplinary

This core science course will engage students in inquiry-based scientific methodology through exploration of specific topics in biomedical science related to human health and disease. The course will explore four biomedical topics. Each topic will include approaches and contributions from chemistry and mathematics, so students appreciate the inherently interdisciplinary nature of science. The course will cover biomedical concepts, quantitative skills, the collection and analysis of data, and guided activities that utilize approaches from all three fields to address biomedical questions. The societal impact and implications of each topic will also be explored.

BIOL 1096 God and Modern Biology**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies

This course introduces students to the dialogue between science and religion with a detailed consideration of recent advances in modern biological research that raise significant religious, theological, and ethical issues. The course emphasizes developing a practical understanding of the scientific method through interactive experiences and lecture material. Students consider how scientific breakthroughs and ideas can influence or be influenced by religious thought through assigned readings and in-class discussion groups and through the historically significant and most recent findings in the areas of evolution, biotechnology, and the neurosciences. Note: This course counts as a natural science core but does not satisfy requirements for the biology major or minor.

BIOL 1107 Human Anatomy and Physiology I**4 Credits**

Attributes: BPMB Biology Physiology Block, HSST Health Studies: Science and Technology

Corequisite: BIOL 1107L.

Homeostasis is the major theme of this course, with form and function covered together each semester. This course introduces the student to anatomical terminology, homeostasis and feedback control, membrane physiology, and tissues followed by the integumentary, skeletal, muscular, and nervous systems. A strong chemistry background is recommended. Open to nursing majors only.

BIOL 1107L Human Anatomy and Physiology I Lab **0 Credits****Fee:** \$120 Science Lab Fee**Corequisite:** BIOL 1107.

Laboratory work closely follows the BIOL 1107 lecture and includes microscopic anatomy (histology), use of virtual cadaver (Anatome Table), anatomical models, human skeletons, and dissections for study of gross anatomy, and physiology experiments including muscle recruitment measurements, reflex tests and cranial nerve tests.

BIOL 1108 Human Anatomy and Physiology II **4 Credits****Attributes:** BPMB Biology Physiology Block, HSST Health Studies: Science and Technology**Corequisite:** BIOL 1108L.**Prerequisite:** BIOL 1107.

Homeostasis is the major theme of this course, with form and function covered together each semester. This course continues with the endocrine, cardiovascular, lymphatic, respiratory, urinary, digestive, and reproductive systems. A strong chemistry background is recommended. Open to nursing majors only.

BIOL 1108L Human Anatomy and Physiology II Lab **0 Credits****Fee:** \$120 Science Lab Fee**Corequisite:** BIOL 1108.

Laboratory work closely follows the BIOL 1108 lecture and includes microscopic anatomy (histology), use of virtual cadaver (Anatome Table), anatomical models, and dissections for study of gross anatomy, and physiology experiments including blood pressure measurements, blood typing, lung function, and urinalysis.

BIOL 1151 Elements of Microbiology **4 Credits****Prerequisites:** BIOL 1107, CHEM 1184.

This microbiology course for nursing majors examines the structure and function of bacteria, viruses, yeasts, molds, antibiotics, and bacterial genetics as well as the mechanisms of microbial invasion and the body's immunological response. Open to nursing majors only.

BIOL 1151L Elements of Microbiology Lab **0 Credits****Attributes:** MWID Magis Core: Writing in the Discipline**Fee:** \$120 Science Lab Fee**BIOL 1171 General Biology I** **4 Credits****Attributes:** HSST Health Studies: Science and Technology**Corequisites:** BIOL 1171L, BIOL 1171P.

This introductory course for biology majors covers the molecular and cellular basis of life, including cell structure and function, cell communication, inheritance, gene expression and regulation, and developmental genetics. Students receive hands-on experience with a broad range of topics and techniques in the accompanying laboratory.

BIOL 1171L General Biology I Lab **0 Credits****Attributes:** MWID Magis Core: Writing in the Discipline**Fee:** \$120 Science Lab Fee**BIOL 1171P General Biology I PLG** **0 Credits****BIOL 1171S General Biology I** **4 Credits****Attributes:** HSST Health Studies: Science and Technology, MWID Magis Core: Writing in the Discipline**Corequisite:** BIOL 1171L.

This introductory course for biology majors, offered during summer sessions, covers the molecular and cellular basis of life, including cell structure and function, cell communication, inheritance, gene expression and regulation, and developmental genetics. Students receive hands-on experience with a broad range of topics and techniques in the accompanying laboratory.

BIOL 1172 General Biology II **4 Credits****Attributes:** HSST Health Studies: Science and Technology**Corequisites:** BIOL 1172L, BIOL 1172P.

This introductory course for biology majors covers biochemistry, energy utilization, anatomy and physiology, and the structure and function of plants and animals. Students receive hands-on experience with a broad range of topics and techniques in the accompanying laboratory.

BIOL 1172L General Biology II Lab **0 Credits****Attributes:** MWID Magis Core: Writing in the Discipline**Fee:** \$120 Science Lab Fee**BIOL 1172P General Biology II PLG** **0 Credits****BIOL 1172S General Biology II** **4 Credits****Attributes:** HSST Health Studies: Science and Technology**Corequisites:** BIOL 1172L.

This introductory course for biology majors, offered during the summer, covers biochemistry, energy utilization, anatomy and physiology, and the structure and function of plants and animals. Students receive hands-on experience with a broad range of topics and techniques in the accompanying laboratory.

BIOL 1173 General Biology III **4 Credits****Corequisite:** BIOL 1173L.

This introductory course for biology majors covers organismal biology with an emphasis on evolution, biological diversity, ecology, and environmental science. Students receive hands-on experience with a broad range of topics and techniques in the accompanying laboratory.

BIOL 1173L General Biology III Lab **0 Credits****Attributes:** MWID Magis Core: Writing in the Discipline**Fee:** \$120 Science Lab Fee**BIOL 2218 Vertebrate Zoology** **3 Credits****Attributes:** BEEE Biology Ecology Block, EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective**Prerequisites:** BIOL 1171, BIOL 1172, BIOL 1173.

Fish, frogs, flamingos, and ferrets. What unites them? A backbone. This course addresses how these very diverse groups of animals actually relate and differ, in physiology, morphology and behavior. Students will discuss the advantages and disadvantages of being a member of each group, and compare across groups the things that set these groups apart from each other. The course will consist of group discussions based on the required reading in the text, supplemented extensively by direct examples (preserved and live specimens, tissues and samples) showing how the diversity of vertebrates makes them an incredibly interesting group.

BIOL 2218L Vertebrate Zoology Lab **1 Credit****Attributes:** BEEE Biology Ecology Block**Fee:** \$120 Science Lab Fee**Corequisite:** BIOL 2218.

This lab focuses on the development of a vertebrate research project at the Connecticut's Beardsley Zoo, which currently houses over 130 species of animals, a number of which are currently listed as endangered. As a participant in the Species Survival Plan (SSP) program, the zoo's mission is to promote the preservation of such endangered species as well as provide the best possible enclosures for many of the zoo's other residents. You will be engaged in the design, execution, analysis and presentation of research, which will ultimately be used by the Connecticut's Beardsley Zoo to enhance their care and protection of vertebrates.

BIOL 2260 Ecology 4 Credits	BIOL 2951 Biology Teaching Practicum I 1 Credit
Attributes: BEEE Biology Ecology Block, EDCG Educational Studies Cognate, EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective Corequisite: BIOL 2260L.	Prerequisite: Successful completion of the assigned course and laboratory.
Prerequisites: BIOL 1171, BIOL 1172, BIOL 1173, CHEM 1172. This course is designed as an overview of the science of ecology: the study of interactions between organisms and their environment. The course uses a hierarchical approach to describe organisms, populations, communities, and ecosystems. We discuss the types of questions ecologists ask, and the methods ecologists use to answer questions.	This series of courses represents opportunities (up to six semesters) for Biology majors to gain experience in teaching practices in the laboratory as classroom setting. Students will be paired with an instructor, and assist in instruction, grading and overall successful running of a laboratory section. Strong prior performance in the laboratory to which the student will be assigned is required. Selection will be made by the biology department, after a general call is put out to all students who may be interested in the opportunity. Enrollment by permission only.
BIOL 2260L Ecology Lab 0 Credits	BIOL 2952 Biology Teaching Practicum II 1 Credit
Fee: \$120 Science Lab Fee	Prerequisite: Successful completion of the assigned course and laboratory.
BIOL 2261 Genetics 4 Credits	This series of courses represents opportunities (up to six semesters) for Biology majors to gain experience in teaching practices in the laboratory as classroom setting. Students will be paired with an instructor, and assist in instruction, grading and overall successful running of a laboratory section. Strong prior performance in the laboratory to which the student will be assigned is required. Selection will be made by the biology department, after a general call is put out to all students who may be interested in the opportunity. Enrollment by permission only.
Attributes: BMCD Biology Molecular Block, EDCG Educational Studies Cognate Corequisite: BIOL 2261L.	BIOL 2953 Biology Teaching Practicum III 1 Credit
Prerequisites: BIOL 1171, BIOL 1172, BIOL 1173. This course offers a comprehensive study of the fundamental principles of classical and molecular genetics. Major topics include transmission (Mendelian) genetics, gene linkage and mapping, fundamentals of molecular biology, molecular approaches to genetic analysis, genetic engineering and recombinant DNA technology, microbial genetics, regulation of gene expression, and genomics.	Prerequisite: Successful completion of the assigned course and laboratory.
BIOL 2261L Genetics Lab 0 Credits	This series of courses represents opportunities (up to six semesters) for Biology majors to gain experience in teaching practices in the laboratory as classroom setting. Students will be paired with an instructor, and assist in instruction, grading and overall successful running of a laboratory section. Strong prior performance in the laboratory to which the student will be assigned is required. Selection will be made by the biology department, after a general call is put out to all students who may be interested in the opportunity. Enrollment by permission only.
Attributes: MWID Magis Core: Writing in the Discipline Fee: \$120 Science Lab Fee	BIOL 2954 Biology Teaching Practicum IV 1 Credit
BIOL 2262 Human Physiology 4 Credits	Prerequisite: Successful completion of the assigned course and laboratory.
Attributes: BPMB Biology Physiology Block, MWID Magis Core: Writing in the Discipline Corequisite: BIOL 2262L.	This series of courses represents opportunities (up to six semesters) for Biology majors to gain experience in teaching practices in the laboratory as classroom setting. Students will be paired with an instructor, and assist in instruction, grading and overall successful running of a laboratory section. Strong prior performance in the laboratory to which the student will be assigned is required. Selection will be made by the biology department, after a general call is put out to all students who may be interested in the opportunity. Enrollment by permission only.
Prerequisites: BIOL 1171, BIOL 1172; BIOL 1173 or PSYC 1610; CHEM 2271. This course considers homeostasis in humans by means of a comprehensive survey of the morphology and physiology of human organ systems. Special emphasis is given to organ systems associated with water and electrolyte balance, respiration, digestion, movement, and neurological control.	BIOL 2955 Biology Teaching Practicum V 1 Credit
BIOL 2262L Human Physiology Lab 0 Credits	Prerequisite: Successful completion of the assigned course and laboratory.
Attributes: MWID Magis Core: Writing in the Discipline Fee: \$120 Science Lab Fee	This series of courses represents opportunities (up to six semesters) for Biology majors to gain experience in teaching practices in the laboratory as classroom setting. Students will be paired with an instructor, and assist in instruction, grading and overall successful running of a laboratory section. Strong prior performance in the laboratory to which the student will be assigned is required. Selection will be made by the biology department, after a general call is put out to all students who may be interested in the opportunity. Enrollment by permission only.
BIOL 2264 Tropical Marine Biology 3 Credits	
This course will introduce students to a variety of tropical marine ecosystems surrounding South Bimini, Bahamas. Students will receive in-class instruction regarding each ecosystem and the field methods used to study and quantify species in each location. Students will participate in field trips to each ecosystem and use the field methods. Ecosystems include, but are not limited to, seagrass meadows, mangroves, coral reef, open ocean. An open water snorkel with sharks or a dolphin dive is possible. Students must be able to swim and to get in and out of boats without assistance; snorkeling experience is preferred. Maximum 14 students.	

BIOL 2956 Biology Teaching Practicum VI**1 Credit**

Prerequisite: Successful completion of the assigned course and laboratory.

This series of courses represents opportunities (up to six semesters) for Biology majors to gain experience in teaching practices in the laboratory as classroom setting. Students will be paired with an instructor, and assist in instruction, grading and overall successful running of a laboratory section. Strong prior performance in the laboratory to which the student will be assigned is required. Selection will be made by the biology department, after a general call is put out to all students who may be interested in the opportunity. Enrollment by permission only.

BIOL 3312 Fundamentals of Neurobiology**3 Credits**

Prerequisites: BIOL 1171, 1172, 1173 or CHEM 1171, PSYC 1610.

This course is designed to enrich your comprehension of neurobiology, exploring how these principles interconnect with and complement topics in psychology, behavioral neuroscience, and the field of mental health care. Geared towards upper-level students, particularly juniors and seniors, the course aims to furnish a holistic grasp of brain anatomy and physiology at both the cellular and behavioral levels. Covered topics encompass the structural and functional attributes of neurons, brain plasticity, neurophysiology, neuropharmacology, systems neuroscience, as well as the biological underpinnings of neurodegenerative disorders and select psychiatric illnesses such as anxiety, depression, and schizophrenia. By the course's conclusion, students will have acquired an integrated understanding of neurobiology and its intersections with various health science domains.

BIOL 3314 Endocrinology**3 Credits**

Attributes: BPMB Biology Physiology Block

Prerequisites: BIOL 1171, BIOL 1172, BIOL 1173, CHEM 2272.

This course examines the glands of internal secretion and their location, anatomy, and function, including the mechanisms of their secretions and cell signaling importance in the regulation of body functions.

BIOL 3315 Anatomy: Form and Function**3 Credits**

Attributes: BPMB Biology Physiology Block

Prerequisite: BIOL 1171, BIOL 1172, CHEM 2271.

This course examines the anatomy of animals emphasizing the functional and evolutionary diversity of vertebrates. The course will consist of lectures focused on morphological variation and evolution, readings of the primary literature and anatomical dissections of comparative structures.

BIOL 3323L Biochemistry Lab**1 Credit**

Fee: \$120 Science Lab Fee

Corequisite: BIOL 3324 or BIOL 3325.

This course will investigate classic and most current methodology used in biochemistry. A semester project will be used to introduce techniques used in biochemistry to investigate the structure and function of a protein. In characterizing this protein, the analysis of DNA, lipids and carbohydrates will also be covered. Crosslisted with CHEM 3323L.

BIOL 3324 Biochemistry I**3 Credits**

Attributes: BPMB Biology Physiology Block

Prerequisite: CHEM 2272.

This course will investigate the fundamentals of life: chemistry. The structures and functions of biomolecules, including proteins, DNA, RNA, lipids, and carbohydrates will be covered in depth. The concepts behind biological processes will be discussed, including enzyme kinetics and regulatory strategies, membrane functions, signal transduction, and an overview of metabolism. Crosslisted with CHEM 3324.

BIOL 3325 Biochemistry II**3 Credits**

Attributes: BPMB Biology Physiology Block

Prerequisite: CHEM 2272 and CHEM 3324 or BIOL 3324.

This course focuses on the regulation of metabolic pathways involved in the synthesis, breakdown, and interconversion of biochemical intermediates that are fundamental to all life. Basic principles of biological thermodynamics will be highlighted in order to understand the processes by which living cells obtain and utilize energy. Students will develop an understanding of basic biomedical principles in the context of overall cell function. This course cannot be taken as a biology block elective if BIOL 3330 has been taken previously. Crosslisted with CHEM 3325.

BIOL 3327 Cell Biology**4 Credits**

Attributes: BMCD Biology Molecular Block, EDCG Educational Studies Cognate

Corequisite: BIOL 3327L.

Prerequisites: BIOL 1171, BIOL 1172, BIOL 1173, CHEM 2271.

This course focuses on the structure and function of eukaryotic cells. Students explore the relationship between gene expression and protein synthesis, and discuss how different proteins coordinate a complex array of important biological tasks in the cell. The course covers the biochemical interactions that occur within and between cells that sustain viability and mediate cell communication. Topics include gene expression and protein production, enzyme structure/function, protein to protein interactions, cytoskeleton and extracellular matrix, mechanisms of transport, signal transduction, cell cycle, and apoptosis. Laboratories include analysis of cell morphology, RNA and protein expression, and assays to study the growth, differentiation, and death of eukaryotic cells in response to their environment.

BIOL 3327L Cell Biology Lab**0 Credits**

Fee: \$120 Science Lab Fee

BIOL 3342 Developmental Biology**4 Credits**

Attributes: BMCD Biology Molecular Block, EDCG Educational Studies Cognate

Corequisite: BIOL 3342L.

Prerequisite: BIOL 1171, BIOL 1172, BIOL 1173.

This course explores how the transition from a single-celled, fertilized egg to a multicellular animal is accomplished, emphasizing the dynamic interactions that occur on the molecular level to tightly control developmental processes. Topics include mechanisms of cell fate and differentiation, the molecular basis of differential gene expression, analysis of the molecular cues regulating body axis formation, and the development of various specific structures in different experimental organisms. The laboratory for the course consists of experiments that focus on the influence of gene function on development. We will do experiments that allow us to observe expression patterns of important genes in development and we will study the effects of perturbing gene function during development.

BIOL 3342L Developmental Biology Lab**0 Credits**

Fee: \$120 Science Lab Fee

BIOL 3352 Fundamentals of Microbiology 4 Credits	BIOL 3364 Freshwater Ecology 4 Credits
Attributes: BMCD Biology Molecular Block, EDCG Educational Studies Cognate	Attributes: BEEE Biology Ecology Block, EDCG Educational Studies Cognate, EVME Environmental Studies Major Elective, EVNS
Corequisite: BIOL 3352L.	Environmental Studies: Natural Science, EVPE Environmental Studies Elective
Prerequisites: BIOL 1171, BIOL 1172, BIOL 1173, one course from the Molecular Block, CHEM 2272.	Corequisite: BIOL 3364L.
This comprehensive introduction to microbiology includes microbial cell structure, physiology, genetics, evolution and taxonomy, diversity, ecology, and applied microbiology. Lab sessions introduce microbiological techniques (aseptic technique, microscopy, bacterial staining, culture techniques), and other research methods. Students use skills acquired in the lab to design and conduct independent investigations.	Prerequisite: BIOL 1171, BIOL 1172, BIOL 1173, CHEM 1172. Students learn the applied and theoretical concepts of the field of ecology using examples from freshwater aquatic systems. In the laboratory, students learn the major groups of organisms present in aquatic systems and conduct experiments involving ecological concepts such as predation and competition.
BIOL 3352L Fundamentals of Microbiology Lab 0 Credits	BIOL 3364L Freshwater Ecology Lab 0 Credits
Fee: \$120 Science Lab Fee	Fee: \$120 Science Lab Fee
BIOL 3354 Molecular Biology 3 Credits	BIOL 3365 Evolutionary Biology 4 Credits
Attributes: BMCD Biology Molecular Block	Attributes: BEEE Biology Ecology Block, EDCG Educational Studies Cognate
Prerequisites: BIOL 1171, BIOL 1172, CHEM 2272.	Corequisite: BIOL 3365L.
This introduction to molecular biology examines protein structure, DNA structure, RNA structure, the roles of DNA and RNA in protein synthesis, and the replication and repair of DNA and RNA in eukaryotic and prokaryotic cells. Relates the effects of mutations to DNA, RNA, and proteins.	Prerequisite: BIOL 1171, BIOL 1172, BIOL 1173. The course begins with an examination of the intellectual origins of biological thought and includes a study of the historical factors that contributed to Charles Darwin's development of the theory of evolution. Topics include the evidence for evolution, the forces affecting evolution (e.g., mutation, migration, genetic drift, and selection), and natural selection as the basis of adaptation, as well as the philosophical and practical aspects of defining species and reconstructing phylogenetic relationships. Students critique (individually and in groups) current papers in evolutionary biology on topics such as punctuated equilibrium theory, Darwinian medicine, human origins, co-evolutionary arms races, systematics and biodiversity, and the evolution of sex.
BIOL 3356 Immunology 3 Credits	BIOL 3365L Evolutionary Biology Lab 0 Credits
Attributes: BPMB Biology Physiology Block	Fee: \$120 Science Lab Fee
Prerequisites: BIOL 1171, BIOL 1172, CHEM 2272.	BIOL 3366 Ornithology 4 Credits
This introduction to immunology covers the humoral and cellular basis of immune response, emphasizing antigens, the structure and function of immunoglobulins, antibody formation, and living/experimental manifestations of the immune response.	Attributes: BEEE Biology Ecology Block, EDCG Educational Studies Cognate, EVME Environmental Studies Major Elective, EVNS
BIOL 3357 General Virology 3 Credits	Environmental Studies: Natural Science, EVPE Environmental Studies Elective
Attributes: BMCD Biology Molecular Block	Corequisite: BIOL 3366L.
Prerequisite: BIOL 1171, BIOL 1172, CHEM 2272.	Prerequisite: BIOL 1171, BIOL 1172, BIOL 1173.
This introductory course covers the field of virology, with a special emphasis on human (animal) viruses. Coverage centers on the physiological, biochemical, genetic and molecular aspects of animal viruses. Discussion stresses viral morphology; replication and assembly; pathogenesis of viral infections; and the epidemiology, prevention, and control of viral diseases. The societal implications surrounding the responses to several major human viruses will also be addressed.	This upper-level lecture, laboratory, and field course on avian biology has an emphasis on ecology and evolution. The course familiarizes students with the staggering diversity of birds and the adaptations that have contributed to their success. The laboratory focuses on unique adaptations of birds and means of identification of birds found in Connecticut through weekly field trips.
BIOL 3362 Marine Invertebrate Zoology 4 Credits	BIOL 3366L Ornithology Lab 0 Credits
Attributes: BEEE Biology Ecology Block, EDCG Educational Studies Cognate	Fee: \$120 Science Lab Fee
Corequisite: BIOL 3362L.	
Prerequisite: BIOL 1171, BIOL 1172, BIOL 1173.	
Students study the phylogeny, ecology, morphology, and physiology of the major marine invertebrate groups with emphasis on local fauna. The laboratory component includes field trips to various habitats in Long Island Sound to collect specimens for identification and study.	
BIOL 3362L Marine Invertebrate Zoology Lab 0 Credits	
Fee: \$120 Science Lab Fee	

BIOL 3372 Environmental Toxicology**4 Credits**

Attributes: BEEE Biology Ecology Block, EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective

Corequisite: BIOL 3372L.

Prerequisites: BIOL 1171, BIOL 1172, BIOL 1173, CHEM 2272.

Environmental toxicology is the study of the nature, properties, effects and detection of toxic substances in the environment and in any environmentally exposed species, including humans. Fundamental toxicological concepts will be covered including dose-response relationships, absorption of toxicants, distribution and storage of toxicants, biotransformation and elimination of toxicants, target organ toxicity, teratogenesis, mutagenesis, carcinogenesis, and risk assessment. The course will include an overview of chemodynamics of contaminants in the environment including fate and transport. The effects of these contaminants will then be explored on a series of scales: the molecular level (biochemical pathways of metabolism and detoxification); the organismal level (target organs, behavioral effects); and the ecosystem level (nutrient cycling and ecosystem services).

BIOL 3372L Environmental Toxicology Lab**0 Credits**

Fee: \$120 Science Lab Fee

BIOL 4971 Biology Research I**1-3 Credits**

This course requires a research thesis involving laboratory investigation.

Seniors and qualified juniors obtain the consent of the professor supervising their research interest area prior to registering for this program. Past topics include aquatic ecology, bacterial ecology and physiology, biochemistry, cell-wall biosynthesis, evolution of marine invertebrates, genetic regulation of animal development, mammalian physiology, plant biostimulants, plant/insect ecology, population and disease dynamics of shellfish, and signal transduction/gene regulations.

BIOL 4972 Biology Research II**1-3 Credits**

This course requires a research thesis involving laboratory investigation.

Seniors and qualified juniors obtain the consent of the professor supervising their research interest area prior to registering for this program. Past topics include aquatic ecology, bacterial ecology and physiology, biochemistry, cell-wall biosynthesis, evolution of marine invertebrates, genetic regulation of animal development, mammalian physiology, plant biostimulants, plant/insect ecology, population and disease dynamics of shellfish, and signal transduction/gene regulations.

BIOL 4973 Biology Research III**1-3 Credits**

This course requires a research thesis involving laboratory investigation.

Seniors and qualified juniors obtain the consent of the professor supervising their research interest area prior to registering for this program. Past topics include aquatic ecology, bacterial ecology and physiology, biochemistry, cell-wall biosynthesis, evolution of marine invertebrates, genetic regulation of animal development, mammalian physiology, plant biostimulants, plant/insect ecology, population and disease dynamics of shellfish, and signal transduction/gene regulations.

BIOL 4974 Biology Research IV**1-3 Credits**

This course requires a research thesis involving laboratory investigation.

Seniors and qualified juniors obtain the consent of the professor supervising their research interest area prior to registering for this program. Past topics include aquatic ecology, bacterial ecology and physiology, biochemistry, cell-wall biosynthesis, evolution of marine invertebrates, genetic regulation of animal development, mammalian physiology, plant biostimulants, plant/insect ecology, population and disease dynamics of shellfish, and signal transduction/gene regulations.

BIOL 4975 Biology Research V**1-3 Credits**

This course requires a research thesis involving laboratory investigation.

Seniors and qualified juniors obtain the consent of the professor supervising their research interest area prior to registering for this program. Past topics include aquatic ecology, bacterial ecology and physiology, biochemistry, cell-wall biosynthesis, evolution of marine invertebrates, genetic regulation of animal development, mammalian physiology, plant biostimulants, plant/insect ecology, population and disease dynamics of shellfish, and signal transduction/gene regulations.

BIOL 4976 Biology Research VI**1-3 Credits**

This course requires a research thesis involving laboratory investigation.

Seniors and qualified juniors obtain the consent of the professor supervising their research interest area prior to registering for this program. Past topics include aquatic ecology, bacterial ecology and physiology, biochemistry, cell-wall biosynthesis, evolution of marine invertebrates, genetic regulation of animal development, mammalian physiology, plant biostimulants, plant/insect ecology, population and disease dynamics of shellfish, and signal transduction/gene regulations.

BIOL 4981 Internship**1-3 Credits**

Prerequisite: Junior standing.

Internships are available to biology majors in good academic standing, subject to individual arrangement, for students interested in allied health, environmental science, marine science, medicine, dentistry, biotechnology, and emergency medicine. Students provide their own transportation and must discuss their internships with the department chair and obtain consent of the supervising professor prior to registering for this course.

BIOL 4982 Internship**1-3 Credits**

Prerequisite: Junior standing.

Internships are available to biology majors in good academic standing, subject to individual arrangement, for students interested in allied health, environmental science, marine science, medicine, dentistry, biotechnology, and emergency medicine. Students provide their own transportation and must discuss their internships with the department chair and obtain consent of the supervising professor prior to registering for this course.

BIOL 4990 Independent Study**1-3 Credits**

This course requires library research and the writing of a scholarly paper on a special topic. Students discuss topics with and must obtain consent from an appropriate professor prior to registration.

BIOL 4999 Capstone Seminar (Shell)**3 Credits**

During the capstone experience, students connect the diverse experience and knowledge they have acquired as biology majors, focusing these skills on examining in depth, a specific topic. In a small class setting (10-12 students maximum), students and the professor delve deeply into the chosen topic, assessing the peer-reviewed literature and most current trends around the particular subject. Students bring their breadth of knowledge to the discussion, and apply what they have learned over the course of their academic training to critically analyze the arguments and experiments presented in the literature. In most cases, students will be responsible for presenting a paper to the class, driving the content of discussion and debate with their fellow students and instructor. The capstone is a reading extensive experience, and by definition, shows that the biology major is able to synthesize and apply their knowledge to examine interesting questions. To maximize the value of the capstone experience, students enroll in an upper-level seminar course during their senior year.

BIOL 4999A Senior Capstone Seminar: Biology of Cancer 3 Credits**Attributes:** BICP Biology Major Capstone Course**Prerequisites:** BIOL 1171, BIOL 1172, BIOL 1173, one course from the Molecular Block, senior standing.

This seminar requires students to draw on nearly all of their training as biology majors to understand the disease of cancer in great detail. Topics include the genetic/cellular basis for the disease, physiological effects of tumor progression and metastasis, environmental influences, treatment modalities, and the personal, familial and societal impacts of the disease. Students read extensively for the course and summarize and formally present current research in the field in an effort to develop their scientific communication skills. Numerous short reviews of research articles are also produced by students.

BIOL 4999B Senior Capstone Seminar: Molecular Mechanisms of Human Disease 3 Credits**Attributes:** BICP Biology Major Capstone Course**Prerequisites:** BIOL 1171, BIOL 1172, BIOL 1173, one course from the Molecular Block, senior standing.

This seminar covers the molecular and cellular events that underlie complex human diseases. Students learn to critically analyze and interpret primary literature on the molecular aspects of such diseases as cancer, diabetes, heart disease, Alzheimer's, and AIDS. Students summarize and present selected articles at each meeting and use these acquired skills to investigate a particular topic of their choice in the form of a grant proposal for their final project.

BIOL 4999C Senior Capstone Seminar: Bacterial Pathogenesis 3 Credits**Attributes:** BICP Biology Major Capstone Course**Prerequisites:** BIOL 1171, BIOL 1172, BIOL 1173, one course from the Molecular Block, senior standing.

This seminar examines the role of prokaryotes in disease, with an emphasis on the genetics and physiology of disease mechanisms. Topics include aspects of the human immune response, host-parasite relationships, and the epidemiology and evolution of infectious disease.

BIOL 4999E Senior Capstone Seminar: Reproductive Tactics 3 Credits**Attributes:** BICP Biology Major Capstone Course**Prerequisites:** BIOL 1171, BIOL 1172, BIOL 1173, one course from the Physiology Block, senior standing.

This seminar explores the ways animals have evolved creative mechanisms, physiological and behavioral, to maximize their reproductive success. Topics will include mate choice and sexual conflict, paternity, variability in reproductive anatomy, mechanisms for successful fertilization, sperm competition, and sperm choice. Course format: A reading intensive course. Students will read from a source text for foundation ideas, then will each find and present to the entire class, scientific research papers from the primary literature.

BIOL 4999F Senior Capstone Seminar: Coral Reef Ecology 3 Credits**Attributes:** BICP Biology Major Capstone Course, EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective**Prerequisites:** BIOL 1171, BIOL 1172, BIOL 1173, one course from the Ecology Block, senior standing.

Students study the complex ecological relationships found in coral reef ecosystems. Topics include discussions of reef development, coral symbiosis and growth, reef trophic dynamics, ecology and behavior of coral reef fish and invertebrates, and effects of natural and human disturbance on coral reef communities. Course format: seminar in which students read, analyze, and present scientific research papers from the primary literature.

BIOL 4999G Senior Capstone Seminar: Ecology of the North Atlantic Coast 3 Credits**Attributes:** BICP Biology Major Capstone Course**Prerequisites:** BIOL 1171, BIOL 1172, BIOL 1173, one course from the Ecology Block, senior standing.

This seminar examines the processes that generate ecological patterns in North Atlantic coastal ecosystems with a focus on the ecology of salt marshes, tidal rivers, sandy beaches, and rocky shores, and the human impact on these systems. The course centers on student-led discussions of readings from scientific literature.

BIOL 4999I Senior Capstone Seminar: Topics in Evolutionary Biology 3 Credits**Attributes:** BICP Biology Major Capstone Course**Prerequisites:** BIOL 1171, BIOL 1172, BIOL 1173, one course from the Ecology Block, senior standing.

Evolution is the theme that unites all fields of biology. The broad objective of this course is to encourage students to integrate all the knowledge they have acquired as a biology major to critically interpret and analyze questions from an evolutionary perspective. In this seminar, we will read and discuss the current literature on major evolutionary topics, which have revolutionized the way in which we think about genomics, sex and reproduction, and our own human beginnings. We will also address important contemporary but controversial topics such as evolutionary medicine and evolutionary psychology. The course centers on student led discussions, presentations and literature critiques.

BIOL 4999J Senior Capstone Seminar: Pathophysiology of Bone and Cartilage 3 Credits**Attributes:** BICP Biology Major Capstone Course**Prerequisites:** BIOL 1171, BIOL 1172, BIOL 1173, one course from the Physiology Block, senior standing.

This seminar will focus on the biochemistry and physiology of human bone and cartilage. Emphasis will be placed on the normal development and healing of these tissues along with an introduction to common skeletal tissue disorders such as osteoporosis and arthritis. Students will be expected to analyze and present scientific literature while integrating the material with basic knowledge acquired from previous courses.

BIOL 4999K Senior Capstone Seminar: Ichthyology 3 Credits**Attributes:** BICP Biology Major Capstone Course**Prerequisites:** BIOL 1171, BIOL 1172, BIOL 1173, one course from the Physiology Block, senior standing.

This seminar will explore the diversity of fishes, the largest group of vertebrates. Topics for discussion will include feeding, locomotion, metabolism, and sensory systems of fishes. Students will analyze and present scientific literature and write a grant proposal.

BIOL 4999M Senior Capstone Seminar: Conservation Biology 3 Credits**Attributes:** BICP Biology Major Capstone Course, EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective**Prerequisites:** BIOL 1171, BIOL 1172, BIOL 1173, one course from the Ecology Block, senior standing.

Conservation biology is focused on scientific investigation of the maintenance, loss, and restoration of biodiversity. It relies on biological principles (from disciplines such as population genetics, biogeography, and community ecology) applied in the context of human-modified environments. In this seminar, students will read and discuss the primary literature in this field and gain an appreciation of the linkages of conservation problems across biological scales (genes to ecosystems) and geographical scales (local to global). Students will also prepare a review of research on a current conservation issue, and will practice with conservation planning and management tools.

Faculty

Professors

Gerry, *Chair*
Klug
Phelan, *Director, Science Institute*
Walker, *Graduate School Advisor*

Associate Professors

Biardi, *Study Abroad Advisor*
Byun
Fernandez
Harriott
Osier
Sauer, G.
Weatherbee

Assistant Professors

Date (visiting)
D'Andrea-Winslow (visiting)
George (visiting instructor)
Kelley (visiting) *Director, Health Studies Minor*
Riccio

Professors of the Practice

Church, *Health Professions Advisor*
DeCristofaro, *Education Advisor*
Earls, *Health Professions Advisor*
Maswood
Rodriguez
Santiago

Lecturers

Clark
Dutta
Fine, B.
Fraser
Hudson
Mahar
Mauro
Muthukumarana
Racioppo
Spendore Gordonos
Zavras

Faculty Emeriti

Braun
Brousseau
Hodgkinson
Poincelot

Biology Major

Requirements

Biology Major Requirements

For a 67-credit to 71-credit major in biology, students complete the following:

Code	Title	Credits
BIOL 1171 & 1171L	General Biology I and General Biology I Lab	4
BIOL 1172 & 1172L	General Biology II and General Biology II Lab	4
BIOL 1173 & 1173L	General Biology III and General Biology III Lab	4
BIOL 4999	Capstone Seminar (Shell)	3
CHEM 1171 & 1171L	General Chemistry I and General Chemistry I Lab	4
CHEM 1172 & 1172L	General Chemistry II and General Chemistry II Lab	4
CHEM 2271 & 2271L	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 2272 & 2272L	Organic Chemistry II and Organic Chemistry II Lab	4
MATH 1121 or MATH 1171	Applied Calculus I Calculus I	3-4
MATH 2217 or MATH 1122 or MATH 1172	Statistics I Applied Calculus II Calculus II	3-4
PHYS 1145 & 1145L	General Physics for Life Sciences I and General Physics for Life Sciences I Lab	4
PHYS 1146 & 1146L	General Physics for Life Sciences II and General Physics for Life Sciences II Lab	4
Biology Block Electives ¹		22-24
Total Credits		67-71

¹ Various upper-level courses may be double-counted toward the departmental concentrations in evolution, ecology and biodiversity, health and human biology, marine science or molecular biology

Biology Block Electives and Additional Requirements

After completion of the General Biology sequence (BIOL 1171, BIOL 1172, BIOL 1173), a minimum of six biology elective courses and a capstone experience (described below) are required. To ensure breadth of exposure, at least one biology elective must be taken from each of the following three blocks. The three remaining biology course electives may be any 2000 or 3000 level courses listed below. Four of the six biology electives taken during the sophomore (second semester) through senior years must include a laboratory component.

Code	Title	Credits
Molecular, Cell, and Developmental Biology Block		
BIOL 2261	Genetics	4

BIOL 3327	Cell Biology	4
BIOL 3342	Developmental Biology	4
BIOL 3352	Fundamentals of Microbiology	4
BIOL 3354	Molecular Biology	3
BIOL 3357	General Virology	3
Biochemistry and Physiology Block		
BIOL 1107	Human Anatomy and Physiology I	8
& BIOL 1108	and Human Anatomy and Physiology II ²	
BIOL 2262	Human Physiology	4
BIOL 3312	Fundamentals of Neurobiology	3
BIOL 3314	Endocrinology	3
BIOL 3315	Anatomy: Form and Function	3
BIOL 3324	Biochemistry I	3
BIOL 3325	Biochemistry II	3
BIOL 3356	Immunology	3
Ecology, Evolution, and Environmental Science Block		
BIOL 2218	Vertebrate Zoology	3
BIOL 2260	Ecology	4
BIOL 3362	Marine Invertebrate Zoology	4
BIOL 3364	Freshwater Ecology	4
BIOL 3365	Evolutionary Biology	4
BIOL 3366	Ornithology	4
BIOL 3372	Environmental Toxicology	4

² BIOL 1107 and BIOL 1108 may be taken by students pursuing allied health programs, where this course is required. This full-year sequence will count as one Biochemistry and Physiology block upper-level course with lab; however, they *cannot* count for the major if BIOL 2262 Human Physiology has been taken previously and will instead be recorded as extra biology electives. Permission of the department chair is required.

The choice of block electives and general electives inside or outside the department varies according to a student's career objective and interest. Students make their choices after consultation with appropriate department advisors. Students interested in molecular biology may, for example, take advanced courses to fulfill a concentration in molecular biology.

Students interested in graduate, medical, dental, or allied health schools may select electives that meet the requirements for admission to graduate or professional schools. Students interested in science writing or teaching in biology may choose to earn minors in English or education.

Capstone Seminar

During their capstone experience, students connect the diverse experience and knowledge they have acquired as biology majors, focusing these skills on examining in depth, a specific topic. In a small class setting (10-12 students maximum), students and the professor delve deeply into the chosen topic, assessing the peer-reviewed literature and most current trends around the particular subject. Students bring their breadth of knowledge to the discussion, and apply what they have learned over the course of their academic training to critically analyze the arguments and experiments presented in the literature. In most cases, students will be responsible for presenting a paper to the class, driving the content of discussion and debate with their fellow students and instructor. The capstone is a reading intensive experience, and, by definition, shows that the biology major is able to synthesize and apply

their knowledge to examine interesting questions. Students must enroll in this capstone seminar course (BIOL 4999) during their senior year. See course descriptions for topics.

Research and Internship Experience

Faculty research specializations provide opportunities for qualified students to participate in laboratory research, field research or library investigations in their chosen interest areas under a professor's guidance. Internships at off-campus institutions can also be arranged for qualified students. These opportunities expand and enhance the biology program's numerous possibilities for individualization.

Students intending to continue their studies in graduate school should consider participating in two or more terms of research. All on-campus research experiences require pre-arrangement with a faculty research advisor.

Off-campus research or internship experiences require an on-campus faculty mentor and approval from the department chair or internship director. Prior consultation is required to assure that the particular activity meets the requirements of the biology major curriculum.

The following research and internship experiences are extra courses and do not count towards the biology major degree requirements:

Code	Title	Credits
BIOL 4971	Biology Research I	1-3
BIOL 4972	Biology Research II	1-3
BIOL 4973	Biology Research III	1-3
BIOL 4974	Biology Research IV	1-3
BIOL 4975	Biology Research V	1-3
BIOL 4976	Biology Research VI	1-3
BIOL 4981	Internship	1-3
BIOL 4982	Internship	1-3

Biology Major with a Concentration in Evolution, Ecology, and Biodiversity

This concentration is intended for the cohort of students interested in pursuing academic and career paths in evolution, ecology, or conservation biology. Interested students should consult with Dr. Tod Osier for advisement and completion of appropriate paperwork.

As part of the six electives noted, students take four courses in the following areas:

Code	Title	Credits
BIOL 2260	Ecology	4
BIOL 3365	Evolutionary Biology	4
Select one biodiversity course from the following:		3-4
BIOL 2218	Vertebrate Zoology	
BIOL 3362	Marine Invertebrate Zoology	
BIOL 3366	Ornithology	
Select one capstone course related to a topic in ecology, evolutionary biology, or conservation/diversity, or any other Ecology, Evolution, and Environmental Science Block course		3-4
Total Credits		14-16

Biology Major with a Concentration in Health and Human Biology

This concentration may be of interest to pre-health students, most of whom already select this set of courses as prerequisites or highly recommended courses for post-graduate programs (i.e. medicine, dentistry, veterinary science, pharmacy, physical therapy, physician's assistant, etc). Interested students should consult with Dr. Anita Fernandez for advisement and completion of appropriate paperwork.

As part of the six electives noted, students take four courses in the following areas:

Code	Title	Credits
Select one course in physiology:		3-4
BIOL 1107 & BIOL 1108	Human Anatomy and Physiology I and Human Anatomy and Physiology II	
BIOL 2262	Human Physiology	
BIOL 3312	Fundamentals of Neurobiology	
BIOL 3314	Endocrinology	
BIOL 3315	Anatomy: Form and Function	
Select one course in metabolism:		3
BIOL 3324	Biochemistry I	
BIOL 3325	Biochemistry II	
Select one course in cell biology or genetics:		4
BIOL 2261	Genetics	
BIOL 3327	Cell Biology	
BIOL 3342	Developmental Biology	
Select one course in immunity and infection:		3-4
BIOL 3352	Fundamentals of Microbiology	
BIOL 3356	Immunology	
BIOL 3357	General Virology	
Total Credits		13-15

Biology Major with a Concentration in Marine Biology

As part of the six electives noted, students take four courses from the marine sciences biology block. Interested students should consult with Dr. Shannon Gerry for advisement and completion of appropriate paperwork. Courses double-count to fulfill major block requirements.

Code	Title	Credits
Select two courses from the following:		6
BIOL 1078	Introduction to Marine Science	
BIOL 3362	Marine Invertebrate Zoology	
BIOL 4999F	Senior Capstone Seminar: Coral Reef Ecology	
or BIOL 4999G	Senior Capstone Seminar: Ecology of the North Atlantic Coast	
or BIOL 4999K	Senior Capstone Seminar: Ichthyology	
Remaining one to two courses may be fulfilled by 3-6 credits of either research or internship:		
BIOL 4971	Biology Research I	
BIOL 4972	Biology Research II	
BIOL 4973	Biology Research III	

BIOL 4974	Biology Research IV
BIOL 4975	Biology Research V
BIOL 4976	Biology Research VI
BIOL 4981	Internship
BIOL 4982	Internship

Total Credits 6

Biology Major with a Concentration in Molecular Biology

As part of the six electives noted, students take four courses from the molecular, cell, and developmental biology block. BIOL 3325 Biochemistry II and BIOL 3356 Immunology may also be accepted. BIOL 3354 Molecular Biology is required. Interested students should consult with Dr. Shelley Phelan for advisement and completion of appropriate paperwork.

Biology Major with a Minor in Educational Studies and the Five-Year Teacher Education Program

Biology majors who elect a minor in Educational Studies and who have been admitted to the 5-year Integrated Bachelors-Masters Degree and Teacher Certification program should consult with Anthony DeCristofaro, education advisor, and Dr. Emily Smith or Dr. Alyson Martin, co-directors of the 5-year Teacher Preparation Program, to ensure that appropriate thought and reflection on their choices for upper division biology curriculum be made in assuring the best outcome for this unique 5-year program.

Plan of Study

Biology Major

Course	Title	Credits
First Year		
Fall		
BIOL 1171 & 1171L	General Biology I and General Biology I Lab	4
CHEM 1171 & 1171L	General Chemistry I and General Chemistry I Lab	4
MATH 1121 or MATH 1171	Applied Calculus I or Calculus I	3-4
Core Curriculum Courses		6
Credits		17-18
Spring		
BIOL 1172 & 1172L	General Biology II and General Biology II Lab	4
CHEM 1172 & 1172L	General Chemistry II and General Chemistry II Lab	4
Core Curriculum Courses		6
MATH 2217 or MATH 1122 or MATH 1172	Statistics I or Applied Calculus II or Calculus II	3-4
Credits		17-18

Second Year**Fall**

BIOL 1173 & 1173L	General Biology III and General Biology III Lab	4

CHEM 2271 & 2271L	Organic Chemistry I and Organic Chemistry I Lab	4

Core Curriculum Courses		9

Credits		17

Spring

CHEM 2272 & 2272L	Organic Chemistry II and Organic Chemistry II Lab	4

Biology Block Elective ¹		3-4

Core Curriculum Courses		9

Credits		16-17

Third Year

PHYS 1145 & 1145L	General Physics for Life Sciences I and General Physics for Life Sciences I Lab (Fall)	4

PHYS 1146 & 1146L	General Physics for Life Sciences II and General Physics for Life Sciences II Lab (Spring)	4

Biology Block Electives ¹		6-8

Biology Electives ^{1,2}		3-4

Core Curriculum Courses		9

General Electives ¹		3

Credits		29-32

Fourth Year

BIOL 4999	Capstone Seminar (Shell)	3

Biology Electives ^{1,2}		3-4

Core Curriculum Courses		12

General Electives ¹		12-16

Credits		30-35

Total Credits		126-137

¹ The sequence for biology block electives and general electives shown here are only suggestions. You may arrange them differently.

² Various upper-level courses may be double-counted toward the departmental concentrations in evolution, ecology and biodiversity, health and human biology, molecular biology or marine science.

Biology Minor

Requirements

For an 18-20 credit minor in biology, students complete the following:

Code	Title	Credits
BIOL 1171 & 1171L	General Biology I and General Biology I Lab	4
BIOL 1172 & 1172L	General Biology II and General Biology II Lab	4
BIOL 1173 & 1173L	General Biology III and General Biology III Lab	4

Select two 3- or 4-credit biology courses numbered 2000 or greater from the biology block electives. 6-8

Total Credits **18-20**

Please note that many upper level biology courses require four semesters of Chemistry as prerequisites.

Biology Block Electives

Code	Title	Credits

Molecular, Cell, and Developmental Biology Block

BIOL 2261	Genetics	4

BIOL 3327	Cell Biology	4

BIOL 3342	Developmental Biology	4

BIOL 3352	Fundamentals of Microbiology	4

BIOL 3354	Molecular Biology	3

BIOL 3357	General Virology	3

Biochemistry and Physiology Block

BIOL 1107 & BIOL 1108	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8

BIOL 2262	Human Physiology	4

BIOL 3312	Fundamentals of Neurobiology	3

BIOL 3314	Endocrinology	3

BIOL 3315	Anatomy: Form and Function	3

BIOL 3324	Biochemistry I	3

BIOL 3325	Biochemistry II	3

BIOL 3356	Immunology	3

Ecology, Evolution, and Environmental Science Block

BIOL 2218	Vertebrate Zoology	3

BIOL 2260	Ecology	4

BIOL 3362	Marine Invertebrate Zoology	4

BIOL 3364	Freshwater Ecology	4

BIOL 3365	Evolutionary Biology	4

BIOL 3366	Ornithology	4

BIOL 3372	Environmental Toxicology	4

Black Studies

Black Studies is an interdisciplinary field that explores Africa and the African Diaspora (the global dispersion of people of African ancestry), including the Americas, Britain, and Europe. Thus, African Americans, Afro Caribbeans, Afro Asians, Afro Latinos, and Afro Europeans are among those whose histories and contributions are included in Black Studies. As an interdisciplinary program, Black Studies is devoted to scholarship on the histories, political and cultural movements, institution-building, and identities of people of African ancestry. It includes the exploration of the rich cultural heritage, legacy of resistance to oppressive structures, and unique perspectives on human rights supplied by peoples of African descent. The Black Studies curriculum includes courses in the humanities, social sciences, and natural sciences to provide students with an understanding of the far-reaching impacts of race and ethnicity across continents. By engaging in a comparative and theoretical examination of Africa and the African Diaspora, students will be equipped to undertake an interdisciplinary scholarly analysis of various complex global questions.

Programs

- Black Studies Minor

Courses

BLST 1101 Black Lives Matter 3 Credits

Attributes: ASTH American Studies Theme Course, BSFC Black Studies Focus Course, BSSS Black Studies: Social and Behavioral Sciences, MSID Magis Core: Interdisciplinary, PJST Peace and Justice Studies

In the context of Ferguson, Charleston, and other national crises, this course responds to the call of students from our campus community to raise questions about and critically reflect upon the failures of democracy to recognize the value of Black Life. This course employs collective thinking, teaching, and research to focus on questions surrounding race, structural inequality, and violence. It examines the historical, geographical, cultural, social, and political ways in which race has been configured and deployed in the United States. Various faculty will bring to bear their respective scholarly lenses so that students understand race and racism across intellectual disciplines.

BLST 4990 Independent Study 1-3 Credits

Attributes: BSCP Black Studies Capstone Course, BSFC Black Studies Focus Course

Upon request and by agreement with a professor in the program, a Black Studies minor may conduct a one-semester independent study on a defined research topic or field of study.

Faculty

Director

King (History)

Advisory Committee

Babo (Sociology, International Studies)
 Brunn-Bevel (Sociology and Anthropology)
 Garvey (English)
 Hardy, C. (Religious Studies)
 Hohl (History)
 King (History)
 Lacy (Sociology and Anthropology)
 Torff (Visual and Performing Arts)

Black Studies Minor

For a 15-credit minor in Black Studies, students complete the following:

Code	Title	Credits
BLST 1101	Black Lives Matter	3
Select four Black Studies elective courses ¹		12
Total Credits		15

¹ The four courses must represent at least two different disciplines. At least two must be "focus" courses; the other two may be "component" courses.

Focus Courses

Code	Title	Credits
AHST 1165	African-American Art	3
ANTH 1115	Cultures of Africa	3
BLST 4990	Independent Study	1-3
COMM 3245	Identities, Discourse, and Social Change	3
COMM 3344	Interracial Communication	3
ENGL 1140	Caribbean Literature: History, Culture, and Identity	3
ENGL 1330	African American Literary Tradition	3
ENGL 2062	The Harlem Renaissance	3
ENGL 2063	African American Women Writers	3
ENGL 2064	African American Fiction, 1940 to Present	3
ENGL 3036	Seminar on Toni Morrison	3
FTMA 2204	African American Cinema	3
HIST 2262	African-American History, 1619 to 1865	3
HIST 2263	Inventing Themselves: African-American Women in U.S. History	3
HIST 2264	African-American History, 1865 to Present	3
MUSC 1101	The History of Jazz	3
MUSC 1112	Music of Black Americans	3
MUSC 2201	Hip Hop Evolution: From the South Bronx to the World	3
PHIL 3360	Critical Race Theory	3
POLI 2252	Politics in Africa	3
RLST 2662	Afro-Caribbean and African American Religions: Shout, O Children!	3
SOCI 2110	Race, Cities, and Poverty	3
SOCI 2300	Sociology of Education	3

Component Courses

Code	Title	Credits
AHST 1103	Art of Africa, the Caribbean, and the Americas	3
BIOL 1071	Identity and the Human Genome	3
ENGL 1310	Contemporary Women Writers of Color	3
ENGL 3075	Caribbean Women Writers	3
ENGL 3076	Global Women's Fiction	3
HIST 2239	20th Century United States	3
HIST 2242	Immigration, Race, and Ethnicity in U.S. History	3
MUSC 1122	World Music History and Ensemble	3
MUSC 1132	Critical Issues in American Popular Music: Blues to Hip Hop	3
PHIL 2260	Social and Political Philosophy	3
POLI 2108	Political Parties and Interest Groups	3
POLI 2336	Politics of Race, Class, and Gender	3
RLST 2335	Liberation Theology	3
SOCI 1135	Race, Gender, and Ethnic Relations	3
SOCI 1140	Urban/Suburban Sociology: NYC	3
SOCI 1150	Introduction to International Migration	3

Catholic Studies

Catholic Studies is an interdisciplinary inquiry into the intellectual tradition, history and culture, both "high" and popular, of the Catholic Christian tradition. While the field of study includes religious questions and theological issues, it primarily follows a "cultural studies" model. In addition to courses on the Catholic Church and issues in Catholic theology, it examines the role of the Catholic tradition in history, in literature and the arts, in the history of science, and in cultural and ethical issues related to many fields of professional practice. Its purpose is to raise awareness of the distinctive contributions of the Catholic Church to religious, cultural intellectual issues throughout the last two thousand years.

The minor in Catholic Studies will explore the texts, traditions, themes, teachings, and cultural role of the Catholic Church from its inception to its contemporary expression. Particular attention will be paid to its place in contemporary America. This interdisciplinary program will enable students to study the Catholic tradition, its ethos, identity, and mission, as made tangible in history, philosophy, literature, theology, the visual and performing arts, the social and behavioral sciences, and the natural sciences.

Programs

- Catholic Studies Minor

Faculty

Director

Dallavalle (Religious Studies)

Advisory Board

Behre (History)

Carolan (Modern Languages and Literatures)

Rose (Visual and Performing Arts)

Sauer, G. (Biology)

Catholic Studies Minor

For a 15-credit minor in Catholic Studies, students complete the following:

Code	Title	Credits
RLST 1402	Introduction to Catholicism	3
or RLST 2448	Faith and Reason: The Catholic Intellectual Tradition	
Choose four additional Catholic Studies electives, including:		12
At least two additional courses in Religious Studies		
At least one course outside of Religious Studies		
Total Credits		15

Catholic Studies Electives

Code	Title	Credits
AHST 1120	Medieval Art: Catacombs to Cathedrals	3
AHST 1130	Early Renaissance Art in Italy	3

AHST 1131	High Renaissance and Mannerism in Italy	3
AHST 2221	Arts of Ireland and the British Isles, 500-1000	3
AHST 2222	Byzantine Art	3
BIOL 1096	God and Modern Biology	3
ENGL 1150	Dante	3
ENGL 1610	Irish Literature	3
ENGL 1620	Irish Women Writers	3
ENGL 2011	Age of Chaucer	3
ENGL 3011	Chaucer's Canterbury Tales	3
ENGL 3019	James Joyce	3
ENGL 3072	All About Eve	3
HIST 1188	Colonial Latin America, 1492-1800	3
HIST 2203	European Society in the Middle Ages	3
HIST 2205	Anti-Semitism: Medieval to Modern	3
HIST 2215	Ireland: Middle Ages to the Present	3
ITLN 2289	Dante	3
PHIL 2220	Philosophy of Religion	3
PHIL 2221	The Question of Theology	3
PHIL 2223	The Problem of God	3
PHIL 2282	Violence and the Sacred	3
PHIL 3304	Aquinas	3
POLI 2257	Northern Ireland: Politics of War and Peace	3
POLI 2331	Introduction to Peace and Justice	3
RLST 1002	Common Questions, Traditional Response	3
RLST 1004	Peoples of the Book, Sacred Texts, and Their Communities	3
RLST 1203	Life of Jesus	3
RLST 1211	Introduction to the New Testament	3
RLST 1402	Introduction to Catholicism	3
RLST 1501	Introduction to Christian Ethics	3
RLST 1601	Religion in the United States	3
RLST 2220	Writings of Paul	3
RLST 2221	Good News of the Gospels	3
RLST 2222	Writings of John	3
RLST 2331	The Problem of God	3
RLST 2335	Liberation Theology	3
RLST 2336	Catholicism and Gender	3
RLST 2338	Evil	3
RLST 2339	Last Things: Catholic Belief in Life After Death	3
RLST 2428	Early Christianity	3
RLST 2430	Eastern Christianity: Europe, Africa, and Asia	3
RLST 2440	The Medieval Church	3
RLST 2441	Encountering God in Medieval Christian Thought	3
RLST 2443	The Papacy	3
RLST 2445	The Reformation Era	3
RLST 2448	Faith and Reason: The Catholic Intellectual Tradition	3
RLST 2544	Finding God in All Things	3
RLST 2550	Catholic 2.0: Faith and Practice	3

RLST 2552	Contemporary Moral Problems	3
RLST 2555	Catholic Social Teaching	3
RLST 2557	Christian Spirituality	3
RLST 2559	Saints and Sinners: Images of Holiness in Contemporary Fiction	3
RLST 2660	I'm Spiritual, Not Religious: The American Spiritual Tradition	3
RLST 2662	Afro-Caribbean and African American Religions: Shout, O Children!	3
RLST 2649	American Catholic Theologians	3
RLST 2668	American Catholic History	3

Chemistry and Biochemistry

Chemistry and biochemistry are exciting disciplines that seek to understand our world from the viewpoint of atomic and molecular behavior. Chemists and biochemists integrate knowledge from biology, physics, and mathematics to solve problems in a wide variety of areas. Chemistry and biochemistry courses develop critical thinking, problem-solving skills, and experimental technique to provide ample preparation for future career success in a variety of fields, including medicine, dentistry, environmental science, forensic science, pharmacology, materials science, business, law, and more. Fairfield's chemistry and biochemistry curriculum emphasizes these skills and applications through faculty-led research and laboratory-based courses. The Department of Chemistry & Biochemistry is committed to an environment of inclusion and equity for all members of the community including students, faculty and staff. We embrace the diversity of our community as a strength in fulfilling our teaching, learning and scholarship. We strive to support, uplift, respect and encourage all members of our community, expecting each member of our community to do the same. Diversity is viewed to include, but is not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability, and place of origin. We welcome diverse viewpoints to be expressed so that all may be included and may learn from each other. Identifying and eliminating racism and other forms of bias is a commitment we make in order to build the community of chemists that includes representation by all members of the community, especially those who have been historically excluded from chemistry such as women, LGBTQIA individuals, persons with disabilities, and people of color. These commitments align with Fairfield's vision of Diversity and Inclusive Excellence, the Universal Apostolic Preference to "walk with the excluded" ([link](#)) and statements made by the U.S. Conference of Catholic Bishops ([link](#)). The Department of Chemistry and Biochemistry and its curricula are certified by the Committee on Professional Training of the American Chemical Society (ACS). Certified programs are defined by high quality faculty, deep and broad curriculum, modern facilities, and modern instrumentation. The American Chemical Society is actively committed to cultivating a diverse, equitable, inclusive, and respectful community of chemistry professionals. Diversity, equity, inclusion and respect (DEIR) are core values of the ACS and are a pillar of undergraduate education in ACS certified programs. The ACS Statement on Diversity, Equity, Inclusion and Respect can be found [here](#).

Departmental Commitments

The Department of Chemistry and Biochemistry will take the following steps to achieve our inclusive and anti-racist goals in our curricula and pedagogy:

- Faculty will reflect on their curricula to:
 - integrate scientific practices from multiple cultures, worldviews or perspectives.
 - illustrate the historical and/or contemporary context of power, inequity and oppression in the natural sciences.
- Faculty recognize DEI is informed by conversation with current students, alumni and the local community; faculty are committed to engaging in these conversations.
- Faculty will recruit diverse scholars to give research talks in departmental seminars.
- Faculty are committed to recruiting, selecting and retaining diverse and highly engaged colleagues.
- Faculty and staff will curate and disseminate resources that connect course learning goals to scholarships, honor societies, and research opportunities. The Department will lift up opportunities for historically marginalized populations in STEM.
- Faculty and staff will collaborate with other departments to develop anti-racist and inclusive curricula.
- Form a standing departmental committee that annually reviews anti-racist and inclusive practices in curricula, pedagogy and scholarship.

Student Learning Outcomes:

1. Develop an understanding of the fundamentals and the applications of current chemical knowledge in the disciplines of organic, inorganic, biochemical, analytical, and physical chemistry.
2. Identify problems and apply chemical knowledge and problem-solving strategies to solve them.
3. Be able to work independently or in a team in a class or laboratory setting to solve scientific problems.
4. Be able to collect data, properly record data, and critically analyze and interpret experimental results within the context of specific experimental goals and objectives.
5. Develop proficiency in the use of standard laboratory equipment, modern instrumentation and classical techniques used in the chemistry laboratory to conduct experiments.
6. Become skilled in the use of computers for data acquisition, data analysis, and chemical computations.
7. Become competent in searching and using the scientific literature to obtain current information on a scientific topic or problem.
8. Learn and apply best practices for chemical safety and hygiene when working in the laboratory.
9. Develop skills in presenting chemical information or results and conclusions from experiments clearly and concisely in both written and oral form.
10. Learn and demonstrate ethical scientific behavior.

Programs

The bachelor of science degree in chemistry or biochemistry, with or without ACS certification, can be achieved by following the appropriate course sequence listed below. The first sequence describes the basic BS degree in chemistry. The second sequence is the preferred track for students seeking employment in the chemical industry or pursuing

a Ph.D. in chemistry and includes ACS certification. The third major sequence is the BS in biochemistry, recommended for students interested in the pharmaceutical industry, medical or dental school, and the pursuit of a Ph.D. in biochemistry or related fields. The biochemistry sequence can also be ACS certified with the additional course work described. The ACS certified sequences feature more in-depth laboratory work and/or a greater emphasis on research.

- Biochemistry Major
- Biochemistry Minor
- Chemistry Major
- Chemistry Major - ACS Certified Curriculum
- Chemistry Minor

Courses

CHEM 1010 Chemistry: Sights and Insights **3 Credits**

This course presents chemistry via lecture, demonstration, and laboratory work. The course provides students with insights into the microscopic world of atoms and molecules to better understand the macroscopic, observable properties of real substances, and applies the models developed in the course to representative substances from inorganic, organic chemistry, and biochemistry. Note: This course counts as a science core course but does not satisfy requirements for the chemistry major or minor.

CHEM 1033 Chemistry of Nutrition **3 Credits**

Attributes: EDCG Educational Studies Cognate, HSST Health Studies: Science and Technology

This course introduces basic chemical concepts, such as the atom, molecules, chemical reactivity and energy, as well as integrating fundamental biological concepts including cell structure and basic anatomy. Further explored, on a chemical level, are the structure and function of basic nutritional components: proteins, carbohydrate, lipids, vitamins, and minerals. With a scientific foundation established, topics pertaining to nutrition and human evolution, the life cycle, and exercise will be discussed. Current social and health issues such as obesity, food technology, and fad dieting will be incorporated throughout the course. Note: This course counts as a science core course but does not satisfy requirements for the chemistry major or minor. Students may take either CHEM 1033 or CHEM 1072 as a core science requirement, but not both.

CHEM 1072 Philosophy and Biochemistry of Food and Eating Practices **3 Credits**

Prerequisite: PHIL 1101.

An essential component of our daily lives, food offers itself as one of the most interesting topics of cultural and scientific discussion. This course is designed to analyze food and eating practices from the twofold perspective of philosophy and biochemistry. The intersections of philosophy and biochemistry will be highlighted in topics such as "Food as Art" (juxtaposing the aesthetic and biomolecular properties of food) and "Food in Culture" (contrasting how societies prepare and eat food with the nutrition and technology of food science). The course combines lecture with activities such as trips to museums, guest lectures, and in-class laboratory activities. Note: Students may take either CHEM 1033 or CHEM 1072 as a core science requirement, but not both. Crosslisted with PHIL 2218.

CHEM 1073 Culinary Chemistry **3 Credits**

This course explores the chemical transformations underlying common culinary processes. Students will gain a molecular-level appreciation of culinary context (salt, fat, acid, heat) and execution (grilling, baking, braising, fermentation). Special attention will be given to data collection, analysis, and interpretation. Students will explore course concepts through hands-on homework. Because cooking is shared across cultures, this class will also devote time to questions of food access, security, and human health. Note: This course counts as a science core course but does not satisfy the requirements for the chemistry major or minor.

CHEM 1076 Environmental Science **3 Credits**

Attributes: EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective, MSID Magis Core: Interdisciplinary

The science of the environment is presented through examination of the interconnections among physical, chemical, and biological fields of inquiry. This course looks at how the global environment is altered by the human population, technology, and production of fuels and food. In this course, students will acquire a scientific understanding of current issues in environmental science and learn to evaluate claims about current environmental problems. Crosslisted with BIOL 1076.

CHEM 1077 Introduction to Forensic Science **3 Credits**

Attributes: EDCG Educational Studies Cognate

This course provides an introduction to the scientific techniques used for the analysis of common types of physical evidence encountered at crime scenes. Using critical thinking and laboratory experiences, students become crime scene investigators. They are charged with the task of solving a mock crime. The investigations include fabric analysis, ink analysis, blood analysis, DNA analysis, fingerprint analysis, ballistics, and/or blood alcohol analysis. The lecture part of the course focuses on exploring the underlying chemical principles behind the techniques and includes discussion of historical case studies. Note: This course counts as a science core course but does not satisfy requirements for the chemistry major or minor.

CHEM 1083 Survey of Chemistry **3 Credits**

This course presumes no previous chemistry and fulfills a science requirement. The course consists of an introduction to atomic and molecular structure and the correlation of structural models to observable phenomena. The course discusses topics of historical and current relevance to society, including environmental issues, energy sources, natural products, and the application of chemistry in industry and medicine. Note: This course counts as a science core course but does not satisfy requirements for the chemistry major or minor.

CHEM 1085 Chemistry, Energy, and the Environment **3 Credits**

Attributes: EDCG Educational Studies Cognate, EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective, MSID Magis Core: Interdisciplinary

This course explores the flow of energy in modern society from the perspective of chemistry. Topics include the fossil fuels coal, petroleum, and natural gas, followed by an exploration of alternatives, including biomass, hydro, solar, tidal, wind, and nuclear energy sources. Students consider the source of energy, how it is harvested, and the short- and long-term environmental consequences of using each energy source and how these consequences are determined. The course uses the concepts of bonding, thermodynamics, kinetics, and work to investigate these and related ideas. The course also discusses economic and political forces that shape our use of energy. Note: This course counts as a science core course but does not satisfy requirements for the chemistry major or minor.

CHEM 1086 Chemistry and Art**3 Credits****Attributes:** EDCG Educational Studies Cognate

This basic chemistry course with a strong orientation to the visual arts fulfills a core science requirement. Basic concepts include atoms, molecules, elements, compounds, the periodic table, chemical bonding and reaction, acids and bases, oxidation and reduction, and polymers. The lab employs these concepts to examine aspects of art media such as light, color, dyes, paint, metals, stone, ceramics, glass, plastics, paper, and fibers. Note: This course counts as a science core course but does not satisfy requirements for the chemistry major or minor.

CHEM 1087 Molecules of Life**3 Credits**

This course explores the modern science of biologically relevant compounds and substances, which exist at the intersection of chemistry, biology, and medicine. We examine the major molecular components of the cell - proteins, nucleic acids, lipids, and more - and illustrate the application of chemical principles to understanding their structure and function. Since our lives are increasingly influenced by the availability of new pharmaceutical agents ranging from drugs that lower cholesterol to those that influence behavior, we develop insights needed to understand drug action and consider the design of new ways to intercede in the disease process. Note: This course counts as a science core course but does not satisfy requirements for the chemistry major or minor.

CHEM 1171 General Chemistry I**3 Credits****Corequisite:** CHEM 1171L.

This course, the first in a two-semester sequence, covers atomic and molecular weights, the mole concept, Avogadro's number, stoichiometry, energy relationships in chemical systems, the properties of gases, the electronic structures of atoms, periodic relationships among the elements, chemical bonding, geometrics of molecules, molecular orbitals, liquids, solids, intermolecular forces, solutions, rates of chemical reactions, chemical equilibrium, free energy, entropy, acids and bases, aqueous equilibria, electrochemistry, nuclear chemistry, chemistry of some metals and nonmetals, and chemistry of coordination compounds.

CHEM 1171L General Chemistry I Lab**1 Credit****Fee:** \$120 Science Lab Fee**Corequisite:** CHEM 1171.

This lab offers the opportunity to explore and experience the rigors of an experimental physical science. Students make and record observations on simple chemical systems while learning fundamental laboratory manipulative and measurement skills. Experiments demonstrate and supplement concepts introduced in lecture. The first semester emphasizes weighing, filtering, titrating, using volumetric glassware, observing data, and recording and synthetic techniques. The second semester integrates these techniques in experimental procedures and explores physical properties and quantitative analysis of selected chemical systems.

CHEM 1172 General Chemistry II**3 Credits****Attributes:** HSST Health Studies: Science and Technology**Corequisite:** CHEM 1172L.**Prerequisites:** CHEM 1171, CHEM 1171L.

This course, the second in a two-semester sequence, covers atomic and molecular weights, the mole concept, Avogadro's number, stoichiometry, energy relationships in chemical systems, the properties of gases, the electronic structures of atoms, periodic relationships among the elements, chemical bonding, geometrics of molecules, molecular orbitals, liquids, solids, intermolecular forces, solutions, rates of chemical reactions, chemical equilibrium, free energy, entropy, acids and bases, aqueous equilibria, electrochemistry, nuclear chemistry, chemistry of some metals and nonmetals, and chemistry of coordination compounds.

CHEM 1172L General Chemistry II Lab**1 Credit****Fee:** \$120 Science Lab Fee**Corequisite:** CHEM 1172.

This lab offers the opportunity to explore and experience the rigors of an experimental physical science. Students make and record observations on simple chemical systems while learning fundamental laboratory manipulative and measurement skills. Experiments demonstrate and supplement concepts introduced in lecture. The first semester emphasizes weighing, filtering, titrating, using volumetric glassware, observing data, and recording and synthetic techniques. The second semester integrates these techniques in experimental procedures and explores physical properties and quantitative analysis of selected chemical systems.

CHEM 1184 General Chemistry for Health Science**3 Credits****Attributes:** EDCG Educational Studies Cognate, HSST Health Studies: Science and Technology**Corequisite:** CHEM 1184L.

This course introduces the general principles of chemistry (matter and measurement, atomic and molecular structure, energetics, acids and bases, oxidation, and reduction) in a manner that prepares students to relate to properties of organic materials and biologically relevant substances such as carbohydrates, lipids, peptides, proteins, and nucleic acids. The course focuses on general principles and introduces organic and biologically relevant substances. This course is directed to School of Nursing students and students in the Health Studies minor.

CHEM 1184L General Chemistry for Health Science Lab**1 Credit****Fee:** \$120 Science Lab Fee**Corequisite:** CHEM 1184.

This lab illustrates lecture concepts of CHEM 1184 and allows students to observe relevant physical systems.

CHEM 2271 Organic Chemistry I**3 Credits****Corequisite:** CHEM 2271L.**Prerequisite:** CHEM 1172 and CHEM 1172L.

This course, an introduction to the chemistry of carbon compounds, discusses common functional groups from the perspective of molecular structure. Areas of emphasis include structure and characterization, preparation or organic synthesis, and the relations of physical and chemical properties to molecular structure. Stereochemical concepts introduced early in the course are used throughout.

CHEM 2271L Organic Chemistry I Lab**1 Credit****Fee:** \$120 Science Lab Fee**Corequisite:** CHEM 2271.

This lab emphasizes the manipulative techniques of separation, purification, analysis, and simple syntheses.

CHEM 2272 Organic Chemistry II**3 Credits****Corequisite:** CHEM 2272L.**Prerequisite:** CHEM 2271.

This course presents the chemistry of aromatic, carbonyl, acyl, and nitrogen compounds. The course relates the chemical properties of naturally occurring substances such as carbohydrates, lipids, proteins, and nucleic acids to those of simpler monofunctional compounds. Spectroscopic methods of structure determination are introduced early in the course and used throughout.

CHEM 2272L Organic Chemistry II Lab**1 Credit****Fee:** \$120 Science Lab Fee**Corequisite:** CHEM 2272.

This lab emphasizes investigative experiments, more complex synthesis, and qualitative organic analysis.

CHEM 2282 Chemical Analysis**3 Credits****Attributes:** EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science**Corequisite:** CHEM 2282L.**Prerequisite:** CHEM 1172 and CHEM 1172L.

This course provides the theoretical basis for the required laboratory.

Topics include statistics, chemical equilibria and their analytical applications (acid-base, oxidation-reduction, complex formation, precipitation), electroanalytical chemistry, spectroanalytical chemistry, and chemical separations.

CHEM 2282L Chemical Analysis Lab**1 Credit****Attributes:** EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective**Fee:** \$120 Science Lab Fee**Corequisite:** CHEM 2282.

Students explore quantitative aspects of chemistry through the analysis of unknowns and the characterization of chemical equilibrium, and pursue classical and instrumental methods of analysis.

CHEM 2291 Chemistry and Social Justice**3 Credits****Prerequisite:** CHEM 2272.

In this course, students will learn about and reflect on the systematic racism and sexism that exist in STEM, and specifically in the chemistry/biochemistry fields. Students will learn historically important scientific discoveries made by Black chemists and research (and celebrate!) contemporary scientists from traditionally underrepresented groups. Students will also learn about technological, industrial, and medical advances and reflect on how these advances can have adverse, and inequitable, effects. The course will explore how principles of green chemistry are being applied in current research programs to solve social justice related issues, like reducing our dependence on non-renewable natural resources.

CHEM 3311 Forensic Science in the Health Care Setting**3 Credits****Prerequisites:** CHEM 2271 and CHEM 2272L.

This course explores forensic science and its intersection with health care by discussing the interdisciplinary team working to serve patients who may also be victims of crime. From a health care perspective, students learn types of violent crimes, victimology, prevalent population based health issues, trauma-informed care, and forensic healthcare interventions. From a forensic scientific perspective, students explore the scientific techniques used to analyze physical or chemical evidence collected in a health care setting. Students put their learning into practice by participating in caring for victims of mock crimes in simulated clinical rooms, and analyzing collected evidence in the laboratory. Crosslisted with NURS 4365.

CHEM 3323L Biochemistry Lab**1 Credit****Fee:** \$120 Science Lab Fee**Corequisite:** BIOL 3324 or BIOL 3325 or CHEM 3324 or CHEM 3325.

This course will investigate classic and most current methodology used in biochemistry. A semester project will be used to introduce techniques used in biochemistry to investigate the structure and function of a protein. In characterizing this protein, the analysis of DNA, lipids and carbohydrates will also be covered.

CHEM 3324 Biochemistry I**3 Credits****Prerequisite:** CHEM 2272.

This course will investigate the fundamentals of life: chemistry. The structures and functions of biomolecules, including proteins, DNA, RNA, lipids, and carbohydrates will be covered in depth. The concepts behind biological processes will be discussed, including enzyme kinetics and regulatory strategies, membrane functions, signal transduction, and an overview of metabolism. Crosslisted with BIOL 3324.

CHEM 3325 Biochemistry II**3 Credits****Prerequisite:** CHEM 2272 and CHEM 3324 or BIOL 3324.

This course focuses on the regulation of metabolic pathways involved in the synthesis, breakdown, and interconversion of biochemical intermediates that are fundamental to all life. Basic principles of biological thermodynamics will be highlighted in order to understand the processes by which living cells obtain and utilize energy. Students will develop an understanding of basic biomedical principles in the context of overall cell function. Crosslisted with BIOL 3325.

CHEM 3326 Chemical Instrumentation**3 Credits****Attributes:** EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective**Prerequisite:** CHEM 2282.

Students study chemical analysis in detail, using modern instrumentation. Students explore current methods of analysis, theory of transduction, implementation of instrumental principles, and physical theory of chemical systems in the context of the goals of the analytical problem and consider examples of applications.

CHEM 3326L Instrumental-Analytical Chemistry Lab**3 Credits****Attributes:** EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective**Fee:** \$120 Science Lab Fee**Prerequisite:** CHEM 3326.

This course exposes students who have already been introduced to the theory of classical (CHEM 2282) and instrumental (CHEM 3326) methods of analysis to problem solving using a variety of physical and chemical methods. The early portion of this course consolidates the classroom principles of analytical chemistry into a holistic understanding of analytical chemistry, giving students a further appreciation of the general considerations made when designing an approach to problem solving in analysis. Students receive hands-on exposure to the following aspects of analytical chemistry: basic electronics as appropriate to common instrumentation, methodology involved in equipment maintenance and troubleshooting, exposure to solving real-world analytical problems, and use of small computers and interfaces in the lab. The course emphasizes oral communication of results among all lab participants.

CHEM 3341 Advanced Inorganic Chemistry**3 Credits****Corequisite:** CHEM 3361.

This course introduces students to the interdependence of chemical bonding, spectroscopic characteristics, and reactivity properties of coordination compounds and complexes using the fundamental concept of symmetry. The principles of coordination chemistry will be introduced after reviewing atomic structure, the chemical bond, and molecular structure. A basic familiarity with symmetry will be formalized by an introduction to the elements of symmetry and group theory. The students will use symmetry and group theory approaches to understand central atom hybridization, ligand group orbitals, and the construction of qualitative molecular orbital (MO) energy diagrams including both sigma and pi bonding contributions. The students will continue to utilize their understanding of group theory during an introduction of electronic spectroscopy and the use of correlation and Tanabe-Sugano diagrams. MO diagrams will then be used as a starting point for understanding the reactivity properties of coordination complexes.

CHEM 3341L Advanced Inorganic Chemistry Lab**2 Credits****Fee:** \$120 Science Lab Fee**Corequisite:** CHEM 3341.

This lab is a synthetic inorganic lab with an emphasis placed on characterization. In the laboratory, students will have the opportunity to synthesize, characterize, and investigate the physical and reactive properties of coordination, organometallic, and air-sensitive complexes. Students will utilize the following instrumental methods to characterize their compounds: UV-Visible spectroscopy, magnetic susceptibility, polarimetry, infrared spectroscopy, and NMR spectroscopy. Students write formal laboratory reports for every experiment.

CHEM 3361 Physical Chemistry I**3 Credits****Corequisite:** CHEM 3361L.

Prerequisites: CHEM 1172 and CHEM 1172L and MATH 1142 or higher, and PHYS 1172.

This course is the first of a two-semester sequence, covering thermodynamics of gasses, pure liquids, and both electrolyte and non-electrolyte solutions. Additional topics include chemical equilibrium, transport phenomena, reaction kinetics, quantum mechanics, spectroscopy, and statistical mechanics and statistical thermodynamics.

CHEM 3361L Physical Chemistry I Lab**1 Credit****Fee:** \$120 Science Lab Fee**Corequisite:** CHEM 3361.

This course demonstrates and verifies concepts covered in Physical Chemistry lecture courses. Each lab meets weekly for three hours, during which students perform experiments with precision and care. The course incorporates current technology into each experiment and uses computers in data acquisition, reduction, and reporting. The course places special emphasis on data handling techniques and the accurate recording of observations.

CHEM 3362 Physical Chemistry II**3 Credits****Corequisite:** CHEM 3362L.

Prerequisites: CHEM 1172 and CHEM 1172L; MATH 1142 or higher, and PHYS 1172.

This course is the second of a two-semester sequence, covering thermodynamics of gasses, pure liquids, and both electrolyte and non-electrolyte solutions. Additional topics include chemical equilibrium, transport phenomena, reaction kinetics, quantum mechanics, spectroscopy, and statistical mechanics, and statistical thermodynamics.

CHEM 3362L Physical Chemistry II Lab**1 Credit****Fee:** \$120 Science Lab Fee**Corequisite:** CHEM 3362.

This course demonstrates and verifies concepts covered in Physical Chemistry lecture. Each lab meets weekly for three hours, during which students perform experiments with precision and care. The course incorporates current technology into each experiment and uses computers in data acquisition, reduction, and reporting. The course places special emphasis on data handling techniques and the accurate recording of observations.

CHEM 4971 Research and Seminar I**1-3 Credits**

Students undertake a research project in conjunction with a faculty member and present two seminars: one pertaining to a literature topic, the other focused on their research. Enrollment by permission only.

CHEM 4972 Research and Seminar II**1-3 Credits**

Students undertake a research project in conjunction with a faculty member and present two seminars: one pertaining to a literature topic, the other focused on their research. Enrollment by permission only.

CHEM 4973 Research and Seminar III**1-3 Credits**

Students undertake a research project in conjunction with a faculty member and present two seminars: one pertaining to a literature topic, the other focused on their research. Enrollment by permission only.

CHEM 4974 Research and Seminar IV**1-3 Credits**

Students undertake a research project in conjunction with a faculty member and present two seminars: one pertaining to a literature topic, the other focused on their research. Enrollment by permission only.

CHEM 4975 Research and Seminar V**1-3 Credits**

Students undertake a research project in conjunction with a faculty member and present two seminars: one pertaining to a literature topic, the other focused on their research. Enrollment by permission only.

CHEM 4976 Research and Seminar VI**1-3 Credits**

Students undertake a research project in conjunction with a faculty member and present two seminars: one pertaining to a literature topic, the other focused on their research. Enrollment by permission only.

CHEM 4977 Chemistry Research and Seminar**1-3 Credits**

Students undertake a research project in conjunction with a faculty member and present two seminars: one pertaining to a literature topic, the other focused on their research. Enrollment by permission only.

CHEM 4990 Independent Study**1-3 Credits****Prerequisite:** CHEM 3362.

This course, designed for students seeking an in-depth examination of a pre-specified area under the close direction of a faculty member, presents topics not routinely encountered in the normal course sequence.

Faculty

Professors

Harper-Leatherman, *chair*
Kubasik
Miecznikowski

Associate Professors

Smith-Carpenter
Steffen
Van Dyke

Assistant Professors

Stone
Zhang

Visiting Assistant Professors

Khalili
Henke
Nicaise

Lecturers

Betageri
Busto, *laboratory coordinator*
Castonguay
Cusumano
Chintapalli
Fischer, R.
Fischer, S.
Hamada
Harper

Ives
 Kamal
 Leahy
 Sobczynski, *senior laboratory coordinator*
 Taddeo
 Taiwo
 Tinoco

Faculty Emeriti

Boggio
 O'Connell
 Weddle

Chemistry Major

Requirements

Code	Title	Credits
CHEM 1171 & 1171L	General Chemistry I and General Chemistry I Lab	4
CHEM 1172 & 1172L	General Chemistry II and General Chemistry II Lab	4
CHEM 2271 & 2271L	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 2272 & 2272L	Organic Chemistry II and Organic Chemistry II Lab	4
CHEM 2282 & 2282L	Chemical Analysis and Chemical Analysis Lab	4
CHEM/BIO 3323L	Biochemistry Lab	1
CHEM/BIO 3324	Biochemistry I	3
CHEM 3361 & 3361L	Physical Chemistry I and Physical Chemistry I Lab	4
CHEM 3362 & 3362L	Physical Chemistry II and Physical Chemistry II Lab	4
CHEM 3326	Chemical Instrumentation	3
CHEM 3326L	Instrumental-Analytical Chemistry Lab	3
CHEM 3341	Advanced Inorganic Chemistry	3
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
or MATH 1171	Calculus I	
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
or MATH 1172	Calculus II	
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4
or MATH 2273	Multivariable Calculus	
PHYS 1171 & 1171L	General Physics I and General Physics I Lab	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab	4
Total Credits		61

Plan of Study

Course	Title	Credits
First Year		
Fall		
CHEM 1171	General Chemistry I	3
CHEM 1171L	General Chemistry I Lab	1
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
or MATH 1171	Calculus I	
PHYS 1171	General Physics I	3
PHYS 1171L	General Physics I Lab	1
Core Courses		6
Credits		18
Spring		
CHEM 1172	General Chemistry II	3
CHEM 1172L	General Chemistry II Lab	1
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
or MATH 1172	Calculus II	
PHYS 1172	General Physics II	3
PHYS 1172L	General Physics II Lab	1
Core Courses		6
Credits		18
Second Year		
Fall		
CHEM 2271	Organic Chemistry I	3
CHEM 2271L	Organic Chemistry I Lab	1
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4
or MATH 2273	Multivariable Calculus	
Core Courses and Electives		9
Credits		17
Spring		
CHEM 2272	Organic Chemistry II	3
CHEM 2272L	Organic Chemistry II Lab	1
CHEM 2282	Chemical Analysis	3
CHEM 2282L	Chemical Analysis Lab	1
Core Courses and Electives		9
Credits		17
Third Year		
Fall		
CHEM 3326	Chemical Instrumentation ¹	3
CHEM 3361	Physical Chemistry I	3
CHEM 3361L	Physical Chemistry I Lab	1
Core Courses and Electives		6
Credits		13
Spring		
CHEM 3326L	Instrumental-Analytical Chemistry Lab ¹	3
CHEM 3362	Physical Chemistry II	3
CHEM 3362L	Physical Chemistry II Lab	1

Core Courses and Electives	9
Credits	16
Fourth Year	
Fall	
CHEM 3341 Advanced Inorganic Chemistry ¹	3
Core Courses and Electives	12
Credits	15
Spring	
CHEM 3323L Biochemistry Lab ¹ or BIOL 3323L or Biochemistry Lab	1
CHEM 3324 Biochemistry I ¹ or BIOL 3324 or Biochemistry I	3
Core Courses and Electives	12
Credits	16
Total Credits	130

¹ May be taken in either third or fourth year.

Students are encouraged to meet with their academic advisors in the Department to discuss variations of the recommended Plan of Study, for example to pursue study abroad and/or research opportunities.

Chemistry Major - ACS Certified Curriculum

Requirements

Code	Title	Credits
CHEM 1171 & 1171L	General Chemistry I and General Chemistry I Lab	4
CHEM 1172 & 1172L	General Chemistry II and General Chemistry II Lab	4
CHEM 2271 & 2271L	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 2272 & 2272L	Organic Chemistry II and Organic Chemistry II Lab	4
CHEM 2282 & 2282L	Chemical Analysis and Chemical Analysis Lab	4
CHEM/BIOL 3323L	Biochemistry Lab	1
CHEM/BIOL 3324	Biochemistry I	3
CHEM 3326	Chemical Instrumentation	3
CHEM 3326L	Instrumental-Analytical Chemistry Lab	3
CHEM 3341 & 3341L	Advanced Inorganic Chemistry and Advanced Inorganic Chemistry Lab	5
CHEM 3361 & 3361L	Physical Chemistry I and Physical Chemistry I Lab	4
CHEM 3362 & 3362L	Physical Chemistry II and Physical Chemistry II Lab	4
CHEM 4971	Research and Seminar I	3
MATH 1141 or MATH 1171	Calculus I for Chemistry, Engineering, and Physics Majors Calculus I	4
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4

or MATH 1172	Calculus II	
MATH 2243 or MATH 2273	Calculus III for Chemistry, Engineering, and Physics Majors Multivariable Calculus	4
MATH 2251	Ordinary Differential Equations	3
PHYS 1171 & 1171L	General Physics I and General Physics I Lab	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab	4
Total Credits		69

Notes:

- Students intending to enter primary or secondary school teaching should consult annually with the chairs of the departments of Chemistry and Education to facilitate scheduling of these curricula.
- Students intending to enter medical or dental school should consult with the Chair of the Chemistry Department and the Health Professions Advisor for appropriate modifications of this curriculum, which will include taking BIOL 1171 and BIOL 1172 in their first year in place of PHYS 1171 and PHYS 1172, which are then taken in the sophomore year.
- Students may elect to take CHEM 3324 Biochemistry I or CHEM 3341 Advanced Inorganic Chemistry in their junior year.
- Note that the CHEM 4970-series Research and Seminar is a research elective to be coordinated with individual faculty members. It may be taken for one, two, or three credits. Students enroll in CHEM 4971 for their first semester of research, CHEM 4972 for their second semester, etc.
- Students are encouraged to participate in summer research experiences on or off campus. At the discretion of the Chemistry Department, involvement in summer research such as National Science Foundation Research Experience for Undergraduate Programs may be counted toward the research requirement for American Chemical Society certification. Each case will be evaluated individually by the department.
- All research for credit will be consistent with the American Chemical Society Committee for Professional Training guidelines.

Plan of Study

Course	Title	Credits
First Year		
Fall		
CHEM 1171	General Chemistry I	3
CHEM 1171L	General Chemistry I Lab	1
MATH 1141 or MATH 1171	Calculus I for Chemistry, Engineering, and Physics Majors or Calculus I	4
PHYS 1171	General Physics I	3
PHYS 1171L	General Physics I Lab	1
Core Courses		6
Credits		18

Spring		
CHEM 1172	General Chemistry II	3
CHEM 1172L	General Chemistry II Lab	1
MATH 1142	Calculus II for Chemistry, Engineering, and or MATH 1172 Physics Majors or Calculus II	4
PHYS 1172	General Physics II	3
PHYS 1172L	General Physics II Lab	1
Core Courses		6
Credits		18

Second Year

Fall		
CHEM 2271	Organic Chemistry I	3
CHEM 2271L	Organic Chemistry I Lab	1
MATH 2243	Calculus III for Chemistry, Engineering, and or MATH 2273 Physics Majors or Multivariable Calculus	4
Core Courses and Electives		9
Credits		17

Spring		
CHEM 2272	Organic Chemistry II	3
CHEM 2272L	Organic Chemistry II Lab	1
CHEM 2282	Chemical Analysis	3
CHEM 2282L	Chemical Analysis Lab	1
Core Courses and Electives		9
Credits		17

Third Year

Fall		
CHEM 3326	Chemical Instrumentation ¹	3
CHEM 3361	Physical Chemistry I	3
CHEM 3361L	Physical Chemistry I Lab	1
MATH 2251	Ordinary Differential Equations	3
Core Courses and Electives		6
Credits		16

Spring		
CHEM 3326L	Instrumental-Analytical Chemistry Lab ¹	3
CHEM 3362	Physical Chemistry II	3
CHEM 3362L	Physical Chemistry II Lab	1
Core Courses and Electives		9
Credits		16

Fourth Year

Fall		
CHEM 3341	Advanced Inorganic Chemistry ¹	3
CHEM 3341L	Advanced Inorganic Chemistry Lab ¹	2
CHEM 4971	Research and Seminar I ²	3
Core Courses and Electives		9
Credits		17

Spring		
CHEM 3323L	Biochemistry Lab ¹ or BIOL 3323L or Biochemistry Lab	1
CHEM 3324	Biochemistry I ¹ or BIOL 3324 or Biochemistry I	3

Core Courses and Electives	9
Credits	13
Total Credits	132

¹ May be taken either third or fourth year.

² 1-3 credits per semester. May be taken in fall, spring, or both semesters of the fourth year.

Chemistry Minor

For a minor in chemistry, students complete the following:

Code	Title	Credits
CHEM 1171 & 1171L	General Chemistry I and General Chemistry I Lab	4
CHEM 1172 & 1172L	General Chemistry II and General Chemistry II Lab	4
CHEM 2271 & 2271L	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 2272 & 2272L	Organic Chemistry II and Organic Chemistry II Lab	4
CHEM 2282 & 2282L	Chemical Analysis and Chemical Analysis Lab	4
Select one elective course from the following:		4-6
CHEM 3326 & 3326L	Chemical Instrumentation and Instrumental-Analytical Chemistry Lab	
CHEM 3341 & 3341L	Advanced Inorganic Chemistry and Advanced Inorganic Chemistry Lab	
CHEM 3361 & 3361L	Physical Chemistry I and Physical Chemistry I Lab	
CHEM 3362 & 3362L	Physical Chemistry II and Physical Chemistry II Lab	
Total Credits		24-26

Biochemistry Major

Requirements

The biochemistry sequence places a greater emphasis on biochemistry and the life sciences. Students pursuing this track will be well prepared for professional schools in the life sciences, graduate schools in biochemistry and the more traditional fields of chemistry, as well as employment in chemical, environmental, or health-related fields.

For a major in biochemistry, students complete the following:

Code	Title	Credits
BIOL 1171 & 1171L	General Biology I and General Biology I Lab	4
BIOL 1172 & 1172L	General Biology II and General Biology II Lab	4
BIOL 1173 & 1173L	General Biology III and General Biology III Lab	4
CHEM 1171 & 1171L	General Chemistry I and General Chemistry I Lab	4
CHEM 1172 & 1172L	General Chemistry II and General Chemistry II Lab	4

CHEM 2271 & 2271L	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 2272 & 2272L	Organic Chemistry II and Organic Chemistry II Lab	4
CHEM 2282 & 2282L	Chemical Analysis and Chemical Analysis Lab	4
CHEM/BIOL 3323L	Biochemistry Lab	1
CHEM/BIOL 3324	Biochemistry I	3
CHEM/BIOL 3325	Biochemistry II	3
CHEM 3361 & 3361L	Physical Chemistry I and Physical Chemistry I Lab	4
CHEM 3362 & 3362L	Physical Chemistry II and Physical Chemistry II Lab	4
MATH 1141 or MATH 1171	Calculus I for Chemistry, Engineering, and Physics Majors Calculus I	4
MATH 1142 or MATH 1172	Calculus II for Chemistry, Engineering, and Physics Majors Calculus II	4
MATH 2217 or MATH 2243	Statistics I Calculus III for Chemistry, Engineering, and Physics Majors	3-4
or MATH 2273	Multivariable Calculus	
PHYS 1171 & 1171L	General Physics I and General Physics I Lab	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab	4
Select one biology elective from the list below		3-4
Select one chemistry elective from the list below		5-6
Total Credits		74-77

Biology Electives

Code	Title	Credits
BIOL 2261	Genetics	4
BIOL 3327	Cell Biology	4
BIOL 3342	Developmental Biology	4
BIOL 3352	Fundamentals of Microbiology	4
BIOL 3354	Molecular Biology	3
BIOL 3356	Immunology	3
BIOL 3357	General Virology	3

Chemistry Electives

Note: A student pursuing a biochemistry major who takes both chemistry electives is eligible for ACS certification.

Code	Title	Credits
CHEM 3326 & 3326L	Chemical Instrumentation and Instrumental-Analytical Chemistry Lab	6
CHEM 3341 & 3341L	Advanced Inorganic Chemistry and Advanced Inorganic Chemistry Lab (Lab is highly recommended)	5

ACS Certified Curriculum

For a BS in biochemistry certified by the American Chemical Society, a student must take both Chemistry electives (CHEM 3326 and CHEM 3341) with labs.

Due to the additional lab component of the biochemistry major, CHEM 4971 is recommended but not required for the BS with ACS certification.

Plan of Study

Course	Title	Credits
First Year		
Fall		
BIOL 1171 & 1171L	General Biology I and General Biology I Lab	4
CHEM 1171 & 1171L	General Chemistry I and General Chemistry I Lab	4
MATH 1141 or MATH 1171	Calculus I for Chemistry, Engineering, and Physics Majors or Calculus I	4
Core Courses		6
Credits		18
Spring		
BIOL 1172 & 1172L	General Biology II and General Biology II Lab	4
CHEM 1172 & 1172L	General Chemistry II and General Chemistry II Lab	4
MATH 1142 or MATH 1172	Calculus II for Chemistry, Engineering, and Physics Majors or Calculus II	4
Core Courses		6
Credits		18
Second Year		
Fall		
BIOL 1173 & 1173L	General Biology III and General Biology III Lab	4
CHEM 2271 & 2271L	Organic Chemistry I and Organic Chemistry I Lab	4
PHYS 1171 & 1171L	General Physics I and General Physics I Lab	4
Select one of the following:		3-4
MATH 2217	Statistics I	
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	
MATH 2273	Multivariable Calculus	
Core Courses and Electives		3
Credits		18-19
Spring		
CHEM 2272 & 2272L	Organic Chemistry II and Organic Chemistry II Lab	4
CHEM 2282 & 2282L	Chemical Analysis and Chemical Analysis Lab	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab	4

Core Courses and Electives	6
Credits	18
Third Year	
Fall	
CHEM 3361 Physical Chemistry I & 3361L and Physical Chemistry I Lab	4
Core Courses and Electives	9
Credits	13
Spring	
CHEM 3323L Biochemistry Lab ¹ or BIOL 3323L or Biochemistry Lab	1
CHEM 3324 Biochemistry I or BIOL 3324 or Biochemistry I	3
CHEM 3362 Physical Chemistry II & 3362L and Physical Chemistry II Lab	4
Biology Elective	3-4
Core Courses and Electives	9
Credits	20-21
Fourth Year	
Fall	
Chemistry Elective ²	3-5
Core Courses and Electives	6-9
Credits	9-14
Spring	
CHEM 3323L Biochemistry Lab ¹ or BIOL 3323L or Biochemistry Lab	1
CHEM 3325 Biochemistry II ² or BIOL 3325 or Biochemistry II	3
Core Courses and Electives	9
Credits	13
Total Credits	127-134

¹ Biochemistry Lab is taken only once, concurrently with CHEM 3324 / BIOL 3324 or CHEM 3325 / BIOL 3325.

² May be taken either third or fourth year.

Students are encouraged to meet with their academic advisors in the Department to discuss variations of the recommended Plan of Study, for example to pursue study abroad and/or research opportunities.

Biochemistry Minor

For a minor in biochemistry, students complete the following:

Note: The biochemistry minor is not intended for chemistry majors.

Code	Title	Credits
CHEM 1171 & 1171L	General Chemistry I and General Chemistry I Lab	4
CHEM 1172 & 1172L	General Chemistry II and General Chemistry II Lab	4
CHEM 2271 & 2271L	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 2272 & 2272L	Organic Chemistry II and Organic Chemistry II Lab	4
CHEM/BIOL 3323L	Biochemistry Lab	1

CHEM/BIOL 3324	Biochemistry I	3
Select one elective course from the following:		4-6
CHEM 2282 & 2282L	Chemical Analysis and Chemical Analysis Lab	
CHEM/BIOL 3325	Biochemistry II	
CHEM 3326 & 3326L	Chemical Instrumentation and Instrumental-Analytical Chemistry Lab	
CHEM 3341 & 3341L	Advanced Inorganic Chemistry and Advanced Inorganic Chemistry Lab	
CHEM 3361 & 3361L	Physical Chemistry I and Physical Chemistry I Lab	
CHEM 3362 & 3362L	Physical Chemistry II and Physical Chemistry II Lab	
Total Credits		24-26

Communication

Welcome to the Department of Communication at Fairfield University. We offer undergraduate degrees in Communication, Public Relations, and Sports Media. In addition, we offer minors in all three programs. At the graduate level, we offer a MA in Communication as well as an accelerated BA/MA program.

As students of communication we study messages. Specifically, we examine the verbal and nonverbal messages that people exchange in various settings. These contexts include organizations, families, relationships, healthcare settings, public relations, and the media. Though we have communicated our entire lives, it is less common for us to think about *how* we communicate, *why* we communicate, and the *effects* of our communication. Exploring the *how*, the *why*, and the *effects* of messages will be the main theme of your coursework at Fairfield. Content will be driven by research, and students will leave having formed their own evidence-based recommendations for practice. Ideally, coursework in communication will enhance your personal, professional, and public lives.

Throughout your course of study, our diverse and active faculty will direct you through advanced communication research designed to inform your professional practice. You will be led to recognize the importance of communication and the meaning it gives to ideas, relationships, communities, and identities.

Additionally, you will enhance your oral and written capabilities, critical thinking skills, and analytical reasoning skills, while learning to apply communication theories to your everyday life. Internship programs are offered to help you gain real-world experience in a variety of communication fields, making you more prepared for your future careers. You will also be encouraged to develop a global awareness of the importance of communication in different cultures that could possibly culminate in a study abroad experience.

Programs

The Department of Communication offers three majors and minors: Communication, Public Relations, and Sports Media.

- Communication Major
- Communication Minor
- Public Relations Major
- Public Relations Minor

- Sports Media Major
- Sports Media Minor

Double Major and Minor Configurations

- **Communication and Public Relations Double Major:** Students must complete all Public Relations major requirements, plus eight additional Communication courses, including COMM 1100 and COMM 2200. COMM 4980 cannot be repeated. 57 credits total.
- **Communication Major with Public Relations Minor:** Students must complete all Communication major requirements, plus five additional courses. COMM 1102, COMM 2201, and COMM 3324 are required if not taken as part of the Communication major. COMM 4980 cannot be repeated. 45 credits total.
- **Public Relations Major with Communication Minor:** Students must complete all Public Relations major requirements, plus four additional Communication courses. COMM 2200 must be completed. COMM 4980 does not count toward the four additional Communication courses. 45 credits total.
- **Communication and Public Relations Double Minor:** Classes do not double count between Communication and Public Relations minors. Students who wish to minor in both are recommended to consider adding a major in Communication.
- **Sports Media and Public Relations or Communication double major/minor:** Courses do not double count.

Independent Study and Internship Policies

The Department of Communication offers credit for independent study, COMM 4990, to highly self-motivated majors in their junior or senior year of studies. Interested students must discuss and document their independent study proposals with a member of the communication faculty before registering for credit.

The Department of Communication also sponsors an active internship program for qualified (2.80 overall GPA) junior and senior majors. Students may earn no more than six internship credits. One three-credit internship course, COMM 4980, can be used in fulfillment of the final elective requirement in their majors. Students interested in applying for an internship complete the departmental internship application form before registering for COMM 4980.

Accelerated BA/MA Program

The Department of Communication offers an accelerated BA/MA program in Communication. Interested students should speak with the program director during the spring of their junior year to develop a plan of study.

Students will remain at the undergraduate level, but are allowed to register for two graduate classes during their senior year. One class should be COMM 5401, which will replace COMM 4999. The other graduate class can be any graduate-level communication course offered. Since COMM 5401 replaces COMM 4999, students are expected to enroll in an additional undergraduate communication elective as needed to ensure that eleven undergraduate communication courses are taken to complete the major.

During the fall of their senior year, students will formally apply to the program to become a matriculated graduate student upon completion of their undergraduate degree.

Eligibility Requirements

Full-time, matriculated students in the Department of Communication may apply to the MA in Communication Program if they fulfill the following criteria:

- GPA of 3.20 or higher
- Completion of at least 96 credits prior to the start of their senior year

Courses

COMM 1100 Human Communication Theories 3 Credits

This course introduces major theoretical perspectives that inform communication scholarship. This foundational course for the major emphasizes understanding human communication as a symbolic process that creates, maintains, and alters personal, social, and cultural identities. Students critique research literature in the communication field. This course counts in the social and behavioral sciences core curriculum for non-majors.

COMM 1101 Argument and Advocacy 3 Credits

This introduction to public speaking and the advocacy process includes topic identification; methods of organization, research, selection, and arrangement of support materials; audience analysis and adaptation; patterns and fallacies of reasoning; uses of evidence; logical proof; and refutation. Students practice and critique informative and persuasive presentations in this course, which is a skill required in all upper-level communication courses.

COMM 1102 Introduction to Public Relations 3 Credits

Attributes: SPEL Sports Media Elective

This course introduces public relations as a field of study and as a practice. Through building critical thinking and considering ethical behaviors, this course will not only introduce you to the various types of public relations but will also help you to become a critical consumer of the public relations efforts taking place in the world around you while developing your own public relations tools and strategies.

COMM 1108 Introduction to Sports Broadcasting 3 Credits

Attributes: ENPC Digital Journalism Production Component

This course introduces students to the principles and practice of the world of sports broadcasting. Topics include the history of the industry, its developing techniques, the aesthetic and narrative structure of television sportscasting, its economic impact on the industry, media law and ethics applied to the sports world, and its significant place within the general broadcast world.

COMM 1130 Mass Media and Society 3 Credits

This media literacy course offers theoretical and practical tools to critically analyze media texts, as well as understand different ways in which audiences interact with them. Students will inquire into how the pervasive mediation of human experience through mass communication channels affects almost every aspect of socialization processes and people's symbolic environment. The interplay between structural constraints conveyed in media's messages and humans' capacity to exercise interpretive agency is addressed through lectures, audiovisual examples, hands-on activities, and a variety of assignments aimed at discerning the elements that intervene in the construction and reception of media texts, beyond their apparent components. This course counts in the social and behavioral sciences core curriculum for non-majors.

COMM 1232 Television Studio Production**3 Credits****Attributes:** ENPC Digital Journalism Production Component, SPEL Sports Media Elective

This course offers a theoretical and hands-on introduction to the art and technology of television production within both a studio and field-based context. Students receive instruction on the creative and aesthetic use of the elements and technology of television production; cameras, audio, lighting, editing, set design, and program development; and participate in a series of projects completed individually and as part of a team.

Previously FTMA 2232, FTMA 1232.

COMM 2200 Interpersonal Communication Theories**3 Credits****Prerequisite:** COMM 1100.

An examination of one-to-one relationships from a variety of theoretical perspectives, this course focuses on the centrality of communication in building familial bonds, friendships, and work teams. Students examine factors influencing interpersonal communication such as language, perception, nonverbal behavior, power, status, and gender roles.

COMM 2201 Persuasion**3 Credits****Prerequisite:** COMM 1100 or COMM 1102.

This course develops students' understanding of the major theoretical approaches to the study of persuasion as a particular type of social influence, giving specific attention to the processes of interpersonal influence and the media's role in changing social attitudes. Students construct communication campaigns to apply persuasion concepts and skills.

COMM 2202 Small Group Communication**3 Credits****Prerequisite:** COMM 1100 or COMM 1102.

This course examines the basic characteristics and consequences of small-group communication processes in various contexts including family, education, and work groups. The course stresses interaction analysis and team-building. Because the course involves examining small groups in process, students do a substantial amount of group work.

COMM 2205 Nonverbal Communication: Emojis, Emotions, and Employment**3 Credits****Prerequisite:** COMM 1100.

This course explores a wide variety of nonverbal behaviors including: proxemics, haptics, chronemics, kinesics, artifacts, paralinguistic cues, and written communication. The course uses an applied approach to enhance understanding of the impact of nonverbal behaviors on interpersonal, intercultural, and organizational communication contexts and interactions. The role of nonverbal cues in complementing, accenting, substituting, repeating, or contradicting verbal messages will also be examined. The importance of effectively using and interpreting nonverbal behaviors in both personal (platonic and romantic) and professional relationships will be explored using textual analyses and participant-observation exercises.

COMM 2220 Introduction to Organizational Communication**3 Credits****Attributes:** BUEL Business Elective, SPEL Sports Media Elective**Prerequisite:** COMM 1100 or COMM 1102.

Taking a historical and communication-centered approach to understanding how business and professional organizations function, this course addresses the analysis of upward, downward, and lateral communication; communication channels and networks; power and critical theory; organizations as cultures; internal and external public communication; and leadership. The course uses a case study approach.

COMM 2231 Media Institutions**3 Credits****Attributes:** ENDE Digital Journalism Elective, SPEL Sports Media Elective**Prerequisite:** COMM 1130.

The course concentrates on the economic, political, and legal environment of U.S. mass media. Issues include examination of individual media industries, the economic structure of U.S. media markets, media law and regulation, media watchdogs, advocacy organizations, and media users' forms of collective action. The course's content is approached through an institutional analysis perspective, intended to facilitate students' understanding of institutions as dynamic points of confluence for organizations, norms, and individual agents. As part of the course's requirements, students conduct a research project exploring recent developments and/or decision-making processes within one of the major media institutions covered during the semester.

COMM 2236 Gender, Sexuality, and Media**3 Credits****Attributes:** SPEL Sports Media Elective, WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** COMM 1130.

This course enables students to examine the relationship between the representation of women and the development of personal and social identity. Students explore issues of gender and reception, cultivating consumerism, body image, and developing relevant new images through theoretical readings as well as the analysis of various media, including television, film, magazines, and advertisements. The course also covers the experiences of women in a variety of media professions.

COMM 2237 Sports, Media, and Culture**3 Credits**

Sports have long played a vital yet complex role in culture and this course examines the intersection of sports, the mass media, and society. Drawing upon Durkheimian theory, we will appraise and debate the ways in which sports are functional or problematic in their impact on and relationship to players, fans, journalists, co-cultural groups, and nations. Students will read both scholarly and journalistic reflections, view popular and documentary films, and analyze fan experiences, mediated presentations, and critical social issues. In short, we will go beyond the box score to understand the importance and deconstruct the hype that accompanies modern sports.

COMM 2238 Communication and Popular Culture**3 Credits****Attributes:** ASCO American Studies: Communication**Prerequisite:** COMM 1130.

This course takes the cultural artifacts that engulf us, from fashion to television and from music to comic books, and removes these practices and texts from simply being "entertainment" or "diversion" and asks what these things mean, how they constitute power, and how they shape and reflect the lived experiences of consumers. This course takes very seriously those things that are typically discarded as lacking substance and instead suggests that the meanings and impact of popular culture have dramatic consequences for political, social, and cultural life in the United States.

COMM 2239 Consumer Culture**3 Credits****Prerequisite:** COMM 1130.

This course explores how social meanings are constructed through commodities and material society, how consumer goods and practices create categories of social difference. In particular, the course focuses on the intersections of consumer practices and gender/sexuality, race and class, articulating the relationship between communication and consumption practices and social/cultural identities. Theoretical approaches include Marxism, Postmodernism, and other economic and social critiques, and explore research methods to empirically investigate questions of culture. Students reflect on questions of social justice in relation to an increasingly materialistic society as they seek to become citizens prepared to "consume with a conscience."

COMM 2240 Intercultural Communication**3 Credits****Attributes:** INEL International Studies Elective**Prerequisite:** COMM 1100 or COMM 1102 or INST 1050.

This course deals with challenges to communication between people of different cultural backgrounds, emphasizing the ways communication practices reveal cultural values and the role of communication in creating and sustaining cultural identities. Students discuss how differences in value orientation, perception, thought patterns, and nonverbal behavior cause misunderstanding, tension, and conflict in business, education, and healthcare settings.

COMM 2241 Communication and Culture: East and West**3 Credits****Attributes:** ANMC Asian Studies Elective, INEL International Studies Elective**Prerequisite:** COMM 1100 or COMM 1102 or INST 1050.

This course examines the dynamics of culture and communication focusing on the East-West dyad. It helps students gain a better understanding of why and how cultural issues influence our communication. The course explores the East-West cultural similarities and differences in values, communication processes, cognition, and relationships. It will enhance students' intercultural awareness and sensitivity in our increasingly globalized society.

COMM 2242 Alcohol, Addiction, and Culture**3 Credits****Attributes:** HSSS Health Studies: Social Science**Prerequisite:** COMM 1100 or COMM 1102.

From the time we are young children through our adult lives we are exposed to countless alcohol advertisements and engage in myriad alcohol-focused conversations with family, friends and coworkers. This course draws on perspectives from the personal to the institutional to critically examine the conversations on alcohol consumption, promotion, education and recovery from a health communication perspective. Through service learning opportunities with local high school seniors, students in the course reflects on the ways in which we talk about alcohol use, abuse, and alcoholism, and how that "talk" cultivates harmful and helpful perceptions and behaviors.

COMM 2246 Family Communication**3 Credits****Attributes:** WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** COMM 1100 or COMM 1102 or COMM 1130.

In this course students come to understand how families are constituted through symbolic processes and interaction; explore the verbal and non-verbal communication behaviors that are developed and preferred in different kinds of families; learn various theories for understanding family interactions at the individual, dyadic, group, and systems levels; analyze family communication patterns using established theories and methods; connect family dynamics to social trends and processes including the roles of the mass media and popular culture; and explore ways culture, class, gender, and sexuality affect and are affected by family structures, roles, and communication patterns.

COMM 2250 Sports Media Industry**3 Credits****Prerequisite:** COMM 1130.

This course critically examines the assemblage of corporations, institutions, and actors that make up the sports media industry, with a focus on the practices, policies, and relationships within and between them. The course will combine academic readings from media studies, media industries studies, and sports studies with readings from popular press and trade publications to examine the sports media industry from differing angles: historical, technological, cultural, economic, and institutional. Further, students will critically engage with pressing issues in the industry including conglomeration, industry changes from technological shifts, discrimination and inequality, and the tensions between entertainment, journalism, and politics.

COMM 2252 Broadcast Communication**3 Credits****Attributes:** ENPC Digital Journalism Production Component, SPEL Sports Media Elective**Prerequisite:** COMM 1100 or COMM 1101.

This course offers an overview of the field of and skills associated with broadcasting on television. The goal is to make you a more effective communicator in a fast paced industry by learning how to think, report, and write like a broadcaster. Students will also learn the importance of powerful storytelling through writing and the use of video and sound.

COMM 2299 Communication Research Methods**3 Credits**

The primary purpose of this course is to investigate the communication discipline as a social science. We begin by examining the scientific method and how it is used to produce empirical research that either tests communication theories or generates communication theory. We will examine the foundations of quantitative and qualitative research and will review various methodologies including survey, experiment, content analysis, ethnography, field interviews, and focus group. We will also review different areas of research and theory within the communication discipline (i.e., persuasive, interpersonal, organizational, public relations, nonverbal, instructional, mediated, etc.). Rather than focusing exclusively on how communication research is conducted, you will learn how to read, interpret, and use research findings to address communication-related problems in your personal and professional lives. Additionally, it is my hope that you will gain an appreciation for communication research and theory and for how communication knowledge is generated through the scientific method.

COMM 2333 Public Relations Strategy Development**3 Credits****Attributes:** MWID Magis Core: Writing in the Discipline**Prerequisite:** COMM 1102.

This course provides an overview of the concepts and the strategic process of public relations (research, planning, program, and evaluation) by analyzing the public relations cases. This course introduces primary functions of public relations (e.g., media relations, employee relations, consumer relations, community relations, crisis communication, and social media engagement) in different sectors including corporate, non-profit, and government. Upon the course completion, students will understand the purpose of public relations programs and research and be able to develop an appropriate public relations strategy to solve problems.

COMM 3233 Information Technologies: Economics, Law, and Policy**3 Credits****Attributes:** ENDE Digital Journalism Elective**Prerequisite:** COMM 1130.

An in-depth exploration of current issues and trends that shape the institutional environment of information industries and new media, both domestically and globally. By digesting and analyzing a diversity of scholarly sources, news reports, and materials generated by multiple stakeholders, students will gain a critical perspective on major economic, legal, and policy questions that affect the production, access to, circulation, and processing of digital content, such as broadband penetration, regulation of intellectual property, crowdsourcing, privacy, surveillance, net neutrality, emerging revenue models for information goods, and regulation and governance of the Internet.

COMM 3245 Identities, Discourse, and Social Change**3 Credits****Attributes:** BSFC Black Studies Focus Course, BSSS Black Studies: Social and Behavioral Sciences, PJST Peace and Justice Studies, WSGC Women, Gender, and Sexuality Studies: Gender Component**Prerequisite:** COMM 1100.

Grounded in the premise that identities are inseparable from communication, this course focuses on the negotiation of, and the discursive practices pertaining to, social identities by exploring the intersections of ethnicity-race, gender, sexuality, social class, ability, and age. Given that individual-group differences matter, this course addresses social issues and concerns by concentrating on how structures of power and privilege shape understandings of salient social identities within the United States. Additionally, this course will raise questions about the role of communication research in fostering social change.

COMM 3248 Health Communication**3 Credits****Attributes:** HSSS Health Studies: Social Science, PAPH Public Administration Public Health**Prerequisite:** Sophomore standing.

This course surveys the multidimensional processes used to create, maintain, and transform complex scientific information into everyday healthcare practices. A major emphasis is on the processes and complexities of communicating health information in a variety of settings (in hospitals, families, insurance companies, policy organizations, etc.) and through different channels (face-to-face, in medical records, through the mass media, etc.). We will study the verbal and non-verbal communication behaviors of providers, patients, families, insurers, and others in healthcare contexts, as well as health-related messages in the mass media, in order to understand effective and problematic communication about illness and health.

COMM 3249 Communicating Inequality in American Healthcare**3 Credits**

This course applies a bifocal social justice-communication lens to the evolution of access and delivery of U.S. health care. The course will examine the communication inequities in American health care co-cultures, including: providers, patients, and insurers, as well as the impact of politics, economics, technology, etc. In addition, the dialectical tensions created by acute care/disease-focused vs. prevention/wellness-centric health care delivery models will be highlighted and examined. The evolving economic burdens of an aging population, uninsured Americans, immigration, expanding technology, provider specialization, and fewer health care gatekeepers on the health care system will also be evaluated.

COMM 3322 Leadership Communication**3 Credits****Prerequisites:** COMM 2220, junior standing.

This course examines the processes and complexities of being a leader in today's dynamic organizational environment. The course explores the leadership styles, traits, and communication skills required of effective leaders. In addition, theories of leadership and the impact of culture and ethics, both historically and currently, will be studied. This course uses a combination of lecture, discussion, individual and group learning opportunities, including interviews of professional and community leaders, as well as a written and oral research projects to aid in students' assimilation of the material.

COMM 3323 Gender and Organizing**3 Credits****Attributes:** WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisites:** COMM 2220, junior standing.

Gender is central to how we organize our lives. The way we communicate about gender can enhance or undermine all of our relationships. The purpose of this seminar is to augment, or even change, our understanding of the relationship between gender, communication, and organizations. Specifically, the goal for this course is to use a combination of scholarly essays and journal articles as well as popular news media to examine critically topics such as femininity, masculinity, and sexuality within the following contexts: education, sports, politics/government, leadership, the military, and other professions and organizations.

COMM 3324 Crisis Communication**3 Credits****Attributes:** HASM Humanitarian Action Minor Skills/Method Course, SPEL Sports Media Elective**Prerequisites:** COMM 1102, sophomore standing.

This course discusses key concepts, principles, and best practices of crisis communication. Intersections with other areas of the communication field will also be addressed, including public relations and organizational and risk communication. Students will understand the role strategic communication, power, stakeholders, and organizational culture play during a crisis. This course analyzes case studies of previous crises and will ask students to provide their own plans and critical assessments of recent crises.

COMM 3325 Organizational Communication and Advertising**3 Credits****Attributes:** SPEL Sports Media Elective**Prerequisites:** COMM 2220, junior standing.

This course will highlight how organizations market, promote, and advertise their brands. The importance of advertising for organizations, consumers, and the U.S. economy will also be a central focus of this class. Furthermore, the critical roles of research, audience analysis, persuasion, and effective communication in altering consumers' perceptions will be explored from both theoretical and applied perspectives. The value of deconstructing ads from a consumer, brand manager, and advertiser's viewpoint will be stressed and explored. In addition, the historical and contemporary ethical implications of advertising, especially in health care and for children, will be closely examined.

COMM 3326 Free Speech: Philosophical Origins to Digital Debates **3 Credits****Prerequisite:** COMM 1130.

This course examines the origins of free speech starting with the Greeks and ending in recent debates about digital speech. It focuses on differing conceptions of free speech, from individual expression to collective amplification and technology. From the perspective of critical theory we take up issues of power such as who gets to speak and be heard with particular attention to media industries. The course critically examines moments in which speech rights have been debated on campuses, such as the Berkeley Free Speech Movement and Black Lives Matter. Contemporary issues such as trolling, hacking, and mob censorship are discussed.

COMM 3331 American Media / American History **3 Credits****Attributes:** ENDE Digital Journalism Elective**Prerequisites:** COMM 1130, junior standing.

This course examines the role of communication media in history, as well as the history of the media industries. From the earliest media of symbolic interaction to the newest technologies, the course examines why different media come into being, how they function in various societies, and their impact. Students come to understand how media have been influential in maintaining social order and as agents of change. The course pays attention to a variety of national media and international perspectives, with special emphasis on the evolution of American broadcasting.

COMM 3333 Public Relations Management and Campaigns **3 Credits****Prerequisite:** COMM 1102.

This course is designed to introduce students to the process of campaign development, management, and evaluation, and marks the transition from student to professional. This course builds on the public relations courses you have taken previously, and by the end of this course, you should have synthesized your PR knowledge from various texts and courses. The primary goal of this course is to help you master the elements of a strategic communication campaign through direct experience as a practitioner.

COMM 3335 Globalization, Media, and Culture **3 Credits****Attributes:** INEL International Studies Elective, IWSS Islamic World Studies: Social Sciences**Prerequisites:** COMM 1130 or INST 1050; junior standing.

Globalization, a complex and transformative process that influences our lives at every level, has produced the increased flow of goods, capital, people, knowledge, images, crime, pollutants, drugs, fashion, viruses, and beliefs across territorial and ideological boundaries of all kinds. This course focuses on the role of communication media (radio, television, film, computers) in the processes of globalization and examines the impact of globalization on cultural representations, cultural identity, and international relations.

COMM 3336 Media Infrastructures **3 Credits****Attributes:** INEL International Studies Elective**Prerequisite:** COMM 1130.

This course brings together theoretical frameworks from media studies, urban studies, and science and technology studies to consider how, often invisible, infrastructures enable or preclude the mobility of texts, people, and ideas across the globe. Foregrounding critical infrastructure studies, which focuses on the relationship of infrastructures with power, it will take up questions of access, exclusion, breakdown, and agency in relation to urban environments, digital cultures, and global politics.

COMM 3337 Visual Communication **3 Credits****Attributes:** GDCO Graphic Design: Communication**Prerequisites:** COMM 1130, junior standing.

This course provides a broad introduction to the structure, conventions, and effects of visual communication with a theoretical emphasis on media ecology. The first half is devoted to understanding formal properties including examining the basics of vision, techniques for visual persuasion, and the language of cinematography and editing. The second half surveys more controversial issues like digital manipulation and violence and sex in media. Course material and assignments will be drawn from media domains including advertising, photo/video journalism, and video games. Students will read both theoretical contributions to and empirical investigations of the field.

COMM 3340 Conflict Communication **3 Credits****Prerequisites:** COMM 2200 or COMM 2220; junior standing.

Conflict is a natural part of human life that has a variety of potential consequences. Although conflict can be disruptive and destructive, it can also be constructive and lead to improved adjustment and better decisions. The course is designed to offer you opportunities to enhance and improve your techniques and skills in managing conflict and moving them in a productive direction. The course examines the dynamics of human conflict across a variety of settings from personal relationships to the workplace, with special attention to the communication processes that escalate, manage, and mediate conflict.

COMM 3342 Technoculture and Information Society **3 Credits****Prerequisites:** COMM 1130, junior standing.

This course explores phenomena, trends, and theories related to emerging information and communication technologies (ICTs), as well as relationships among those technologies, socio-economic structures, "old" media institutions, media users, and culture. Through a combination of theoretical and practical explorations that emphasize historical, ethical, and critical thinking, the course introduces students to academic and non-academic perspectives on new media.

COMM 3344 Interracial Communication **3 Credits****Attributes:** BSFC Black Studies Focus Course**Prerequisites:** COMM 2200, junior standing.

This course focuses on the ways in which communication theories and research can improve the existing state of race relations in the United States. Throughout the course, up-to-date issues that surface locally and nationally in the media that illustrate the relevance of improved interracial communication will be addressed through class discussion and linked to course assignments. Using case studies to explore interracial exchanges in close relationships, at the workplace, and reflected in social media, students will link theory with practical applications in an effort to better understand interracial communication.

COMM 3345 Relational Communication **3 Credits****Prerequisites:** COMM 2200 or COMM 2220; junior standing.

Close relationships can bring us a great deal of joy, happiness, and love, but unfortunately they can also be sources of frustration, pain, and conflict. This course is designed to help us understand the critical role of communication in developing, maintaining, and terminating close relationships with romantic partners, friends, and family members. The course examines the most current research and theory on a variety of topics that are central to understanding and maintaining close relationships, with a focus on attraction, attachment, conflict, power, emotion, transgression, reconciliation, and termination.

COMM 3347 Communication in Healthcare Organizations 3 Credits**Attributes:** HSSS Health Studies: Social Science**Prerequisite:** Junior standing.

This course explores the organizational communication of modern U.S. healthcare organizations, including: managed care, insurers, healthcare systems, and Medicare/Medicaid. The primary purposes of this course are to provide an understanding of how communication within, and from healthcare corporations impacts the organization, its employees, the health of its customers and U.S. healthcare delivery. This course will evaluate and explore the multidimensional processes involved in healthcare organizations and how communication is critical to their success or failure and to the health and well-being of their customers.

COMM 3348 Health Risk Communication 3 Credits**Attributes:** EVAP Environmental Studies: Applied Professional Skills, HSSS Health Studies: Social Science, PAPH Public Administration Public Health**Prerequisite:** Junior standing.

This course examines the communication theories and research that underlie the study of risky behaviors and the development of effective responses to perceived risks. This course provides an understanding of how communication impacts our assessment of risk, critical thinking and policy making about risk prevention and response, and the creation of preventive programs and campaigns. Students will evaluate and explore the multidimensional processes involved in researching and responding to sustained risks or emergency situations, utilize communication theory to develop appropriate campaigns, and assess their success or failure. Topics may focus on health and environmental risks, security, or disaster response.

COMM 3351 Dark Side of Communication 3 Credits**Prerequisite:** COMM 1100.

This course will examine aversive and problematic interactions in the interpersonal, organizational, and instructional settings. Sample topics include hurtful messages, stalking, aggression, jealousy, fatal attraction, and conflict. Students will take a research-based approach to understanding these undesirable, yet very common, communicative messages.

COMM 4318 Lying and Deception 3 Credits**Prerequisite:** COMM 2200.

Deception, defined as "a message knowingly transmitted by a sender to foster a false belief or conclusion by the receiver" (Buller & Burgoon, 1998, p. 381), is relatively common. Despite this, we often assume that others are honest and have negative views of deception. At its core, deception represents a discrepancy between thoughts/feelings and the message withheld/expressed. Therefore, this advanced level Communication course will examine various research approaches to understanding deception, motives for deception, and the implications of communicating deception.

COMM 4321 Communication Processes in Organizations: Negotiation 3 Credits**Attributes:** EVAP Environmental Studies: Applied Professional Skills**Prerequisites:** COMM 2220, junior standing.

This course reviews and explores, through simulation and experiential learning, negotiation as a communication process in and among organizations. It focuses on core concepts and approaches to negotiation, and exercises the negotiative process in a contemporary context. In this course, which is open to majors and minors in communication and other disciplines related to the study of humans and their organizations in the work world, participants carry out individual and team work, and contribute on time and proportionately to team preparations and class simulations.

COMM 4328 Palliative Care Communication: USA & Italy 3 Credits**Attributes:** HSSS Health Studies: Social Science, MSID Magis Core:

Interdisciplinary

Fee: \$-855**Prerequisite:** Junior standing.

This is an interdisciplinary, intercultural course that applies a bifocal (communication and healthcare) lens to the study of palliative care. The course is intended to explore this relatively new area of health care delivery (quality of life vs. cure) and the critical role communication plays in accomplishing the interdependent goals of providers, patients, and families in the United States and Italy. Since palliative care should be for all chronically and/or terminally ill patients across the life cycle, students will critically examine, from both health care and communication perspectives, the differences in palliative care delivery in the United States and Italy. Open to students with majors or minors in communication, health studies, nursing, public health, or public relations, as well as health professions students. Previously COMM 4326.

COMM 4330 Misinformation in Digital Media 3 Credits**Prerequisites:** COMM 1130, junior standing.

This course critically examines the causes for, and the consequences of, the proliferation of false and misleading information in online spaces. While the ubiquity of false information online is often talked about as if it is random or inevitable, this class will detail the specific mechanisms by which false information is produced, spread, and consumed. More importantly, it will contextualize the practice within larger social, culture, and geopolitical environments and connect it to the larger history of misinformation and media technologies. Finally, the course will prepare students to combat false and misleading information encountered in their own media diets.

COMM 4332 Children as Media Consumers 3 Credits**Prerequisites:** COMM 1130, junior standing.

This course aims to provide a forum for advanced Communication students to explore the patterns of children's media consumption, focusing primarily on children's use of the so-called "screen media" (television, video games, and the internet), and to investigate the multi-faceted consequences (both positive and negative, social and individual) of children's media consumption. Students will draw upon contemporary theories of communication to assess the content of children's media and its effects on children as a particular segment of the audience. Students will develop an informed understanding of children as media consumers, advocating for the production of "quality" content in children's media.

COMM 4333 News Media and Democracy 3 Credits**Attributes:** ENDE Digital Journalism Elective**Prerequisites:** COMM 1130, junior standing.

The news media play an essential role in changing America and the world. By bridging theory with practice, this course aims to equip students to become critical news consumers with a skilled understanding of how that works and politically literate about the big issues of our time. Through classic scholarly reflections as well as contemporary punditry, we will tackle the news media "critically" across three dimensions: learning about its indispensable function in mediating politics and democracy throughout history and today; studying and practicing the craft of opining writing and social advocacy; and evaluating and critiquing the performance of the press in these matters.

COMM 4336 Social Media**3 Credits****Prerequisites:** COMM 1130, junior standing.

At the turn of the millennium, social media was still an unknown term; today, it is inescapably altering the landscape of our world and our lives in complex ways. This course examines social media by historicizing what is timeless about it and charting its new frontiers for humankind. Through a mix of scholarly, journalistic, and professional industry readings on social media, we will explore how culture, community, and identity are being reshaped alongside politics, business, and (what was once called) the mass communication industry.

COMM 4339 Topics in Media Theory and Criticism**3 Credits****Prerequisites:** COMM 1130, junior standing.

This course provides an opportunity to examine in depth particular media theories or to conduct careful media analysis and criticism. The course emphasizes contemporary theoretical and/or methodological approaches to the close analysis of television, radio, newspaper, the Internet, and/or magazine texts so as to understand the ways meaning is constructed and situated within the larger social context. Topics may include mass media and the public sphere; television criticism; sex, lies, and videos; and children and the media. Students may take this course up to two times with different topics.

COMM 4341 End of Life Communication**3 Credits****Attributes:** HSSS Health Studies: Social Science**Prerequisite:** Junior standing.

This course focuses on the only reality for every human being: death. However, in spite of its certainty, American culture tends to minimize or ignore discussions of death and provides little insight into effective communication strategies for healthcare providers, family members, friends, and lovers. The complexities of this unique communication will be assessed vis-à-vis an applied approach that includes a service-learning opportunity at a 51-bed hospice. In addition, the course will include self-reflection, autoethnography, an exploration of scholarly research in palliative communication, and scholarly interaction between undergraduate students in the classroom and the hospice setting.

COMM 4343 Ethics and Medical Marketing Communication**3 Credits****Attributes:** HSTE Health Studies: Traditions, Delivery, and Ethics**Prerequisite:** Junior standing.

This course will explore the dialectical tensions between the need for safe and effective products/services and the expectations for corporations to generate profits and dividends for their stakeholders. This course will use an applied ethics lens to examine the organizational, marketing, advertising, and corporate communication to clients, consumers, vendors, and investors. The content and ethical implications of marketing communication (from a variety of organizational perspectives: healthcare, economics, cultural, etc.) on expected and unintended outcomes will also be discussed and analyzed.

COMM 4346 Communication and Spirituality**3 Credits****Prerequisites:** COMM 2200, junior standing.

This course engages a critical understanding of the way in which spirituality is constructed through communication. Using the unique perspectives and empirical tools of the communication discipline, the course seeks to familiarize students with the variety of ways in which spirituality has been studied both within and outside of religion. Examining various contexts that engage spiritual discourses, from interpersonal communication settings to organizational, health and mass mediated settings, students reflect on the potential for spiritual discourses to transform individuals and society, and consider their own participation in such discourses.

COMM 4350 Family Crisis Communication**3 Credits****Attributes:** HSTE Health Studies: Traditions, Delivery, and Ethics**Prerequisite:** Junior standing.

From health to economic and relational crises, this course addresses the complexities of family communication in the context of our increasingly diverse family constructions. The course asks: What is the role of communication in helping families navigate challenging moments? We ask this question while developing our understanding of family as a social construction, exploring the ways in which crisis communication in the family is historically and culturally situated. Through readings and reflections on family life, the course recognizes multiple perspectives on "normal" family interaction in stressful circumstances, with a critical understanding of our own assumptions about the family construct.

COMM 4352 Global Mediated Activism**3 Credits****Attributes:** INEL International Studies Elective**Prerequisite:** COMM 1130.

This class critically examines processes by which publics use and are used by media in the quest for social change around the globe. Social movements have frequently objected to their representation by mainstream media industries and sought to either affect coverage or produce their own media platforms and narratives. The possibilities for mediated activism have increased in an era of user-generated content, while also introducing increasing competition for the time, attention and enthusiasm of publics. Through theories of social movements, communication technologies and publics this course will address processes of assembling publics in an increasingly mediated society.

COMM 4353 Latin American Media and the United States**3 Credits****Attributes:** LCEL LACS Minor: Elective**Prerequisite:** COMM 1130.

Since the early twentieth century, Latin American countries have produced media forms and texts that, from a US perspective, we view as "distinct" to the region. This course examines these forms and texts in historical, political, social-cultural, and industrial contexts to ask: what is distinct about Latin American media, how have Latin American media shaped life, what has been the US's role in influencing Latin American cultural production, and how has this informed Latin America's mediated terrain? Students will examine this media and their relationship with the US through discussions, portfolios, and debates to demonstrate expertise in this complex area.

COMM 4360 Reality, Media, and Society**3 Credits****Prerequisite:** COMM 1130.

"Reality" informs the frameworks and content of our highly-mediated world in immense ways. Upon completion, students will be able to assess the various ways in which reality is constructed and framed in current media industries and contexts, and to witness and challenge the ways reality is changing in modes of presentation in emerging media contexts. The course will equip students with the ability to interrogate and question reality in its various industries, landscapes, and disciplines, including those of philosophy, sociology, politics, and media/cultural studies.

COMM 4900 Special Topics (Shell)**3 Credits****Prerequisites:** COMM 2200, COMM 2220, COMM 2240, junior standing.

This course focuses on a specific context where social identities are negotiated through particular discursive practices, emphasizing the verbal and nonverbal communication behaviors that are appropriate in this context and through which people constitute and perform their identities. The course examines symbolic practices and communication norms in families, self-help groups, television talk shows, cyber communities, social movements, and genders/sexualities, using approaches such as symbolic convergence theory, social constructivism, ethnography of communication, and conversational analysis. Students may take this course up to two times with different topics.

COMM 4980 Internship**1-3 Credits****Prerequisite:** Junior standing.

Communication internships provide students with first-hand knowledge about the field of work, allow them to experience new professional activities and relationships, help them apply conceptual knowledge and skills in communication in the work environment, and allow them to experience the problems and successes of efficiently and effectively communicating within a complex organization. One three-credit internship course can be used toward the major. Students may take an internship twice for credit. Students must have a GPA of 2.8 or higher. Enrollment by permission only.

COMM 4990 Independent Study**1-3 Credits****Prerequisite:** Junior standing.

This course allows students to thoroughly investigate communication concepts, theories, or issues presented in a previously completed communication course. Independent study does not substitute for any other required course(s) in the communication program and students' investigations must be scholarly in intent. An independent study may be taken no more than twice. Enrollment by permission only.

COMM 4999 Capstone: Research Projects in Communication**3 Credits****Prerequisites:** COMM 1101, COMM 1130; COMM 2200 or COMM 2220; senior standing.

This course allows students to demonstrate their expertise as communication scholars through discussion and evaluation of contemporary research in communication. The course examines qualitative and quantitative methodologies in understanding the research design process. As members of research teams, students design and conduct research projects related to their areas of concentrated study. This is the required major capstone course.

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Communication Major

Communication involves the study of verbal and nonverbal messages across a variety of contexts. These contexts include relationships, organizations, healthcare, and the media. Content is driven by research, and students will leave having formed their own evidence-based recommendations for practice. Ideally, coursework in communication will enhance students' personal, professional, and public lives. As one aspect of a liberal education, undergraduate work in communication helps students:

- Become more aware of factors that influence and are influenced by human communication behavior and media practices.
- Develop intellectually by providing a basis from which to analyze, synthesize, and critically evaluate messages from varied sources, including the media.
- Learn techniques and strategies to propose policies, advocate positions, and persuasively express themselves in various contexts in the pursuit of a more just society.

Communication courses engage students actively in understanding interaction in interpersonal, organizational, health, public, mediated, and cultural contexts. Students who successfully complete the Communication major will be able to:

1. Recognize the centrality of communication in constructing, sustaining and transforming meaning, identities, relationships, communities and cultures.
2. Apply communication theories and concepts to everyday face-to-face and computer-mediated interactions.
3. Demonstrate critical thinking in argumentation, research, and message creation.
4. Demonstrate oral and written competencies in building and evaluating arguments, and designing, conducting, and reporting original communication content and research.

Faculty**Professors**Horan, *chair*

Pagano

Zhang, Q.

Associate Professors

Brennan

Iddins

Rugg

Zhao

Assistant Professors

Ryan

SanInnocencio (visiting)

Requirements

To earn a 33-credit major in Communication, students follow a program of study designed to develop breadth and depth of knowledge about communication processes in a variety of contexts. The Communication major consists of 11 three-credit courses. All Communication majors complete a set of six required courses known as Communication Foundations. With the aid of the Communication faculty, students have the ability to focus their studies in several areas of interest and to develop a personalized trajectory that best suits their theoretical and applied interests. Communication majors are strongly encouraged to complete minors related to their areas of interest, to continue their modern language beyond the intermediate level, to study abroad, enroll

in community engaged learning courses, and to pursue internships that allow for applied learning of theoretical material.

Students are encouraged to meet with faculty advisors to design a comprehensive academic plan that takes advantage of the varied offerings in the Communication Department as well as from complementary majors, minors and programs across the University.

Possible interest areas that can be pursued through a major in Communication include media studies, organizational communication, communication and the human condition, intercultural communication, critical and cultural studies, interpersonal communication, health communication, and other interest areas determined in consultation with a faculty advisor. Students should note that course offerings vary from semester to semester. Additionally, special topics courses as well as new course offerings may be developed from semester to semester that would complement particular areas of interest.

The requirements of the communication foundations and the areas of interest are detailed as follows:

Code	Title	Credits
Communication Foundations		
COMM 1100	Human Communication Theories ¹	3
COMM 1101	Argument and Advocacy ¹	3
COMM 1130	Mass Media and Society ²	3
COMM 2200	Interpersonal Communication Theories ²	3
COMM 2299	Communication Research Methods ⁵	3
COMM 4999	Capstone: Research Projects in Communication ³	3
Communication Interests		
Select five additional communication courses, including at least one 3000- or 4000-level course ⁴		15
Total Credits		33

¹ COMM 1100 and COMM 1101 are the foundational courses in the communication major. Students should plan to take both courses during the same semester, preferably during their first or second year. COMM 1100 and COMM 1101 should be completed before taking 2000-level and higher courses.

² Students should plan to enroll in COMM 1130 and COMM 2200 after successful completion of COMM 1100 and COMM 1101. COMM 1130 and COMM 2200 need not be taken during the same semester.

³ Students complete COMM 4999, the required capstone course, during their senior year.

⁴ The upper-level course may not include COMM 4980 Internship or COMM 4990 Independent Study.

⁵ Students should enroll in Research Methods during their Sophomore year.

Notes

- Under special circumstances, and with the approval from the Department Chair, double majors may "double count" up to two courses from their second major as Communication electives. Some second major and minor programs may also choose to "double count" Communication courses to satisfy the second major or minor requirements. Students should check with those second major or minor chairs for approval.

- COMM 4980 Internship may be counted toward the major once only. Although two internships may be completed for academic credit (up to six credits), only three credits will count toward the communication major.
- Independent studies do not count toward the communication major.
- Special topics courses (COMM 4339 and COMM 4900) may each be taken twice for credit if the titles of the courses are different.

Communication Minor

To earn a 15-credit minor in Communication, students complete the following:

Code	Title	Credits
COMM 1100	Human Communication Theories	3
COMM 1101	Argument and Advocacy	3
COMM 1130	Mass Media and Society	3
COMM 2200	Interpersonal Communication Theories	3
Select one additional 2000-level or higher communication course ¹		3
Total Credits		15

¹ Communication minors may not enroll in COMM 4980 Internship or COMM 4990 Independent Study.

Note: Communication majors receive priority registration for all Communication courses.

Public Relations Major

The study of public relations is focused on understanding how various communication channels and platforms are used to effectively communicate. Public Relations at Fairfield is concerned with ethical argument and advocacy, clear writing, understanding interpersonal relationships, and thinking critically about how to shape messages and narratives aimed at specific stakeholders. The study of Public Relations focuses on clear, effective, and ethical communication that creates change and advocates for those with the least access to wider audiences.

By completing a major in Public Relations students will be able to:

1. Apply the principles of primary and secondary research to public relations situations.
2. Apply basic public relations theories and principles to practice.
3. Create effective public relations and crisis management plans across media platforms utilizing clear and effective writing.
4. Deliver clear and effective presentations.
5. Create ethically sound and socially responsible public relations plans.
6. Synthesize broader liberal arts knowledge in the service of public relations plans.
7. Identify optimal means of communication across various media platforms and channels, audience and situational contexts.
8. Critically evaluate the work of others for clarity, appropriate style, ethical soundness and sensitivity.

Requirements

The major in Public Relations is a 33-credit course major for undergraduate students that will engage students in the study of strategic communication and prepare students for a broad range of careers. The Public Relations major consists of 11 three-credit courses. All Public Relations majors complete a set of seven required courses known as public relations foundations. Public relations majors must also complete one writing course, one ethics course, and two electives. With the aid of the communication faculty, students have the ability to focus their studies in several areas of interest and to develop a personalized trajectory that best suits their theoretical and applied interests. Public Relations majors are strongly encouraged to complete minors related to their areas of interest, to continue their foreign language beyond the intermediate level, to study abroad, enroll in service-learning courses, and to pursue internships that allow for applied learning of theoretical material.

Students are encouraged to meet with faculty advisors to design a comprehensive academic plan that takes advantage of the varied offerings in the Communication Department as well as from complimentary majors, minors and programs across the University to fulfill their public relations major.

The requirements are as follows:

Code	Title	Credits

The 11-course (33 credit) PR Major requires each of the following 7 courses (21 credits):

Public Relations Major Required Courses

COMM 1101	Argument and Advocacy ¹	3
COMM 1102	Introduction to Public Relations ¹	3
COMM 1130	Mass Media and Society	3
COMM 2220	Introduction to Organizational Communication	3
COMM 3324	Crisis Communication	3
COMM 2299	Communication Research Methods ⁴	3
COMM 4999	Capstone: Research Projects in Communication ²	3

Plus, PR Majors must choose at least 1 of the following Public-Relations Focused Elective courses (not COMM 4980) from any of the following (12 credits):

Public Relations-Focused Electives

COMM 2201	Persuasion
COMM 2333	Public Relations Strategy Development
COMM 3333	Public Relations Management and Campaigns

And/or (no more than three Elective courses – 9 credits) from the following:

COMM 4980	Internship

And/or:

Media-Focused Electives

COMM 2231	Media Institutions
COMM 2236	Gender, Sexuality, and Media
COMM 2238	Communication and Popular Culture
COMM 2239	Consumer Culture

COMM 3326	Free Speech: Philosophical Origins to Digital Debates

COMM 3335	Globalization, Media, and Culture

COMM 4330	Misinformation in Digital Media

COMM 4333	News Media and Democracy

COMM 4336	Social Media

Non-Profit and Policy-Focused Electives

COMM 2200	Interpersonal Communication Theories

COMM 2240	Intercultural Communication

COMM 2242	Alcohol, Addiction, and Culture

COMM 2246	Family Communication

COMM 3345	Relational Communication

COMM 4350	Family Crisis Communication

Strategic Communications-Focused Electives

COMM 3322	Leadership Communication

COMM 3325	Organizational Communication and Advertising

COMM 3340	Conflict Communication

Healthcare-Focused Electives

COMM 2200	Interpersonal Communication Theories

COMM 2240	Intercultural Communication

COMM 2242	Alcohol, Addiction, and Culture

COMM 3248	Health Communication

COMM 3347	Communication in Healthcare Organizations

COMM 3348	Health Risk Communication

COMM 4343	Ethics and Medical Marketing Communication

Total Credits	33

¹ COMM 1101 and COMM 1102 are the foundational courses in the public relations major. Students should plan to take both courses during the same semester, preferably during their first or second year. COMM 1101 and COMM 1102 should be completed before taking the 2000, 3000, or 4000-level courses.

² Students complete COMM 4999, the required capstone course, during their senior year.

³ A course taken as a required course can not "double count" as an elective.

⁴ Students should enroll in Research Methods during their Sophomore year.

Notes:

- Under special circumstances, and with the approval from the Department Chair, **double majors** may "double count" up to two courses from their second major as public relations electives. Some *second major* and *minor programs* may also choose to "double count" public relations courses to satisfy the second major or minor requirements. Students should consult those second major or minor chairs for approval.
- Internships (COMM 4980) may be counted toward the major only once. Although two internships can be completed for academic credit (up to 6 credits), only 3 credits will count toward the Public Relations major.
- Independent studies do not count toward the Public Relations major.

- Special topics courses (COMM 4339 and COMM 4900) may each be taken twice for credit if the topics of the courses are different.

Public Relations Minor

To earn a 5 course, 15-credit minor in Public Relations, students are required to complete the following three courses (9 credits), plus two electives (6 credits):

Code	Title	Credits
Public Relations Minor Required Courses		
COMM 1101	Argument and Advocacy	3
COMM 1102	Introduction to Public Relations	3
COMM 3324	Crisis Communication	3
Plus, two electives (see below)		6
Total Credits		15

Public Relations Minors must choose at least 1 of the following Public Relations-Focused elective courses (3 credits):

Code	Title	Credits
Public Relations-Focused Electives		
COMM 2201	Persuasion	
COMM 2333	Public Relations Strategy Development	
COMM 3333	Public Relations Management and Campaigns	

And/or no more than 1 course, 3 credits, from any of those below:

Code	Title	Credits
Media-Focused Electives		
COMM 2231	Media Institutions	
COMM 2236	Gender, Sexuality, and Media	
COMM 2238	Communication and Popular Culture	
COMM 2239	Consumer Culture	
COMM 3326	Free Speech: Philosophical Origins to Digital Debates	
COMM 3335	Globalization, Media, and Culture	
COMM 4330	Misinformation in Digital Media	
COMM 4333	News Media and Democracy	
COMM 4336	Social Media	
Non-Profit and Policy-Focused Electives		
COMM 2200	Interpersonal Communication Theories	
COMM 2240	Intercultural Communication	
COMM 2242	Alcohol, Addiction, and Culture	
COMM 2246	Family Communication	
COMM 3345	Relational Communication	
COMM 4350	Family Crisis Communication	
Strategic Communication-Focused Electives		
COMM 3322	Leadership Communication	
COMM 3325	Organizational Communication and Advertising	
COMM 3340	Conflict Communication	
Healthcare-Focused Electives		
COMM 2200	Interpersonal Communication Theories	
COMM 2240	Intercultural Communication	

COMM 2242	Alcohol, Addiction, and Culture
COMM 3248	Health Communication
COMM 3347	Communication in Healthcare Organizations
COMM 3348	Health Risk Communication
COMM 4343	Ethics and Medical Marketing Communication

Sports Media Major

Requirements

For a 30-credit major in sports media, students complete the following:

Code	Title	Credits
COMM 1108	Introduction to Sports Broadcasting	3
COMM 2237	Sports, Media, and Culture	3
COMM 2250	Sports Media Industry	3
DJOU 1872	Introduction to Sports Writing	3
DJOU 3370	Sports Journalism	3
ENGL 4960	Independent Writing Project	3
or ENGL 4980	Internship	
or COMM 4980	Internship	
or COMM 4990	Independent Study	
Select four elective courses from the list below ¹		12
Total Credits		30

¹ At least one elective course must be at the 2000 level or higher.

Sports Media Electives

Code	Title	Credits
COMM 1102	Introduction to Public Relations	3
COMM 2220	Introduction to Organizational Communication	3
COMM 2231	Media Institutions	3
COMM 2236	Gender, Sexuality, and Media	3
COMM 2252	Broadcast Communication	3
COMM 3324	Crisis Communication	3
COMM 3325	Organizational Communication and Advertising	3
DJOU 1870	News Writing I	3
DJOU 2370	News Writing II: Digital Design	3
DJOU 2382	The Power of Podcasting	3
DJOU 3320	Writing the Feature Story	3
DJOU 3340	Photojournalism	3
DJOU 4951	Journalism Practicum	3
ENGL 3360	Literary Journalism	3
FTMA 1011	Introduction to Film and Video Production	3
FTMA 2131	Producing for Film and Television	3
FTMA 2231	Documentary Film Production	3
FTMA 2234	Directing for Film, TV, Media	3
FTMA 2235	New Media Workshop	3
HIST 2264	African-American History, 1865 to Present	3

PHYS 1089	Physics of Sport	3
POLI 2111	Media and Politics	3
POLI 2334	Sex, Sexuality, and Gender	3
POLI 2336	Politics of Race, Class, and Gender	3
SOCI 1135	Race, Gender, and Ethnic Relations	3
SOCI 2115	Women: Work and Sport	3

Sports Media Minor

For a 15-credit minor in sports media, students complete the following:

Code	Title	Credits
COMM 1108	Introduction to Sports Broadcasting	3
COMM 2237 or COMM 2250	Sports, Media, and Culture Sports Media Industry	3
DJOU 1872 or DJOU 3370	Introduction to Sports Writing Sports Journalism	3
Select two elective courses from the list below ¹		6
Total Credits		15

¹ At least one elective course must be at the 2000 level or higher.

Sports Media Electives

Code	Title	Credits
COMM 1102	Introduction to Public Relations	3
COMM 2220	Introduction to Organizational Communication	3
COMM 2231	Media Institutions	3
COMM 2236	Gender, Sexuality, and Media	3
COMM 2252	Broadcast Communication	3
COMM 3324	Crisis Communication	3
COMM 3325	Organizational Communication and Advertising	3
DJOU 1870	News Writing I	3
DJOU 2370	News Writing II: Digital Design	3
DJOU 2382	The Power of Podcasting	3
DJOU 3320	Writing the Feature Story	3
DJOU 3340	Photojournalism	3
DJOU 4951	Journalism Practicum	3
ENGL 3360	Literary Journalism	3
FTMA 1011	Introduction to Film and Video Production	3
FTMA 2131	Producing for Film and Television	3
FTMA 2231	Documentary Film Production	3
FTMA 2234	Directing for Film, TV, Media	3
FTMA 2235	New Media Workshop	3
HIST 2264	African-American History, 1865 to Present	3
PHYS 1089	Physics of Sport	3
POLI 2111	Media and Politics	3
POLI 2334	Sex, Sexuality, and Gender	3
POLI 2336	Politics of Race, Class, and Gender	3
SOCI 1135	Race, Gender, and Ethnic Relations	3
SOCI 2115	Women: Work and Sport	3

Digital Journalism

Overview

The Bachelor of Arts degree in Digital Journalism is an interdisciplinary, rigorous, 12-course program designed to provide students with the knowledge, skills, and experience needed to thrive in the quickly changing media landscape. The curriculum offers a solid foundation by training students in news writing, multimedia production, data-driven storytelling, and ethics. The extended list of electives allows students to customize their pathways for their pursuit of journalistic storytelling – feature writing, sports writing, podcasting, broadcast journalism, etc. The skill sets students will gain from the program will prepare them for professional careers in print and online journalism, broadcast journalism, technical writing, freelance writing, public relations, social media, marketing, law, and other fields.

By completing a major in Digital Journalism, students will be able to:

- Demonstrate their ability to identify bias or misinformation and synthesize information from varied sources, including research, interviews, eyewitness accounts, analyze its veracity and usefulness; and build it into stories to help their audience understand an issue.
- Gain skills in using industry-standard journalism tools and software for content creation and data analysis.
- Understand the ethical responsibilities of a journalist, including accuracy, fairness, and impartiality, as well as media-related legal framework, including those pertaining to freedom of the press, libel, and privacy.
- Describe how the knowledge, attitudes, skills, and experience they develop in the program can be used in non-journalism settings such as law, public relations and marketing, and a variety of writing careers.
- Demonstrate their ability to write and communicate clearly across multiple platforms.
- Adapt to emerging technologies and media trends by integrating new tools and platforms into journalistic practice.

The curriculum is accompanied by a vibrant student media scene on campus consisting of the Fairfield Mirror, WVOF, and the Rear View. Students may start the Digital Journalism sequence as early as their first year and are encouraged to join the student press as early as possible.

Programs

- Digital Journalism Major
- Digital Journalism Minor

Courses

DJOU 1860 News Media and Society

3 Credits

Attributes: ENDE Digital Journalism Elective

In this course, we will explore "news" as a social artifact, and the news media as social institutions from historical and international perspectives. We will study both professional news stories and scholarly research on the news media to understand how the news media defines and molds political and social conversations and trends, and how the make-up of society and the newsroom itself can feed into the process of news production. We will also examine how news production, with ever-progressing media technologies, interacts with other social institutions to maintain or harm the ideal of a democratic society.

DJOU 1870 News Writing I

3 Credits

Attributes: SPEL Sports Media Elective**Prerequisite:** ENGL 1001.

This introductory course emphasizes the techniques used by reporters to collect information and write stories for newspapers, magazines, the Internet, and broadcast outlets. Students learn to gather information, interview sources, write leads, structure a story, and work with editors. Students analyze how different news organizations package information, hear from guest speakers, and visit working journalists in the field. Students develop a higher level of media literacy and learn to deal with the news media in their careers. Previously ENGL 1870.

DJOU 1872 Introduction to Sports Writing

3 Credits

Sports writing is one of the things keeping local media alive. For every story on ESPN.com or The Athletic that one sees about a professional sports contest, there were likely thousands published on smaller platforms about local high school football, small Division I basketball, or even middle school soccer. In this course, students will learn the basics for covering sports primarily for sports websites and local and regional newspapers. They will also study the evolution of the daily sports reporter, from how it originated in the 1900s to how and why it has changed significantly in the last decade alone. Previously ENGL 1872.

DJOU 2370 News Writing II: Digital Design

3 Credits

Attributes: SPEL Sports Media Elective**Prerequisite:** ENGL 1870.

The journalism world is in the middle of a transformation in the way stories are conceptualized, generated and communicated. Digital Journalism will help students discover how to take advantage of the multimedia possibilities in this new world of online story telling. This intermediate writing and multimedia course will allow students to build more complex and engaging story packages, taking advantages of new computer tools like the Adobe Creative Suite. It also will introduce students to the literature of publication design and help them develop an appreciation of the contributions that various world cultures have made to communication and design aesthetics. Previously ENGL 2382.

DJOU 2380 Journalism Editing and Design

3 Credits

Attributes: ENDE Digital Journalism Elective

Editing skills are in high demand in today's journalism job market both for traditional and online sources of information. This intermediate level course emphasizes conciseness, precision, accuracy, style, and balance in writing and editing. The course includes researching and fact-checking, basic layout and design, headline and caption writing, and online editing. Previously ENGL 2380.

DJOU 2382 The Power of Podcasting

3 Credits

Attributes: ENDE Digital Journalism Elective, SPEL Sports Media Elective**Prerequisite:** ENGL 1001.

This course focuses on the power of the heard word, of audio storytelling. In this course, we will listen to the best podcasts available, and study them to find out what makes them so effective. We'll try to understand why we care so much about the people in the stories that are told, and then we will attempt to do our own audio storytelling. By the end of the semester, we will have created our very own multi-episode podcast that aims to do the same things that "This American Life," "Radio Lab," "Serial," and others do: hook listeners. Previously ENGL 2382.

DJOU 2384 Media Law and Ethics

3 Credits

Attributes: ENEC Digital Journalism Ethics Component**Prerequisite:** DJOU 1870.

This course is an introduction to news media related law, policy, and ethical issues. It surveys how the U.S. constitutional law impacts media practices from both historical and contemporary perspectives. Some key topics include the First Amendment, privacy, intellectual property, commercial speech, privacy, and open access. The course also examines how traditional journalistic ethics (fairness, objectivity, responsibility, and credibility) intersect, or don't intersect, with the law. Students will discuss new legislative and ethical issues raised by technological innovations and socioeconomic shifts. Previously ENGL 2384.

DJOU 3320 Writing the Feature Story

3 Credits

Attributes: ENDE Digital Journalism Elective, SPEL Sports Media Elective**Prerequisite:** ENGL 1870.

Students learn how to generate and develop feature story ideas, including human-interest stories, backgrounders, trend stories, personality profiles and other softer news approaches for use by newspapers, magazines, and web sites. The course stresses story-telling techniques and use of alternative leads. Interviewing, web research and rewriting techniques are stressed. Previously ENGL 3320.

DJOU 3330 Big Data Storytelling

3 Credits

Prerequisite: ENGL 1870.

This intermediate course synthesizes cutting-edge big data technologies and traditional news writing and aims to produce compelling stories by mining the enormous public data provided by government and non-profit organizations. Other than overviewing the construct of big data, its origin, and social impact, the course offers hands-on training on using intuitive tools to produce engaging data-driven stories. Students will walk through the entire production process: data access, retrieval, cleaning, analysis, and visualization. Principles of information visualization and interface design will be applied throughout the course, accompanied by in-depth discussions on legal and ethical challenges facing big data story telling. Previously ENGL 3330.

DJOU 3340 Photojournalism

3 Credits

Attributes: ENDE Digital Journalism Elective, ENPC Digital Journalism Production Component, SPEL Sports Media Elective**Prerequisite:** ENGL 1870.

Photography is derived from the Greek words for light and writing. Just as a journalist masters the art of words, a photographer masters the art of writing with light. A photographer tells a story with a single image, or multiple images, which impact the readers with a wide variety of human emotions. This course is about reporting with a camera, the visual aspect of journalism. Some technical aspects will be covered, but the majority will be hands-on assignments that are typical of newspapers, magazines, and web sites. There is substantial reading on photojournalism, plus a variety of writing assignments. Previously ENGL 3340.

DJOU 3350 Issues in News Writing**3 Credits****Attributes:** ENDE Digital Journalism Elective**Prerequisite:** ENGL 1870.

This intermediate course will focus on a different dimension of news writing each semester. Guest speakers will help students develop an ethical decision-making approach to journalism and deepen their understanding of the role of the press as a government watchdog. Students may take this course twice under different topics. Previously ENGL 3350.

DJOU 3370 Sports Journalism**3 Credits****Attributes:** ENDE Digital Journalism Elective

This course instructs students in the skills necessary to be a member of the ever-growing field of sports media, while simultaneously examining how early 1900s sports writing grabbed a foothold in the American public's consciousness and eventually paved the path to today's Golden Age of sports journalism. Students will learn to cover a wide variety of sports, and will report and write everything from game stories to opinion pieces to in-depth, multimedia feature stories focused on the sporting world. Previously ENGL 3370.

DJOU 4951 Journalism Practicum**3 Credits****Attributes:** ENCP Digital Journalism Capstone Course, ENDE Digital Journalism Elective, SPEL Sports Media Elective

Prerequisites: ENGL 1870, junior standing, one semester on Mirror. Students apply the material learned in class by working as a reporter, photographer or editor with the campus newspaper, The Mirror. The course is designed for Mirror editors or students with equivalent experience. Previously ENGL 4951.

online journalism, broadcast journalism, technical writing, online writing, public relations, social media, marketing, law, and other fields. Students taking coursework in this major will build proficiency in media literacy and develop the ability to navigate the digital media spheres in their roles as civic leaders.

By completing a major in Digital Journalism, students will be able to:

- Demonstrate their ability to collect information and report on stories of public interest, using a conventional print format, social media tools like Twitter, and multimedia platform like WordPress.
- Demonstrate their ability to synthesize information from varied sources, including research, interviews, eyewitness accounts; analyze its veracity and usefulness; and build it into stories to help their audience understand an issue.
- Describe and debate the varied and sometimes conflicting roles of the press (to inform and amuse, educate and titillate, give readers what they want and what they need).
- Explain the privileges given to U.S. journalists through the First Amendment and the limitations – legal, ethical, and from professional standards – that guide and influence their work.
- Describe how the knowledge, attitudes, skills, and experience they develop in the program can be used in non-journalism settings such as law, public relations and marketing, and a variety of writing careers.
- Demonstrate their ability to write and communicate clearly across multiple platforms.

Students may start the Digital Journalism sequence as early as their freshman year. Students are also encouraged to gain experience from various campus media outlets such as the *Mirror*, WVOF, or Stag TV.

Faculty

Professors

Huber

Associate Professors

Brooks

Gunter

Rugg

Xie, *director*

Associate Professors of the Practice

Klay

Assistant Professors of the Practice

Albright

Wilgar

Digital Journalism Major

The Bachelor of Arts degree in Digital Journalism in the English department is a rigorous, 12-course program designed to provide students with the knowledge, skills, and experience needed to understand and take part in today's quickly changing, digital journalism world. The major includes a large focus on ethics, consistent with Fairfield's mission, and a multidisciplinary approach that will draw on courses offered by other departments. It is inspired by the *eloquentia perfecta* approach to which the English Department aspires, consistent with Jesuit ideals.

The Digital Journalism major, alone or in combination with other majors and minors, will prepare students for professional careers in print and

Requirements

For a 36-credit major in Digital Journalism, students complete the following:

Code	Title	Credits
Digital Journalism Core		21
DJOU 1860	News Media and Society	
DJOU 1870	News Writing I	
DJOU 2370	News Writing II: Digital Design	
DJOU 2384	Media Law and Ethics	
DJOU 3330	Big Data Storytelling	
DJOU 4951	Journalism Practicum	
FTMA 1011	Introduction to Film and Video Production	
Media Electives (select 3)		9
COMM 1232	Television Studio Production	
COMM 2252	Broadcast Communication	
COMM 4330	Misinformation in Digital Media	
COMM 4333	News Media and Democracy	
DJOU 1872	Introduction to Sports Writing	
DJOU 2380	Journalism Editing and Design	
DJOU 2382	The Power of Podcasting	
DJOU 3320	Writing the Feature Story	
DJOU 3340	Photojournalism	
DJOU 3350	Issues in News Writing	

DJOU 3370	Sports Journalism	
FTMA 2231	Documentary Film Production	
English Elective (select 1)		3
ENGL 1630	Literature of Illness and Healing: Wounded Storytellers and Dedicated Healers	
ENGL 1700	Writing the Self: Autobiography	
ENGL 1806	Creative Writing: Nonfiction I	
ENGL 2001	Rhetorics that Matter: Personal, Public, Political	
ENGL 2310	Rhetorics of Resistance	
ENGL 3140	World of Publishing	
ENGL 3161	Magazine Writing	
ENGL 3201	Persuasive Writing	
ENGL 3236	Issues in Professional Writing	
ENGL 3237	Multimedia Writing	
Capstone (select 1)		3
ENGL 4960	Independent Writing Project	
ENGL 4980	Internship	
Total Credits		36

Digital Journalism Minor

For a 15-credit minor in Digital Journalism, students complete the following:

Code	Title	Credits
Required Courses		
DJOU 1860	News Media and Society	3
DJOU 1870	News Writing I	3
DJOU 2370	News Writing II: Digital Design	3
Electives (select 2)		6
DJOU 2380	Journalism Editing and Design	
DJOU 2382	The Power of Podcasting	
DJOU 2384	Media Law and Ethics	
DJOU 3320	Writing the Feature Story	
DJOU 3330	Big Data Storytelling	
DJOU 3340	Photojournalism	
DJOU 3350	Issues in News Writing	
DJOU 4951	Journalism Practicum	
ENGL 3360	Literary Journalism	
ENGL 4980	Internship	
Total Credits		15

Economics

The Arts and Sciences curriculum of the Department of Economics blends basic economic concepts and their applications with contemporary issues. Courses develop reasoning capacity and analytical ability in students. By focusing on areas of application, students use economic principles to stimulate their powers of interpretation, synthesis, and understanding. The department's individualized counseling encourages majors to tailor their study to career and personal enrichment goals. A major in economics provides an excellent background for employment in the business world while maintaining the objectives of a liberal education. The economics degree pairs nicely with a wide variety of double majors and minors, including finance, math, international

studies, area studies, communication, engineering and many others. In fact, many economic elective courses "double count" towards other major, minor, and *Magis* core requirements. Economics majors regularly use a variety of up-to-date analytical tools, including Microsoft Excel and PowerPoint, and are introduced to Stata, a sophisticated statistical package. The economics major also prepares students for actuarial work and for advanced study in graduate or professional schools.

Learning Outcomes for Economics Students

By the end of their degree programs, students who major in Economics should be able to use models, within an institutional framework, to understand and evaluate economic outcomes. These are the expected goals and student learning outcomes of the degree programs.

Goal I:

Describe concepts and apply them to real world issues.

Outcomes: Students will be able to:

- Use economic theory to explain historical and current economic events.
- Demonstrate how economic theory can be applied in different market and institutional settings to solve problems.

Goal II:

Use qualitative and/or quantitative models to interpret the impact of public policy choices.

Outcomes: Students will be able to:

- Identify how economic policies can be utilized to overcome market inadequacies.
- Evaluate the success or failure of policies designed to achieve intended economic outcomes.
- Construct economic arguments using quantitative and non-quantitative forms of evidence.

Goal III:

Acquire quantitative skills to analyze data and use that data and analysis to support logical positions.

Outcomes: Students will be able to:

- Build data-gathering skills in order to analyze an economic argument that they find, or to design and present their own economic argument.
- Use Excel or other statistical software packages to analyze economic data.
- Formulate empirically testable hypotheses.

Goal IV:

Understand the trade-offs between efficiency and equity that are made as resources are allocated among economic actors.

Outcomes: Students will be able to

- Appraise various market models and resulting resource allocations.
- Use welfare measures to analyze economic tradeoffs.

- Identify the challenges of promoting and securing economic growth, and appraise the resulting impact on resource and income distribution.

Notes

The BA and BS degrees in the College of Arts and Sciences differ in the level of emphasis placed on quantitative analytical techniques. The BS degree has greater emphasis on Goal 3 above. The BA degree has great emphasis on policy analysis, which is articulated in Goal 2.

The BS degree in the Dolan School of Business with a major in Economics has greater emphasis on Goals 1 and 3, which incorporate applications to real world settings and quantitative analysis.

Programs

College of Arts and Sciences

- Economics Major - Bachelor of Arts
- Quantitative Economics Major - Bachelor of Science
- Economics Minor

Dolan School of Business

- Business Economics Major - Bachelor of Science

Courses

ECON 1011 Introduction to Microeconomics

3 Credits

This course analyzes the behavior of individual consumers and producers as they deal with the economic problem of allocating scarce resources. The course examines how markets function to establish prices and quantities through supply and demand, how resource costs influence firm supply, and how variations in competition levels affect economic efficiency. Topics may include antitrust policy, the distribution of income, the role of government, and environmental problems.

ECON 1012 Introduction to Macroeconomics

3 Credits

This course develops models of the aggregate economy to determine the level of output, income, prices, and unemployment in an economy. In recognition of the growing importance of global economic activity, these models incorporate the international sector. The course examines and evaluates the role of public economic policy, including fiscal and monetary policy. Topics may include growth theory and price stability.

ECON 2112 Economic Aspects of Current Social Problems

3 Credits

Attributes: BUEL Business Elective

This course uses a policy-oriented approach to study contemporary economic issues. Topics include government spending, the role of federal budgets in solving national problems, poverty, welfare, social security, population, the limits to growth controversy, pollution, energy, and regulation.

ECON 2114 Economics of Race, Class, and Gender in the American Workplace

3 Credits

Attributes: EDCG Educational Studies Cognate, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course examines the impact of race, class, and gender differences on decisions made in households and in the workplace. It begins with an in-depth analysis of labor supply decisions and responsibilities of households, moving to an examination of labor demand decisions and wage-rate determination. The course reviews applications of theoretical predictions as they relate to important public policy issues such as child and elder care, social security, pay equity, the glass ceiling, affirmative action, sexual harassment, and poverty.

ECON 2120 Introduction to Environmental Economics

3 Credits

Attributes: ANMC Asian Studies Elective, EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, EVSS Environmental Studies: Social Science, IBEL International Business Elective, INEL International Studies Elective, LCEL LACS Minor: Elective, PAEP Public Administration Environment Policy

This course, which presents an overview of the theory and empirical practice of economic analysis as it applies to environmental issues, first establishes a relationship between the environment and economics. It then develops the concept of externalities (or market failures) and the importance of property rights before exploring the valuation of non-market goods. It examines the practice of benefit-cost analysis and offers economic solutions to market failures, while highlighting pollution control practices, especially those based on incentives. Throughout, the course examines current issues regarding environmental protection around the globe.

ECON 2140 Health Economics

3 Credits

Attributes: HACA Humanitarian Action Minor Context Course, HSSS Health Studies: Social Science, PAPH Public Administration Public Health, PJST Peace and Justice Studies

This course begins by applying microeconomic theory to the health sector of the U.S. economy. The U.S. experience will be generalized to global health issues and alternative health care systems. Topics include the demand for health care and health insurance, managed care and the role of government, physician compensation, and specialty choice, the role of nurses and other healthcare professionals, the hospital sector, and medical cost inflation.

ECON 2150 Media Economics

3 Credits

This course analyzes the operation and consumption of the music, television, and entertainment industries within a microeconomic framework. Students will learn what forms of competition drive the production and distribution of media in the context of a changing technical environment. Theories of different media market settings will be illustrated and then concepts reinforced by real-world examples, including the changing operation of music production and distribution as the internet evolves, and the ways in which current media companies integrate seemingly different products. To explain these processes the topics of competition, pricing, industry structures, and regulatory environments will be explored.

ECON 2152 Economics of Sport**3 Credits**

This course develops and examines the tools and concepts of economic analysis as they apply to the sports industry. Topics in professional sports include free agency, salary cap, and new franchises. The course also explores economic issues and institutional structures of sports such as golf and tennis, and the broader industry including the National Collegiate Athletic Association, sports equipment, advertising, minor leagues, and the Olympics. Students gain an increased understanding of how economics affect them through this combination of sports and economics.

ECON 2154 Contemporary Issues Affecting the Global Business Environment**3 Credits****Attributes:** INEL International Studies Elective**Prerequisites:** ECON 1011, ECON 1012; or INST 1053.

This course introduces students to contemporary issues facing businesses that operate in the global market. Students will learn about the changing global business environment on a macro-level. The course focuses on the evolving rhetoric surrounding international trade and its impact on business activity, the flow of investment to developing countries and emerging markets, and the status of global and regional integration and/or potential disintegration. Through the study of these current real-world topics in international business, students will learn about challenges and opportunities of doing business in an interconnected global environment while working with international organizations, local governments, and global competitors. Previously ECON 1054.

ECON 2185 Regional Economic Development**3 Credits****Attributes:** PACG Public Administration City Government, PALE Public Administration Economic Development

This course includes two key components: a theoretical examination of the basic theories of regional economic development such as growth poles, spillovers, infrastructure requirements, and center-periphery analysis; and an application of these theories to a specific economic issue. Students participate in a comprehensive study of a significant economic issue facing a Connecticut community, in cooperation with a regional agency, resulting in detailed analysis of the issues and potential solutions. Fieldwork is required.

ECON 2980 Internship**1 Credit**

Students will engage in a work experience that is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The internship provides students with the opportunity to gain experience in workplace settings and to translate classroom learning into practice. The internship is a substantive career development experience. It can be paid or unpaid with the intent of the experience being for the student to be exposed to ideas and concepts in a professional setting while being mentored. At the end of the internship experience, students will be able to reflect on their personal and professional growth and make a more informed decision on their career path. Students must be matriculated in the Dolan School of Business and have a GPA of 2.50 or higher. Enrollment by permission only.

ECON 3204 Intermediate Microeconomic Theory**3 Credits****Prerequisite:** ECON 1011.

This course builds upon and expands the theoretical models of EC 0011. The course introduces indifference curves to explain consumer behavior; short- and long-run production functions, showing their relationship to product costs; and the efficiency of various competitive market structures. Topics include marginal productivity theory of income distribution, monopoly, and general equilibrium theory.

ECON 3205 Intermediate Macroeconomic Theory**3 Credits****Prerequisite:** ECON 1012.

This course, which includes computer applications, analyzes the determination of national income and output; fiscal and monetary tools; and growth, inflation, and stabilization policies.

ECON 3210 Money and Banking**3 Credits****Prerequisite:** ECON 1012.

This course covers the commercial banking industry, the money market, Federal Reserve operations and policy making, and monetary theory.

ECON 3215 Innovation and Economic Growth**3 Credits****Prerequisite:** ECON 1011 and ECON 1012.

This course discusses the determinants of long-term economic growth, emphasizing modern growth theory and topics of current macroeconomic relevance. We will address issues such as: What is the role of technology and innovation in driving the growth process? How does finance contribute to it? What are the current trends in the automation of economic activity, and how do they interact with income inequality? Is sustained growth possible on a finite planet, and how? Previously ECON 4305.

ECON 3224 Labor Economics and Labor Relations**3 Credits****Attributes:** PACG Public Administration City Government**Prerequisites:** ECON 1011, ECON 1012.

Nearly 70 percent of income earned in the United States is a return to labor. This course applies the fundamentals of microeconomic and macroeconomic analysis to important decisions that people make in labor markets. From an employee's perspective, questions include: Should I work in exchange for a wage? If so, how much? How will my work affect my lifestyle and family decisions? Should I go to school to improve my skills? From an employer's perspective, questions include: Should I hire workers? If so, how many? How should I pick workers out of a pool of applicants? What techniques should I use to provide incentives for these workers? Many of the answers to these questions require complex analysis and an understanding of the impact of government policy on the workplace. The course explores a variety of public policy issues such as minimum wage programs, government welfare programs, workplace regulatory requirements, Title IX, immigration, and the union movement.

ECON 3225 Applied Environmental Economics**3 Credits****Attributes:** EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, EVSS Environmental Studies: Social Science, PAEP Public Administration Environment Policy**Prerequisite:** ECON 1011 or ECON 2120.

This in-depth examination of the economic tools used in environmental economics and policy-making builds on basic environmental economic concepts and provides the opportunity to put those concepts into practice. The course explores common externalities and market failures in the United States and analyzes governmental policies used to control them.

ECON 3230 Comparative Economic Systems**3 Credits****Attributes:** IBEL International Business Elective, INEL International Studies Elective, MSID Magis Core: Interdisciplinary**Prerequisite:** ECON 1011 or ECON 1012.

Is communism dead? Is capitalism the only real economic system left? This course explores the various economic systems that are used to distribute resources, i.e., to decide "who gets what" in a nation's economy. The course considers the differences between alternative distribution mechanisms, what it means to transition from one system to another, and how these economic decisions are affected by political and national realities. Because there are so many international alternatives to be explored, each semester focuses on an economic region of the globe: Asia, Eastern Europe and Central Asia, Africa, or Latin America. This course, where appropriate, is available for credit in international studies or area studies programs.

ECON 3231 International Trade**3 Credits****Attributes:** IBEL International Business Elective, INEL International Studies Elective**Prerequisite:** ECON 1011.

This course covers international trade theory, U.S. commercial policy (tariffs, quotas), common markets, trade with and among developing nations, balance of payments disequilibria, and multinational enterprises.

ECON 3233 International Economic Policy and Finance**3 Credits****Attributes:** IBEL International Business Elective, INEL International Studies Elective**Prerequisite:** ECON 1012.

This course explores international financial relations. Topics include the international monetary system, exchange rate systems, balance of payments adjustment mechanisms, and changes in international finance relations. It treats theoretical concepts and considers governmental policy approaches to the various problems.

ECON 3235 Economic Development**3 Credits****Attributes:** ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, IBEL International Business Elective**Prerequisites:** FNCE 3210 or FNCE 3215.

This course considers the nature and causes of problems facing low-income nations, with a focus on the impact that various economic policies have on promoting economic development.

ECON 3236 Income Inequality**3 Credits**

This course examines income inequality in the US and other high-income countries within a global context. Students will learn to measure inequality, to examine trends across time and geography, and to consider factors affecting income mobility. Topics include globalization and technological change, minimum wage, unionization, universal basic income, migration policy, systemic racism, welfare reform, tax policy, education policy, and criminal justice reform.

ECON 3237 Fair Trade and Microfinance**3 Credits****Attributes:** HASM Humanitarian Action Minor Skills/Method Course, IBEL International Business Elective, INEL International Studies Elective, LCEL LACS Minor: Elective, MSID Magis Core: Interdisciplinary**Prerequisites:** ECON 1011, ECON 1012.

Fair trade and microfinance are two very important trends aiding the development of poor countries around the world. In this project-based course, will learn about the challenges of producing and distributing fair trade products, bringing them to market, and accessing funding to pay for expanding one's business or materials to increase production.

ECON 3244 Behavioral Economics**3 Credits****Prerequisites:** ECON 1011, ECON 1012.

This course is an introduction to behavioral economics: incorporating insights from psychology into economics. Though behavioral economics is a relatively new field, it has already led to one Nobel Prize and is beginning to have a huge impact in finance, marketing, management, industrial organization, psychology, political science, and philosophy. In this course, we will study how behavioral economists explain a range of psychological and social phenomena, and how those explanations differ from standard economic ones. Likely topics include drug use, sex, crime, gambling, over-eating, overconfidence and procrastination. In particular, we will study various ways in which (apparent) irrationality influences people's judgment and decision-making.

ECON 3250 Industrial Organization and Competitive Strategy**3 Credits****Attributes:** BUEL Business Elective**Prerequisite:** ECON 1011.

Using microeconomic theory, this course examines the economic behavior of firms and industries, identifying factors affecting the competitive structure of markets and using these structural characteristics to evaluate the efficiency of resource use. Topics include mergers, measures of concentration, pricing, entry barriers, technological change, and product development.

ECON 3252 Urban Economics**3 Credits****Attributes:** PALE Public Administration Economic Development**Prerequisites:** ECON 1011, ECON 1012.

This course analyzes the development of modern urban areas by applying the tools of economic analysis to their problems. Topics include transportation, housing, and the provision and financing of public services.

ECON 3270 Engineering Economics**3 Credits****Prerequisite:** ECON 1011.

Engineering projects must be analyzed based upon their technical soundness, but also upon their ability to attract investment dollars in a market economy. This course prepares engineering students to apply microeconomic, financial, and statistical methods as they analyze the economic feasibility of projects. Students will learn about capital budgeting, risk and uncertainty, demand analysis, production and cost modeling, and linear programming. They will apply Excel and other computer-based simulations to analyze data. The goal of the course is ultimately to provide the student with the economic decision-making skills they need to plan, design, and finance engineering projects.

ECON 3275 Managerial Economics**3 Credits****Attributes:** BUEL Business Elective**Prerequisite:** ECON 1011.

This course prepares economics and business students to apply microeconomic, financial, and statistical methods as they analyze the economic feasibility of projects. Students will learn about capital budgeting, risk and uncertainty, demand analysis, regression analysis, production and cost modeling, and linear programming. They will apply Excel and other computer-based simulations to analyze data. The goal of the course is ultimately to provide students with the economic decision-making skills they need to plan, design, and finance projects, and to understand how various divisions of a firm must work together to achieve goals.

ECON 3276 Public Finance**3 Credits****Attributes:** PALE Public Administration Economic Development**Prerequisites:** ECON 1011, ECON 1012.

This course examines government expenditure and tax policies with an emphasis on evaluation of expenditures; the structure of federal, state, and local taxes; and the budget as an economic document.

ECON 3278 Economic Statistics**3 Credits****Attributes:** EVAP Environmental Studies: Applied Professional Skills**Prerequisites:** ECON 1011, ECON 1012.

This course introduces students to descriptive statistics, probability theory, discrete and continuous probability distributions, sampling methods, sampling distributions, interval estimation, and hypothesis testing. A weekly lab provides opportunities for active exploration and application of course concepts.

ECON 3290 Mathematical Economics**3 Credits****Attributes:** BUEL Business Elective**Prerequisites:** ECON 1011, ECON 1012, MATH 1016.

This course applies mathematical models and concepts to economic problems and issues. Mathematical techniques include calculus and matrix algebra. Economic applications include the areas of consumer theory, theory of the firm, industrial organization, and macroeconomic modeling.

ECON 3340 Environmental, Social and Governance Investing**3 Credits****Attributes:** EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, EVSS Environmental Studies: Social Science**Prerequisite:** Select one course from: ECON 1011; ECON 1012; FNCE 2101.

ESG investing presents the arguments for maximizing shareholder returns, alternative theories of the firm and various approaches for investors to 'do well while doing good'. Topics covered include impact investing, sustainable investing, shareholder activism, and religious values investing. Empirical performance of ESG funds will be reviewed, providing evidence to those who wish to participate in ESG investing as well as those looking to improve their competency in the area of these increasingly prominent strategies.

ECON 3980 Internship**3 Credits**

Students will engage in a work experience that is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The internship provides students with the opportunity to gain experience in workplace settings and to translate classroom learning into practice. The internship is a substantive career development experience. It can be paid or unpaid with the intent of the experience being for the student to be exposed to ideas and concepts in a professional setting while being mentored. At the end of the internship experience, students will be able to reflect on their personal and professional growth and make a more informed decision on their career path. Students must be matriculated in the Dolan School of Business and have a GPA of at least 2.50. Enrollment by permission only.

ECON 4310 Fed Challenge**3 Credits**

In this course, students participate in the College Fed Challenge, organized by the Federal Reserve. Students cooperate in preparing a presentation that includes the following: an analysis of current macroeconomic conditions; a forecast of near-term economic and financial conditions relevant to the formulation of monetary policy, with a focus on risks that should receive special attention; a monetary policy recommendation. If students qualify for the following stage, they will participate in a questions and answers session with Federal Reserve judges. Enrollment by permission only.

ECON 4320 Financial Markets and Institutions**3 Credits****Prerequisite:** ECON 3210.

Topics include capital markets, financial intermediaries, equities, bonds, options, futures, security analysis, portfolio theory, and the efficient markets hypothesis. Students manage a hypothetical portfolio and use a computer model.

ECON 4380 Econometrics**3 Credits****Attributes:** MWID Magis Core: Writing in the Discipline**Prerequisites:** ECON 1011, ECON 1012; ECON 3278 or MATH 2217.

This course introduces students to the process used to formulate theories of economic behavior in mathematical terms and to test these theories using statistical methods. The course discusses the technique and limitations of econometric analyses as well as methods available for overcoming data problems in measuring quantitative economic relationships.

ECON 4391 Microeconomics Seminar**3 Credits**

This seminar seeks to familiarize participants with recent developments in the discipline and sharpen research skills. Students complete a research project concerning a topic of their choice. The course includes computer applications. Enrollment by permission only.

ECON 4392 Macroeconomics Seminar**3 Credits**

This seminar seeks to familiarize participants with recent developments in the discipline and sharpen research skills. Students complete a research project concerning a topic of their choice. The course includes computer applications. Enrollment by permission only. Prerequisite: ECON 3205

ECON 4980 Internship**1-4 Credits**

Students, placed in a professional environment by the department, use economic and analytical skills acquired from their courses in a non-academic job setting. Students submit a written assignment detailing their internship experience to a faculty sponsor by the end of the term. Enrollment by permission only.

ECON 4990 Independent Study**1-3 Credits**

For economic majors only, this course is open to seniors by invitation or mutual agreement with the instructor.

Faculty

Professors

Aksan
 Franceschi
 Nantz
 Vasquez Mazariegos, *chair*

Associate Professors

Glebocki
 Hiller
 Murray
 Shadmani

Assistant Professors

Massari
 Morais Santos
 Samantha (Visiting)
 Sun

Assistant Professor of the Practice

Kibe
 Krot

Lecturers

Daniel
 Hatheway

Hill
Matthews
Milazzo
Walpole

Faculty Emeriti

Deak
Kelly
Lane
Leclair
Miners

Economics Major (BA in CAS)

Requirements

With its focus on policy analysis and business applications, the Bachelor of Arts in Economics is designed for students who plan to enter the job market in business or government, or who plan to study business or law at the graduate level.

For a 30-credit Bachelor of Arts degree in Economics, students complete the following:

Code	Title	Credits
ECON 1011	Introduction to Microeconomics	3
ECON 1012	Introduction to Macroeconomics	3
ECON 3204	Intermediate Microeconomic Theory	3
ECON 3205	Intermediate Macroeconomic Theory	3
ECON 3278	Economic Statistics	3
Select five elective courses in Economics		15
Total Credits		30

No more than three 2000-level courses may be counted toward the requirements of the major. Additional 2000-level courses may be taken as part of the student's distribution of elective courses.

Economics majors are urged to take MATH 1121 and MATH 1122 (Applied Calculus I and II) or MATH 1171 and MATH 1172 (Calculus I and II) to fulfill their core mathematics requirement. Any questions about math requirements should be directed to the chair.

Quantitative Economics Major (BS in CAS)

Requirements

With its emphasis on mathematical skills and statistical analysis, the Bachelor of Science in Quantitative Economics prepares students for quantitative applications of economic theory as practiced in actuarial work, economic research, or graduate studies in economics. Students who complete this degree are urged to couple it with a minor in mathematics.

For a 33-credit Bachelor of Science degree in Quantitative Economics, students complete the following:

Code	Title	Credits
ECON 1011	Introduction to Microeconomics	3
ECON 1012	Introduction to Macroeconomics	3
ECON 3204	Intermediate Microeconomic Theory	3
ECON 3205	Intermediate Macroeconomic Theory	3
ECON 3278	Economic Statistics	3
ECON 3290	Mathematical Economics	3
ECON 4380	Econometrics	3
Select four elective courses in Economics		12
Total Credits		33

A grade of C or better is necessary in the required courses for the Bachelor of Science degree. No more than two 2000-level courses may be counted toward the elective requirements of the major. At least one elective must be at the 4000-level.

Quantitative Economics majors are urged to take MATH 1121 and MATH 1122 (Applied Calculus I and II) or MATH 1171 and MATH 1172 (Calculus I and II) to fulfill their core mathematics requirement. Any questions about math requirements should be directed to the chair. Students in the BS track must earn a B- average in the Intermediate Theory sequence to proceed in the BS program.

Economics Minor

The economics minor complements a wide variety of majors. Students are able to apply the skills and theory learned in introductory courses to their primary areas of interest.

For a 15-credit minor in Economics, students complete the following:

Code	Title	Credits
ECON 1011	Introduction to Microeconomics	3
ECON 1012	Introduction to Macroeconomics	3
Select three elective courses in Economics		9
Total Credits		15

Economics minors must maintain a GPA of at least 2.50 in economics.

No more than one 2000-level economics course may be counted toward the minor.

English

"If there's a book that you want to read, but it hasn't been written yet, then you must write it."

As Toni Morrison memorably suggests, words give shape and meaning to our experiences, and invite us to bear witness to the experiences of others. In the English department, students learn to appreciate the inherent value of reading and writing, to value the beauty and power of language. At the same time, our students are trained to sharpen their skills for an ever-evolving job market by developing the ability to write clearly and persuasively, to think critically and creatively, and to engage in thoughtful analysis, skills that are always in demand in the global marketplace.

While there are many ways to pursue English studies, the same learning outcomes apply to all of our programs. All students who complete the major in English will demonstrate an ability to:

- Read, analyze and interpret texts, including imaginative literatures, in their relevant cultural, historical, and theoretical contexts.
- Compose texts for a range of audiences and purposes, using effective rhetorical approaches and appropriate media.
- Demonstrate information literacy, such as recognizing the need for sources and locating, evaluating, and using the needed information.
- Employ knowledge of disciplinary methods and standards common to English Studies.

Programs

- English Major
 - Concentration in Creative Writing
 - Concentration in English Studies
 - Concentration in Literature
 - Concentration in Professional Writing
 - Concentration in Teacher Education
- English Minor, choose from these options:
 - English Minor
 - Editing and Publishing Minor
 - Rhetoric and Professional Writing Minor

Courses

ENGL 1001 Introduction to Rhetoric and Composition 3 Credits

This course introduces students to the academic discipline of rhetoric and composition. Students read nonfiction texts, including rhetoric and composition and cross-disciplinary scholarship, in order to analyze their conventions and craft texts in various genres and modalities for a range of audiences. Students develop effective writing processes, sound research strategies, strong academic arguments, rhetorical awareness, and sensitivity to disciplinarity. The course prepares students to transfer this knowledge to their compositions across the curriculum and across contexts.

ENGL 1010 Introduction to Literary and Cultural Studies 3 Credits

Attributes: DEIE Diversity, Equality, and Inclusion Elective, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

This course allows students to develop ways of reading, analyzing, and interacting with texts in English from around the globe. You will focus on such questions as: How are literary texts produced? How do local, national, and global cultures and events affect the way authors fashion their texts? Do literary works produced in different cultures at the same time "speak to each other" across time and space? The course will be run as a combination of lecture and small group discussion and will make use of web-based background materials to provide context and depth to the readings.

ENGL 1020 Introduction to Contemporary World Literature 3 Credits

Attributes: E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

Students will review recent fiction from around the world, including Africa, Latin America, the Caribbean, New Zealand, and the Middle East. Students learn strategies for comparing stories and narrative styles from different cultures, subject positions, and sociopolitical frameworks. Students develop a stronger awareness of different types of subjectivity in a global context.

ENGL 1030 Fairy Tales 3 Credits

Attributes: E_AF English Literature After 1800, FREN French Course Taught in English, MELT Magis Core Exploration: Literature

A study of classic fairy tales in their oldest preserved versions by authors like Charles Perrault and the Brothers Grimm; in nineteenth- and twentieth-century literature influenced by the fairy tale tradition; in post-modern literary retellings; and in film and popular culture. The class leads to the production of a term paper involving research in primary sources and literary and folklore criticism.

ENGL 1040 World Epics 3 Credits

Attributes: E_BF English Literature Before 1800, MELT Magis Core Exploration: Literature

A study of selected epic literature from various cultures and historical eras, starting with Gilgamesh from ancient Mesopotamia and including the Aeneid (Roman Empire), the Ramayana (India), the Táin Bó Cuailnge (Ireland), the Lusiads (Portugal), and Sundiata (Mali). Emphasis throughout will be on developing skills of textual analysis, thesis development, and argumentation, with attention to such themes as: the synthesis of extended narrative and the stability and instability of texts; oral tradition and literacy; the construction of national ethos; the idea of the hero; masculinity and violence; conquest, subjugation, and empire; diachronic and synchronic conceptions of ethnicity and race.

ENGL 1050 African Diaspora: Literature and Culture 3 Credits

Attributes: ASEN American Studies: Literature, ASGW American Studies: Gateway, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, E_AF English Literature After 1800, LCEL LACS Minor: Elective, MELT Magis Core Exploration: Literature

This course offers an interdisciplinary introduction to the African Diaspora, incorporating texts from Africa, the Caribbean, North America, and Europe. Beginning with colonization in Africa and representations of the Middle Passage, the course covers historical topics such as enslavement and the plantation system, abolition movements, migration within and out of the Caribbean, resistance movements, the Harlem Renaissance, and independence struggles. As we study the Atlantic world and globalization across several centuries, we will examine cultural syncretism, commodity culture rooted in the Triangle Trade, and creative endeavors in literature and the arts (painting and sculpture, film, music, dance, theatre).

ENGL 1060 Ancient Greek Literature 3 Credits

Attributes: E_BF English Literature Before 1800, MELT Magis Core Exploration: Literature

This course surveys major works of ancient Greek literature, emphasizing the content of this literature as a key to understanding classical Greek civilization and as meaningful in a contemporary context. Crosslisted with CLST 1060.

ENGL 1070 Ancient Roman Literature**3 Credits**

Attributes: E_BF English Literature Before 1800, MELT Magis Core Exploration: Literature

This course surveys major works of Roman literature of the republic and early empire, emphasizing the content of this literature as a key to understanding Roman civilization, and as meaningful in a contemporary context. Crosslisted with CLST 1070.

ENGL 1080 Myth in Classical Literature**3 Credits**

Attributes: E_BF English Literature Before 1800, MELT Magis Core Exploration: Literature

This course introduces students to classical mythology through an examination of the diverse ways in which myth and legend are treated in the literatures of ancient Greece and Rome. Students read texts in English translation; knowledge of Greek or Latin is not required. Crosslisted with CLST 1080.

ENGL 1090 Greek Tragedy in English Translation**3 Credits**

Attributes: E_BF English Literature Before 1800, MELT Magis Core Exploration: Literature

An intensive study in translation of the surviving works of Aeschylus, Sophocles and Euripides. Knowledge of Greek is not required. Crosslisted with CLST 1090.

ENGL 1100 Greco-Roman Gender & Sexuality**3 Credits**

Attributes: MELT Magis Core Exploration: Literature, WSGF Women, Gender, and Sexuality Studies: Gender Focused

In this course, we will analyze and engage with ancient Greco-Roman works of literature and art to reconstruct Greek and Roman conceptions of gender, sexuality, and interrelated topics: love, masculinity, femininity, homoeroticism, courtship, and marriage, among others. We will then use these investigations as a way to analyze our own modern conceptions of gender and sexuality and explore how issues like the definitions of sex and gender, the dynamics of socio-political power, the creation of community and relationships, and the boundaries of what is legal and moral are necessarily renegotiated from culture to culture and time period to time period.

ENGL 1110 International Short Fiction**3 Credits**

Attributes: E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

This course examines works of short fiction from around the world written during the twentieth and twenty-first centuries. The degree to which and the specific manners in which these works contribute to a characteristically modern sense of human existence and the function of narrative art forms the basis for reading selections. Through textual analysis, students compare and contrast various versions of the modern experience as produced by authors such as Gogol, Melville, Mansfield, Joyce, Lawrence, Cather, Tolstoy, Chekhov, Kafka, Hemingway, Lessing, Borges, Barth, Böll, Mishima, Achebe, Erdrich, and Atwood.

ENGL 1120 19th-Century Russian Novel and World Literature**3 Credits**

Attributes: E_AF English Literature After 1800, MELT Magis Core Exploration: Literature, RECS Russian, Eastern European, and Central Asian Studies

This comparative study of major Russian authors and their counterparts in France, Germany, England, and the U.S. begins with short fiction and moves to novels such as *Père Goriot*, *Crime and Punishment*, *A Hero of Our Time*, and *Madame Bovary*. Russian writers include Pushkin, Lermontov, Dostoevsky, Turgenev, and Tolstoy. Topics include the role of marriage and attitudes towards the family, urban versus rural experience, especially the role of the city, the fantastic in literature, narrative technique, and the development of 19th-century fiction.

ENGL 1130 Literature of the Holocaust**3 Credits**

Attributes: E_AF English Literature After 1800, GMEL German Major or Minor Course, GMEN German Course Taught in English, HACA Humanitarian Action Minor Context Course, JST Judaic Studies Minor, MELT Magis Core Exploration: Literature, PJST Peace and Justice Studies After an introduction to the historical, political, and social background of the Holocaust, this course uses poetry, drama, fiction, non-fiction, art, and music to explore the genocide of Jews and other groups by Nazi Germany (1933-1945). The course seeks to discover what transpired during the Holocaust and what it means to our understanding of human nature and of our civilization. Readings and films include Appelfeld's *Badenheim 1939*, Spiegelman's *Maus I and II*, Frankl's *Man's Search for Meaning*, Wiesenthal's *The Sunflower*, Spielberg's *"Schindler's List,"* Wiltsie's *"The Good German,"* and more.

ENGL 1140 Caribbean Literature: History, Culture, and Identity**3 Credits**

Attributes: ASEN American Studies: Literature, ASGW American Studies: Gateway, BSFC Black Studies Focus Course, EDCG Educational Studies Cognate, E_AF English Literature After 1800, FREN French Course Taught in English, LCEL LACS Minor: Elective, MELT Magis Core Exploration: Literature, PJST Peace and Justice Studies

This course serves as an introduction to the field of Caribbean literatures in English and English translation, with a focus on the French-speaking Caribbean. We survey a wide range of theoretical and fictional texts (poetry, short stories, novels, theatre), and introduce students to the debate surrounding the formation of Antillean cultural identity/identities. This course examines Caribbean literatures with respect to their language of origin, colonization, slavery, racial experience, landscape, migration, and diaspora, specifically in Haiti, Martinique, Guadeloupe, Barbados, Trinidad, Cuba, and the Netherlands Antilles/Suriname.

ENGL 1150 Dante**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies, E_BF English Literature Before 1800, MELT Magis Core Exploration: Literature

This course examines the works of Dante Alighieri, including the *Vita nuova*, in addition to the *"Inferno,"* *"Purgatorio,"* and *"Paradiso"* from the *Divine Comedy*. Students are introduced to the political, linguistic, theological, and poetic ideas that make Dante's works not only significant in the medieval context, but also continue to challenge and inform modern debates. Crosslisted with ITLN 2289.

ENGL 1180 Modern China through Fiction and Film**3 Credits**

Attributes: ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

This course is a study of various cultural aspects of modern China in the 20th century through reading translated fiction as well as films. Students explore topics such as modernity, nationalism, individualism, gender, and cultural identity in the modern cultural-historical context. Also will be discussed are issues particular to fiction and film as representational modes: How do fiction and film narrate history and the complex Chinese experience? How have they both been shaped by and contributed to the socio-cultural transformations? And how do they represent the increasingly diversified cultural and social landscape of contemporary China? Crosslisted with CHIN 2250.

ENGL 1200 American Women Playwrights**3 Credits**

Attributes: ASGW American Studies: Gateway, ENAM American Literature, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course traces the evolution of plays by women from the Revolutionary War to plays reflecting the 21st-century concerns of African American, Asian, American, and Latina playwrights. Plays are discussed in light of the social, political, and economic climates that produced them. Special emphasis is given to questions of sex, gender, race, ethnicity, and class, as we explore how American women, despite considerable obstacles, have developed their own theatrical voices. Our study is further informed by the work of feminist performance theorists. Crosslisted with THTR 1200.

ENGL 1210 American Literature and the Environment**3 Credits**

Attributes: ASEN American Studies: Literature, ASGW American Studies: Gateway, ENAM American Literature, EVHU Environmental Studies: Humanities, EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

This course aims to explore the ways in which ideas about the physical, "natural" environment have been shaped in American literature. The course will survey a variety of important texts in this tradition and introduce students to the scholarly perspective known as Ecocriticism. Texts may include those by Austin, Cather, Leopold, Muir, Silko, and Thoreau.

ENGL 1220 The Frontier in American Literature**3 Credits**

Attributes: ASEN American Studies: Literature, ASGW American Studies: Gateway, ENAM American Literature, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

For the last five centuries, the frontier, understood as the place where humanity comes into contact with its apparent absence in the shape of alien beings and landscapes, has been the subject of some of the most lasting and powerful American stories. In this course, students concentrate on some of the major representations of the frontier produced between the 1820s and the present to learn how to recognize and talk about the position that the American western has occupied in our culture. Authors include Cooper, Twain, Cather, and McCarthy; filmmakers include Ford, Peckinpah, and Eastwood.

ENGL 1230 Ethnic American Literature**3 Credits**

Attributes: ASEN American Studies: Literature, ASGW American Studies: Gateway, ENAM American Literature, E_AF English Literature After 1800, LCEL LACS Minor: Elective, MELT Magis Core Exploration: Literature

This course focuses on stories from writers whose countries came in contact with American colonization. The course examines postcolonial themes in a historical context, and asks what it means to be a writer whose identity is formed by the diasporic flight of one's people. We begin with theorizing postcoloniality and move to a study of 20th century writing by Puerto Rican, Filipino, Vietnamese, and other ethnic American writers. Topics include the influences of English on vernacular literatures and the relationship of the postcolonial to contemporary politics and art.

ENGL 1235 Jewish Identity in Literature**3 Credits**

Attributes: E_AF English Literature After 1800, JST Judaic Studies Minor, MELT Magis Core Exploration: Literature

This course explores Jewish identity through literature. Beginning with an investigation into various faith traditions and family practices, we study foundational texts in order to establish essential questions. Units on "Wrestling," "Blessings," "Living in a Broken World," and "Justice" will engage with ethics and morality as well as spiritual and artistic traditions. Texts will range from excerpts from Genesis to modern poetry and novels, with attention also to paintings, films, and other media.

ENGL 1240 American Literature: Myths and Legends**3 Credits**

Attributes: ASEN American Studies: Literature, ASGW American Studies: Gateway, ENAM American Literature, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

Our national literary tradition has been defined by the stories we tell about ourselves and our conversations about important social and political issues, including race, reform, democracy, suffrage, Native American removal, class, technology, and Manifest Destiny. This course explores how literature reflects, constructs, and questions the dominant image and understanding of the American identity from the Puritans through the nineteenth century. The course leads to developing a term paper drawing on research and using literary criticism. Writers include Bradstreet, Franklin, Wheatley, Irving, Douglass, Poe, Whitman, Dickinson, James, and Twain.

ENGL 1245 American Romanticism**3 Credits**

Attributes: ASEN American Studies: Literature, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

This course explores transcendentalism and romanticism during the flowering of intellectual and social life in America from 1830 to 1865. Studying the transatlantic origins of these movements through an interdisciplinary lens, we examine how these writers responded to broad social, aesthetic, and philosophical influences in crafting their unique literary styles. We will also analyze paintings, photographs, film, and material culture to understand how romanticism and transcendentalism defined this age and continues to influence our own. Authors include Emerson, Fuller, Thoreau, Alcott, Poe, Hawthorne, Melville, Douglass, Davis, Whitman, and Dickinson.

ENGL 1250 American Drama**3 Credits**

Attributes: ASEN American Studies: Literature, ASGW American Studies: Gateway, ENAM American Literature, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

This course examines the development of American theatre from the 18th through the 21st centuries. It includes a study and analysis of the special problems affecting the development and changes in American society as seen through American playwriting and theatre production. Students read over twenty plays that grapple with issues of race, ethnicity, gender, class, and what it means to be an American. The course includes theatre trips. Crosslisted with THTR 1250.

ENGL 1260 American Social Protest Literature**3 Credits**

Attributes: ASEN American Studies: Literature, ASGW American Studies: Gateway, DEIE Diversity, Equality, and Inclusion Elective, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature, PJST Peace and Justice Studies

This course explores the long tradition of non-violent social protest in American literature. We examine how many writers have challenged their contemporaries to become aware of important issues - race, women's rights, Native American activism, the environment, war, and poverty. Students keep a journal in which they reflect on the literature and develop strategies for changing themselves and the world around them. A final project asks students to consider ways to raise awareness about a social issue at the University or in the larger community. Selected writers include Stowe, Davis, Thoreau, Crane, Douglass, Steinbeck, King, Wright, and Ginsberg.

ENGL 1270 Romantic Love in Greek and Roman Literature 3 Credits

Attributes: E_BF English Literature Before 1800, MELT Magis Core Exploration: Literature

The course of true love never did run smooth. From Homer's Penelope to Ovid's Remedies of Love we will examine the permutations of romantic desire and its frustrations in the literature of Greece and Rome. Readings also include selections from Sappho's poetry, Sophocles' Women of Trachis, Euripides' Phaedra and Medea, comedies by Menander and Terence, Catullus' poems to Lesbia, Vergil's tale of Dido and Aeneas, selections from the elegies of Tibullus, Sulpicia, Propertius and Ovid, and briefer excerpts from other authors. All readings are in English translation. Crosslisted with CLST 1270.

ENGL 1280 Asian American Cultures, Conflicts, and Identities in Literature 3 Credits

The status of Asian Americans in the US is as much a result of American history as it is Asia's. This essential liminal characteristic imparts Asian American Literature an unique flavor with questions of reality, the fake and the fabricated. It also leads to a variety of works ranging from experimental forms and genres to narratives of war and oppression to texts that express the physical and psychological effects of people born and bred in cultures and contexts that have disowned them. Students learn to understand the cultural, historical, artistic and political ramifications of this dynamic body of literature.

ENGL 1290 American Short Story 3 Credits

Attributes: ASGW American Studies: Gateway, ENAM American Literature, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

This course covers the rise of this genre form from the early Nineteenth Century beginning with Poe and continues through the realistic/naturalistic periods up through modernist and post-modernist movement through the present. Some of the authors studied include Poe, Hawthorne, Melville, Crane, Twain, Cather, McCullers, Welty, O'Connor, Hemingway, Faulkner, Roth, Updike, O'Brien, Lahiri.

ENGL 1300 Literature by Women: Vision and Revision 3 Credits

Attributes: DEIE Diversity, Equality, and Inclusion Elective, ENAM American Literature, ENBR British Literature, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This study of transatlantic, post-1800 literature by women will adopt Virginia Woolf's notion that "books continue each other." The course will be anchored in such touchstone texts as Jane Austen's *Pride and Prejudice*, Charlotte Brontë's *Jane Eyre*, and Edith Wharton's *The House of Mirth*. Each touchstone work will be grouped with a number of subsequent literary texts responding to and/or revising the earlier work. Readings will reach across centuries and continents. Topics include the social constructions of race, sexuality, gender, class, and beauty, intertextuality, influence, and canon formation.

ENGL 1310 Contemporary Women Writers of Color 3 Credits

Attributes: ASEN American Studies: Literature, ASGW American Studies: Gateway, BSAH Black Studies: Arts and Humanities, BSCC Black Studies Component Course, ENAM American Literature, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature, PJST Peace and Justice Studies, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course focuses on works by Latinas, Native, Asian American, and African American women writers, as well as moving beyond the borders of the U.S. to include writers from the Americas, emphasizing the decades from the 1970s to the present. We consider the intersectionality of race, ethnicity, gender, sexuality, and socio-economic class, as these contribute to concepts of identity, for both the individual and the community. Authors may include Gloria Anzaldúa, Leslie Marmon Silko, Louise Erdrich, Lan Cao, Nora Okja Keller, Sky Lee, Ana Castillo, Carla Trujillo, Achy Obejas, Loida Maritza Pérez, Danzy Senna, Dorothy West, and Chitra Diakaruni.

ENGL 1320 20th Century Russian Fiction 3 Credits

Attributes: E_AF English Literature After 1800, MELT Magis Core Exploration: Literature, RECS Russian, Eastern European, and Central Asian Studies

In this comparative study, students read works by Russian and Soviet authors in tandem with texts by novelists from Eastern Europe, Asia, and the Americas. From the Silver Age, the course move to post-Revolutionary fiction and versions of dystopia, considers exile, dislocation, relocation, and dual identity, then examines the effects of the Stalin years, and concludes with contemporary fiction of the post-Soviet era. The course sets the literature with its historical, political, and cultural contexts, incorporating material from the arts, as well.

ENGL 1330 African American Literary Tradition 3 Credits

Attributes: ASGW American Studies: Gateway, BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, ENAM American Literature, MELT Magis Core Exploration: Literature

This survey course examines the development of African American literature from the late eighteenth century to the present, with a focus on issues of literacy, authority, and identity. The course traces this tradition's history from Phillis Wheatley's role in defining American poetry and Olaudah Equiano's *Interesting Narrative*, to the narratives of enslavement by authors such as Harriet Jacobs and Frederick Douglass, to the New Negro Renaissance, the Civil Rights Movement, and contemporary African American fiction and poetry.

ENGL 1340 Democracy in Black and Indigenous Voices 3 Credits

Attributes: ASEN American Studies: Literature, ASGW American Studies: Gateway, MELT Magis Core Exploration: Literature

This course brings together Black Studies and Native Studies in an exploration of what scholar Tiffany Lethabo King terms the "Black Shoals": a new way of seeing relation and imagining new kinds of futures. In contemporary poetry, fiction, essays, and memoir, Black and Indigenous writers act as agents for change, engaging with the history and institutions of the U.S. that are based in the violence of settler colonialism and enslavement. These authors argue for not only full citizenship but also a radical shift in the institutions of this country in order to transform the U.S. into real democracy.

ENGL 1350 Graphic Novels as Thrillers and Chillers 3 Credits

Attributes: ASEN American Studies: Literature, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

This course will introduce students to the idea of graphic novels as literature that deals with serious subjects, ranging from social, political, cultural, to race-based and sexually sensitive issues, in ways that are hyperbolically dramatic and/or humorous. It has a strong digital component and students will be asked to work with and use a range of multi-modal tools such as blogs, Wiki, Twitter, Animoto, and visual story-telling. Students will be trained to grasp the fact the graphic novels often reflect historical events, prominent ideological and socio-cultural attitudes of the time, and span the spectrum from propelling propaganda to mounting a critique.

ENGL 1360 Book Histories and Futures: Literature in Times of Media Change 3 Credits

Attributes: E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

The book is a long-established symbol of knowledge and a vessel of literary culture, but the digital revolution has complicated its meaning. This course explores the book's current cultural status and its longer history, as both an object and expressive form. Students will chart the book's evolution through both historical and theoretical accounts, and literary works that embody and thematically explore these changes. Students will primarily use the techniques of traditional literary analysis, but will also incorporate methods from related disciplines such as visual and new-media studies, narratology, digital humanities, and book studies to address the course's formally diverse texts.

ENGL 1410 Imagining Shakespeare 3 Credits

Attributes: ENBR British Literature, E_BF English Literature Before 1800, MELT Magis Core Exploration: Literature

Shakespeare is considered the greatest writer in the English language. This course will investigate how his genius is expressed in comedy, history, tragedy, and romance. We will study how each kind of play influences the others in every part of Shakespeare's career. Plays include *The Taming of the Shrew*, *Richard III*, *A Midsummer Night's Dream*, *Henry IV*, *Twelfth Night*, *Hamlet*, *Othello*, *King Lear*, *The Winter's Tale*, and *The Tempest*. We will take a multimedia approach by analyzing performances as well as text. The history of Shakespeare's era and of his critics will be studied as well.

ENGL 1410X Imagining Shakespeare 3 Credits

Attributes: ENBR British Literature, E_BF English Literature Before 1800, MELT Magis Core Exploration: Literature, MSID Magis Core: Interdisciplinary

Corequisite: HIST 2228X.

Shakespeare is considered the greatest writer in the English language. This course will investigate how his genius is expressed in comedy, history, tragedy, and romance. We will study how each kind of play influences the others in every part of Shakespeare's career. Plays include *The Taming of the Shrew*, *Richard III*, *A Midsummer Night's Dream*, *Henry IV*, *Twelfth Night*, *Hamlet*, *Othello*, *King Lear*, *The Winter's Tale*, and *The Tempest*. We will take a multimedia approach by analyzing performances as well as text. The history of Shakespeare's era and of his critics will be studied as well. This course is linked with HIST 2228X and fulfills the requirements for the interdisciplinary signature element within the Magis Core.

ENGL 1420 Myths and Legends of Ireland and Britain 3 Credits

Attributes: ENBR British Literature, E_BF English Literature Before 1800, IRSE Irish Studies Elective, MELT Magis Core Exploration: Literature

This course studies the literature of early medieval cultures of Ireland and Great Britain, with special attention to Celtic culture. The course is divided into four parts, focusing on the Irish *Táin Bó Cuailnge*, the Welsh *Mabinogion*, the Latin Christian legends of Celtic saints, and the Old English epic *Beowulf*. Critical issues for discussion include: paganism and Christianity; conceptions of law, kinship, and nationhood; warrior culture and the idea of the hero; the status of art and poetry; orality and literacy; the natural and the supernatural; the construction of gender.

ENGL 1420X Myths and Legends of Ireland and Britain 3 Credits

Attributes: ENBR British Literature, E_BF English Literature Before 1800, IRSE Irish Studies Elective, MELT Magis Core Exploration: Literature, MSID Magis Core: Interdisciplinary

Corequisite: AHST 1121X.

This course studies the literature of early medieval cultures of Ireland and Great Britain, with special attention to Celtic culture. The course is divided into four parts, focusing on the Irish *Táin Bó Cuailnge*, the Welsh *Mabinogion*, the Latin Christian legends of Celtic saints, and the Old English epic *Beowulf*. Critical issues for discussion include: paganism and Christianity; conceptions of law, kinship, and nationhood; warrior culture and the idea of the hero; the status of art and poetry; orality and literacy; the natural and the supernatural; the construction of gender. This course is linked with AHST 1121X and fulfills the requirements for the interdisciplinary signature element within the Magis Core.

ENGL 1430 The Greenworld: English Literature and the Environment 3 Credits

Attributes: ENBR British Literature, EVHU Environmental Studies: Humanities, EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, E_BF English Literature Before 1800, MELT Magis Core Exploration: Literature

A survey of prose, poetry, and drama, the focus of this course is on the "Greenworld" in early modern English literature. The Greenworld encompasses all visions of the natural world: forests, gardens, oceans, caves, parks, animals, etc., as represented in many different aesthetic forms. Students will be introduced to a number of environmental studies topics, including land dispossession, natural disasters, New World plantations, land stewardship, and animal rights, as these topics appear in literature. Course readings range broadly from Virgil, Montaigne, and Shakespeare to James Cameron's *"Avatar"*, and from the philosophical transactions of the Royal Society to transcriptions of witchcraft trials.

ENGL 1450 King Arthur 3 Credits

Attributes: E_BF English Literature Before 1800, MELT Magis Core Exploration: Literature

A survey of the literature of the legend of Arthur, from ancient Celtic fragments and references to medieval chivalric romances, and on to modern reinterpretations in poems, novels, and film. Particular focus on the romances of Marie de France, Chrétien de Troyes, Sir Thomas Malory, and the anonymous author of *Sir Gawain and the Green Knight*. Attention to such themes as: the construction of nationality; the tension between the individual and culture; the stylized representation of gender and class; the interplay of reality and fantasy; theories of authorship and audience; connections to history-writing and to other literary genres.

ENGL 1610 Irish Literature**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies, ENBR British Literature, E_AF English Literature After 1800, IRSE Irish Studies Elective, MELT Magis Core Exploration: Literature

The course studies the deep connections between the literature and history of Ireland from 1800 to the present, further developing the ability to read literature closely (to analyze and interpret the figurative language and stylistic features of fiction, drama, and poetry) and to write convincingly about the meanings and ideas that such close reading yields. It also adds to this skill by teaching students to recognize and articulate the inherent links between literature, history, and culture, links which are particularly evident in modern Irish writing, and which are revealed through close reading.

ENGL 1620 Irish Women Writers**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies, ENBR British Literature, E_AF English Literature After 1800, IRSE Irish Studies Elective, MELT Magis Core Exploration: Literature, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course is a study of women writers both Anglo and Gaelic, from 19th-century fiction to contemporary poetry. The course focuses on the cross-cultural differences between these two groups, one privileged, the other marginalized, who perhaps share only a common language. Besides women's issues: education, emigration, marriage, motherhood, and equality, the themes include the Big House, colonization, the Literary Revival, folklore, the storyteller, and the roles of religion and politics in the society. Among the authors to be explored are Maria Edgeworth, Somerville and Ross, Elizabeth Bowen, Lady Gregory, Marina Carr, Peig Sayers, Edna O'Brien, Éilís Ní Dhuibhne, Eavan Boland, and Nuala Ní Dhomhnaill.

ENGL 1630 Literature of Illness and Healing: Wounded Storytellers and Dedicated Healers**3 Credits**

Attributes: HSTE Health Studies: Traditions, Delivery, and Ethics, MELT Magis Core Exploration: Literature

What is it like to suffer a stroke, contend with cancer, deal with depression or live with a debilitating disease? While bio-medicine may clinically treat such conditions, it is to literature that we turn to gain a humanistic understanding of the emotional and spiritual impact of illness on wounded storytellers and on the dedicated doctors and nurses who care for them. Readings in various literary genres (memoir, essay, poetry, fiction, drama) and films with medical themes will also explore issues of diversity, noting how gender, race, ethnicity, religion, and sexual orientation affect the illness experience.

ENGL 1700 Writing the Self: Autobiography**3 Credits**

Attributes: ASGW American Studies: Gateway, ENAM American Literature, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

Autobiography holds a special place in its presentation of the writer's self, enlisting the reader's belief in the author's "confession" while crossing the line between fictional work and truth. This course examines autobiography and related genres, including memoir, diaries, and personal essays and considers their purpose: what do these authors reveal about themselves, and why? How much is convention, how much is truth? What impact do race, gender, class, nationhood, and ethnicity have on the construction of identity? Writers may include Franklin, Shepard, Douglass, Barnum, Johnson, Winnemucca, Zitkala-Sa, Malcolm X, Wright, Baldwin, Stein, Walker, and Cisneros.

ENGL 1710 Literature and the Visual Arts**3 Credits**

Attributes: ENAM American Literature, ENBR British Literature, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature, WSGC Women, Gender, and Sexuality Studies: Gender Component

This interdisciplinary course will examine the dynamic relationship between literature and the visual arts. Special attention will be paid to literature written in English during the 19th and 20th centuries, a time when writers and cultural critics were increasingly interested in the visual arts in general (painting, sculpture, photography, film, etc.) and the impact of the new mass media in particular. These artists forged a unique and significant relationship between their bodies of work and the visual arts; several of the writers studied worked in the tradition known as "ekphrasis" (e.g., poems "speaking" to a work of art). Writers of focus might include Blake, Poe, the Brownings, the Rossettis, Siddall, Wilde, Wharton, and Larsen.

ENGL 1720 Literacy and Language**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

This course examines the concept of literacy as it is represented in fiction and non-fiction texts. Reading widely, in memoirs, essays, fiction, creative non-fiction, and drama, we will consider individual experiences with literacy, language, and schooling, as well as the relationship between literacy and power. The course includes a service learning experience that connects issues from the course to the real context of a local elementary school.

ENGL 1730 You Are Here: Reading and Writing Place**3 Credits**

Attributes: MELT Magis Core Exploration: Literature

In this course, activities will help students develop confidence in engaging complex texts and ignite interest in post-course reading and deep appreciation of literature. Students will learn to read closely and to look at intertextuality (the way texts "talk" to each other) as well as connecting these texts to history and culture. Students will continue using their literary and critical vocabulary, practicing their writing and speaking and research skills, and will continue their habits of integrating sources.

ENGL 1801 Creative Writing**3 Credits**

This course fosters creativity and critical acumen through extensive exercises in the composition of poetry and fiction.

ENGL 1802 Creative Writing: Poetry I**3 Credits**

This workshop course concentrates on the analysis and criticism of student manuscripts, devoting a portion of the course to a discussion of major trends in contemporary poetry and significant movements of the past. The course considers traditional forms, such as the sonnet and villanelle, as well as modern experimental forms and free verse. Students learn how to prepare and submit manuscripts to publishers.

ENGL 1804 Creative Writing: Drama**3 Credits**

This course teaches the writing of one-act plays for the stage in a workshop format that involves envisioning, writing/drafting, and regular revision of seed-ideas and subjects. The process requires skillful, imaginative handling of the formative elements of drama, including plot, character, language or speech-action, envisaged staging, and form. It also involves timely submission of assignments and drafts of scenes and whole plays for periodic in-class readings and feedback. Students are expected to submit at specified times midterm and final drafts that demonstrate the technique or art of playwriting as well as conform to the general requirements of the course.

ENGL 1805 Creative Writing: Fiction I**3 Credits**

This course for the student who seeks an intensive workshop approach to fiction composition emphasizes the short story and focuses on the analysis of student manuscripts. It includes some discussion of the work of significant authors (past and present) as a way of sharpening student awareness of technique and the literary marketplace for fiction.

ENGL 1806 Creative Writing: Nonfiction I**3 Credits**

Attributes: ENDE Digital Journalism Elective

This course offers students the opportunity to study and practice the art and craft of literary nonfiction. Students will study the work of accomplished writers in the field, both past and present, as a foundation for analyzing and critiquing each other's manuscripts in workshop format. Forms studied and practiced will include the memoir, personal essay, and reflective essay.

ENGL 1832 Business Writing**3 Credits**

Attributes: BUEL Business Elective, ENDE Digital Journalism Elective

This course investigates the demands of business writing, including designing documents that visually display information and invite readers to read either quickly or thoroughly. The course stresses theoretical issues as well as practical skills. Students practice writing skills on a variety of projects including memos, proposals, reports, collaborative writing, and writing as part of the job-hunting process. Learning goals include understanding the purposes of writing in business and industry, writing with a clear sense of audience, becoming familiar with document design and electronic communication, ethical and cross-cultural issues, and reviewing scholarly writing and research in this academic field.

ENGL 1835 Technical Writing**3 Credits**

Attributes: ENDE Digital Journalism Elective, EVAP Environmental Studies: Applied Professional Skills

This course investigates the theory and practice of writing in technical fields, introducing students to types of oral, written, and hypertext communication that technical writers use in workplace settings. In-class writing activities, workshops, and lengthier projects familiarize students with the styles, organizations, and formats of various documents, and prepare students for the special demands of technical writing. The course also introduces students to research and scholarly writing in the academic field. This course is suitable for advanced undergraduate students preparing for writing-intensive careers or graduate school, as well as technical writing professionals and practitioners who wish to plan, research, and write more effectively.

ENGL 1839 Grant and Proposal Writing**3 Credits**

Attributes: ENDE Digital Journalism Elective, EVAP Environmental Studies: Applied Professional Skills, HASM Humanitarian Action Minor Skills/Method Course, PAWR Public Administration Grant and Proposal Writing

This course prepares students to write effective proposals and reports. Students learn to define and write problem statements, objectives, plans of action, assessment documents, budget presentations, and project summaries. In addition, they sharpen their teamwork, editing, writing, audience awareness, and design skills as they engage in collaborative projects with non-profit organizations in the community. Relevant historical and ethical considerations are discussed. A service learning component is included in this course.

ENGL 1850 Professional Presentations: Writing and Delivery**3 Credits**

Attributes: ENDE Digital Journalism Elective

The ability to speak confidently and convincingly is an asset to everyone who wants to take an active role in their workplace and community. This interdisciplinary and writing-intensive course provides students with the necessary tools to produce audience-centered presentations and develop critical-thinking skills. It also introduces the techniques of argumentation and persuasion, and the use of technology in presentations.

ENGL 2001 Rhetorics that Matter: Personal, Public, Political**3 Credits**

Prerequisite: ENGL 1001.

This course supports students in contributing to public discourse that surrounds identities, causes, and topics of personal significance. Building on the knowledges and skills developed in ENGL 1001, students will develop public composing projects that demonstrate sophisticated rhetorical strategies, sensitivity to genre, and understanding of rhetorical ecologies beyond classroom walls. An intersectional lens is used throughout the course, with attention paid to how personal identity, community, and discourse intersect to create cultural marginalization and privilege.

ENGL 2002 American Poetry**3 Credits**

Attributes: ASEN American Studies: Literature, ASUP American Studies Upper Level, ENAM American Literature, E_AF English Literature After 1800

Prerequisite: One 1000-level English literature course.

This course surveys a range of significant works of American poetry. It is an introduction to various movements (e.g., transcendentalism or modernism), various schools (e.g., New Formalism), and the turn to a multi-lingual and multi-vocal poetry found in the Harlem Renaissance and Spoken Word movements. The course pays particular attention to form, while grounding understanding of form within a socio-historical context. Readings may range from Walt Whitman, Emily Dickinson, William Carlos Williams, Elizabeth Bishop, Wallace Stevens, Gwendolyn Brooks, Robert Frost, Langston Hughes, Pedro Pietri, Joy Harjo, and others.

ENGL 2003 English Epic**3 Credits**

Attributes: ENBR British Literature, E_BF English Literature Before 1800

Prerequisite: One 1000-level English literature course.

Study of large-scale, verse narratives created or received as English national epics, or composed in the epic tradition. Texts will represent the major time periods of earlier English literary history: Beowulf from the Old English period, Sir Gawain and the Green Knight or Morte d'Arthur from the Middle English period, excerpts from Spenser's Faerie Queene from the Elizabethan period, Milton's Paradise Lost from the seventeenth century, Pope's Rape of the Lock from the eighteenth century. Critical attention will be paid throughout to changing and competing conceptions of England, nation, and epic.

ENGL 2004 Literary Fairy Tale Tradition**3 Credits**

Attributes: E_AF English Literature After 1800

Prerequisite: One 1000-level English literature course.

This course is a survey of the fairy tale as a literary genre which traces the development of the literary tradition from sixteenth-century Italy to the Brothers Grimm and nineteenth-century authors including Hans Christian Andersen and Oscar Wilde, and studies Charlotte Brontë's Jane Eyre to note connections to the genre of the novel. Also follows the persistence of fairy tales in modern, post-modern, and contemporary fiction, and in popular film. Requirements include a research paper on a fairy tale or author of the student's choosing. Not to be taken by students who have taken ENGL 1030.

ENGL 2005 Greco-Roman Literature in Depth**3 Credits****Attributes:** E_BF English Literature Before 1800, MELT Magis Core Exploration: Literature**Prerequisite:** One 1000-level English literature course or AMED 1060 or AMED 1070 or AMED 1100.

In this course, we will focus on one author from Greco-Roman antiquity and analyze and engage with their literary work(s) in English translation. Each successive offering of this shell course will focus on a different author or text, so students may take this course multiple times for credit. Topics will include the historical circumstances that formed the author and text; thematic considerations that offer us insights into the constructions of ancient society; the ways in which we might compare and contrast ancient beliefs about institutions like relationships, family, politics, war, and religion with those of the modern day; and the reception of ancient literature and narratives in later cultures. The study of any ancient author necessarily engages in methods and tools from a variety of associated disciplines, including literary studies, gender and sexuality studies, history, art history and archaeology, performing arts, philosophy, and religious studies; this interdisciplinary approach will enrich our understanding of the text.

ENGL 2011 Age of Chaucer**3 Credits****Attributes:** CAOT Catholic Studies: Non-Religious Studies, E_BF English Literature Before 1800**Prerequisite:** One 1000-level English literature course.

A survey of the literature of late-medieval England, focusing on its richest period, the second half of the fourteenth century - the age of Chaucer and his contemporaries. Students will gain access to the Middle English language, and study examples of the main genres of medieval literature, including religious and secular lyric, mystical writing, courtly romance, religious drama, chronicle, and comic narrative. Literature will be considered within its social and historical contexts, with special attention to representations of social order, and challenges to that order, notably the Great Rebellion of 1381.

ENGL 2013 Shakespeare I**3 Credits****Attributes:** ENBR British Literature, E_BF English Literature Before 1800**Prerequisite:** One 1000-level English literature course.

In the first half of Shakespeare's career, comedy, tragedy, and history plays express both the spirit of the Elizabethan age and their own identities as different genres that reference each other. A Midsummer Night's Dream, Romeo and Juliet, Henry IV, and Much Ado About Nothing are among a selection of ten plays that explore dimensions of love, religion, and politics. We learn how critics have approached Shakespeare in many different ways, and how to evaluate and respond to critical opinion. Multimedia presentations show how performance and text combined enrich our understanding of this great writer.

ENGL 2014 Shakespeare II**3 Credits****Attributes:** ENBR British Literature, E_BF English Literature Before 1800**Prerequisite:** One 1000-level English literature course.

The second half of Shakespeare's career begins with bright Elizabethan comedies (As You Like It, Twelfth Night) and transitions to the darker Jacobean tragedies (Hamlet, Othello, King Lear). These troubling modern visions lead through problem plays to the anti-heroic late tragedies and the romances (The Tempest), exploring issues of racism, colonialism, and social justice. We learn how critics have approached Shakespeare in many different ways, and how to evaluate and respond to critical opinion. Multimedia presentations show how performance and text combined enrich our understanding of this great writer.

ENGL 2015 Introduction to 18th Century British Literature**3 Credits****Attributes:** ENBR British Literature, E_BF English Literature Before 1800**Prerequisite:** One 1000-level English literature course.

This selective survey of 18th-century English literature includes authors such as Pope, Swift, Gray, Jonson, Boswell, Goldsmith, Burns, and Montague.

ENGL 2016 Victorian Poetry and Poetics**3 Credits****Attributes:** ENBR British Literature, E_AF English Literature After 1800, WSGC Women, Gender, and Sexuality Studies: Gender Component**Prerequisite:** One 1000-level English literature course.

This course examines the poetry and theories of poetry posited by Victorian men and women who explored concepts of identity vis-à-vis Victorian notions of culture, religion, science, politics, and sexuality. Beginning with Arnold and ending with Wilde, the course covers both poetry and literary movements such as Pre-Raphaelitism, Decadence, aestheticism, and symbolism.

ENGL 2019 20th Century British Literature**3 Credits****Attributes:** ENBR British Literature, E_AF English Literature After 1800**Prerequisite:** One 1000-level English literature course.

A survey of major developments in twentieth-century British, Irish, and Anglophone Post-colonial literature. 20th-Century England is shaped by rapid technological changes, the breakdown of Victorian mores and orthodox beliefs, the devastation of the Great War, the advent of psychoanalysis, and the height and decline of the British empire. Students learn to recognize and evaluate how these events relate to the new, experimental styles of Modern, Postmodern, and Postcolonial writing. Authors studied range from early figures such as Joseph Conrad, Virginia Woolf, W.B. Yeats, and James Joyce to contemporary stars such as Kazuo Ishiguro, J.M. Coetzee, and Zadie Smith.

ENGL 2031 Early American Literature**3 Credits****Attributes:** ASEN American Studies: Literature, ENAM American Literature, E_BF English Literature Before 1800**Prerequisite:** One 1000-level English literature course.

A study of the origins of literature of the Americas with an emphasis on the Puritans and early Republic through 1830. We begin with the oral history of Native Americans and the literature of colonization and exploration. We also explore the rich tradition of spiritual autobiography, poetry, narrative history, and sermons among the Puritans. Turning to the eighteenth-century, we examine captivity narratives and democratic writing of the Revolutionary period, with an emphasis on the impact of the slave trade, colonization, Independence, and contemporary issues of the post-colonial period.

ENGL 2033 American Women Writers of the 19th Century**3 Credits****Attributes:** ASEN American Studies: Literature, ASUP American Studies Upper Level, ENAM American Literature, E_AF English Literature After 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** One 1000-level English literature course.

A study of American female writers who have made an impact on the world through their fiction, journalism, or poetry. The course is organized thematically around a set of topics related to nineteenth-century women's lives and selves: gender and domesticity, suffrage, slavery, labor, frontier life, sexuality, and social activism. African-American and Native-American women's writings and those of other ethnicities also form an integral part of the tradition. Writers may include Alcott, Beecher, Cary, Child, Chopin, Dickinson, Fern, Freeman, Gilman, Jacobs, Kirkland, Harper, Keckley, Jewett, Piatt, Ruiz de Burton, Sin Far, Spofford, Stowe, and Wharton.

ENGL 2043 American Literature: 20th Century to the Present 3 Credits

Attributes: ASUP American Studies Upper Level, ENAM American Literature, E_AF English Literature After 1800

Prerequisite: One 1000-level English literature course.

A survey of 20th Century American Literature to the present within the socio-historical context of diverse and overlapping literary and cultural traditions of the United States, such as (though not limited to) Native American, African American, Anglo American, and Asian American. Writers might include Eliot, Hemingway, Faulkner, Yeziarska, Hughes, Hurston, McNickle, Bellow, Okada, Kerouac, Rich, Plath, Welch, Gaines, Jen.

ENGL 2045 Edith Wharton and Her Circle 3 Credits

Attributes: ASEN American Studies: Literature, ENAM American Literature, E_AF English Literature After 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level English literature course.

A study of fiction by American realist Edith Wharton in the context of her peers, including writers she read and those she inspired. While Wharton serves as a focal point, the course also examines the works and ideas of such influential figures as Balzac, Flaubert, Maupassant, Chekhov, James, Crane, Dreiser, and Freeman, as well as adaptations of Whartonian themes by such novelists as Larsen, Bushnell, von Ziegesar and Tóibín. Topics include the social construction of "whiteness," the art of social climbing, turn-of-the-century gender crises involving masculinity and the New Woman, and the social and cultural transformations wrought by the modern city.

ENGL 2062 The Harlem Renaissance 3 Credits

Attributes: ASEN American Studies: Literature, ASUP American Studies Upper Level, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, E_AF English Literature After 1800

Prerequisite: One 1000-level English literature course.

This course examines African American literature and culture from Washington's Up from Slavery and Du Bois's The Souls of Black Folk, through the 1920s and the Great Depression, to the eve of U.S. participation in World War II. Grounded in U.S. history, the course explores fiction, poetry, and other forms of cultural production such as painting, sculpture, film, and music. It examines the aftermath of Reconstruction, the effects of the Great Migration, and the responses to Du Bois's call for a "Talented Tenth." The Harlem Renaissance provides the major focus, as do the debates about whether there was such a movement at all. The course looks towards the development of a contemporary Black tradition in literature and culture.

ENGL 2063 African American Women Writers 3 Credits

Attributes: ASEN American Studies: Literature, ASUP American Studies Upper Level, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, ENAM American Literature, E_AF English Literature After 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level English literature course.

This course offers a survey of writing by African American women from the mid-nineteenth century to the present, focusing primarily on autobiography and fiction. Beginning with Jacobs's Incidents in the Life of a Slave Girl and examining late-nineteenth-century fiction by authors such as Harper, the course examines issues of redefining womanhood, participating in racial uplift, and coming to voice as both women and as writers. Moving through the twentieth century and into the twenty-first, the course may include writers such as Larsen, Fauset, Hurston, Petry, Morrison, Lorde, Naylor, Sapphire, Blackman, Youngblood, and Packer.

ENGL 2064 African American Fiction, 1940 to Present 3 Credits

Attributes: ASUP American Studies Upper Level, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, ENAM American Literature, E_AF English Literature After 1800

Prerequisite: One 1000-level English literature course.

A comparative study of novels by African American men and women, beginning with Richard Wright and Ann Petry in the 1940s, continuing through the 50s and 60s with writers such as Ralph Ellison, Gwendolyn Brooks, James Baldwin, and Alice Walker, and ending with major novelists from the 1970s, such as Charles Johnson, Toni Cade Bambara, Ernest Gaines, and Toni Morrison. The course focuses on topics such as family, religion, education, and urban experience, education, gender and sexuality, and shifting definitions of Blackness. Narrative techniques offer a main thread of discussion throughout the course.

ENGL 2075 Modern Women Writers 3 Credits

Attributes: ENAM American Literature, ENBR British Literature, E_AF English Literature After 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level English literature course.

This course examines the work of late nineteenth- and early twentieth-century American and British "sisters in error" (as described by poet Dilys Laing). We consider literature and its contexts - social, historical, political, ideological, artistic, and more. Among the concerns raised by these women are the following: the body, sexuality, marriage, motherhood, domesticity, vocation, the making of art and the artist, the homosocial, patriarchy, the struggle for individuality, relations between the sexes, tensions between True Woman and New Woman, and what it means to be "modern." The reading list embraces fiction, poetry, drama, and nonfiction prose. Writers of focus may include Bowen, Chopin, Dinesen, Eaton, Gilman, Glaspell, Hurston, Larsen, Mansfield, O'Connor, Parker, Porter, Spencer, West, Wharton, and Woolf.

ENGL 2081 Native American Literature 3 Credits

Attributes: ASEN American Studies: Literature, ASUP American Studies Upper Level, ENAM American Literature, E_AF English Literature After 1800

Prerequisite: One 1000-level English literature course.

This course focuses on Native American literature from the early 20th century to the present. Grounded in Native studies theory, this course considers the ways in which Native writers past and present grapple with, and assert agency against, the effects of settler-colonialism on their cultures. Writers might include Charles Alexander Eastman, Zitkala Sa, Leslie Marmon Silko, James Welch, Louis Erdrich, Layli Long Soldier, David Heska Wanbli Weiden.

ENGL 2082 Latinx Literature 3 Credits

Attributes: ASEN American Studies: Literature, ASUP American Studies Upper Level, ENAM American Literature, E_AF English Literature After 1800, LCEL LACS Minor: Elective

Prerequisite: One 1000-level English literature course.

This is an introductory course on the literature produced by Latinos in the U.S. The course approaches the subject from an interdisciplinary lens, examining the literature from not only the tools available in literary studies but history and sociology, as well. The course will address historical, contemporary political and socioeconomic issues affecting Latinos (the most historically prevalent of which have been immigration status, language regulation, and racial/ethnic discrimination) and connect them to cultural production. We read such authors as Sandra Cisneros, Junot Díaz, Ed Vega Yunque, various Nuyorican and Chicano Poets, and others to better understand the literary and cultural products of the now largest minority group in the United States. Course readings and discussions are in English. Spanglish is welcomed.

ENGL 2083 Asian Diasporas: Challenges to Citizenship 3 Credits

Attributes: ASEN American Studies: Literature, ASUP American Studies Upper Level, E_AF English Literature After 1800, HACA Humanitarian Action Minor Context Course, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level English literature course.

This course examines the explosion of Asian American fiction/cinema to study diasporic, migratory, refugee, socio-cultural and ethnic identities. Together with fiction and cinema, we will study historical and political documents that deal with the interpellation of citizenship challenges of Indian, Afghan, Pakistani, Chinese, Japanese, Bangladeshi, Vietnamese, Korean, Hawaiian-Pacific, and Sri Lankan subjects as seek to be integrated into the State and into US cultures. We study how Asian Americans authors assert their presence to claim American citizenship, while challenging racist, sexist, and xenophobic stereotypes of "aliens" as outsiders and foreigners.

ENGL 2091 Gender and Sexuality in Film and Literature 3 Credits

Attributes: E_AF English Literature After 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level English literature course.

This course examines the way gender and sexuality are represented in film and literature, beginning with an overview of lesbians and gays in film history with Vito Russo's *The Celluloid Closet*. The course then moves through popular films and novels from the 1960s to the present day, looking at the ways attitudes about gender are enmeshed with representations of homosexuality. Themes and topics include: What is the relationship between gender and sexuality? How are concepts of masculinity and femininity presented in novels and on screen? How have these representations changed as our culture's rules about gender and sexuality have become less rigid? The course aims to develop an analysis of current cultural assumptions about gender and sexuality, as they are revealed in film and literature.

ENGL 2092 Contemporary Children's Literature 3 Credits

Attributes: ENAM American Literature, E_AF English Literature After 1800

Prerequisite: One 1000-level English literature course.

This course explores children's literature published in the United States between 1950 and the present. The course will give you both the chance to re-acquaint yourself with books that you enjoyed as a child and encounter books you missed when you were young. You will develop what critic U.C. Knoepfelmacher calls "the double perspective," that is, the ability to consider books written for children as both a child and an adult reader. You will read literary criticism on children's literature, as well as information on careers in children's books publishing.

ENGL 2170 Themes in Creative Writing 3 Credits

Prerequisite: ENGL 1802 or ENGL 1805 or ENGL 1806.

This course provides an opportunity for students to study how a single theme is treated by a number of writers in the diverse genres of poetry, fiction, and nonfiction and to experiment with writing in all three genres as well. Topics will vary by year, but students will get the opportunity to write creatively and analytically on the theme in a course that combines techniques of literary study with those of creative writing.

ENGL 2220 Teaching/Writing 3 Credits

Attributes: EDCG Educational Studies Cognate

Prerequisite: ENGL 1001.

This course is designed to enhance students' skill as writers and their preparation as future teachers of writing in elementary and secondary schools. The course explores four significant questions: How do students learn to write? What experiences encourage good writing? How can your own experience as a writer inform your teaching? And, What do professional or state standards (such as the Common Core State Standards) require students to know about writing? Students have opportunities to write in a variety of genres and for a range of audiences. This course will help students develop the knowledge, skills, and competences to meet the NCTE/NCATE Standards for the Initial Preparation of Teachers of Secondary English Language Arts.

ENGL 2230 Teaching and Learning Grammar 3 Credits

Attributes: ENDE Digital Journalism Elective

Prerequisite: ENGL 1001.

This course is intended for students who may want to teach English Language Arts and who want to build (or build on) a strong foundation in both traditional and alternative models of English grammar and pedagogy. This course will help students develop the knowledge skills and competences to meet the NCTE/NCATE Standards for the Initial Preparation of Teachers of Secondary English Language Arts. A primary goal of the course is to help future teachers understand the study of grammar as more than learning a static list of rules, but rather as a set of overlapping inquiries into the origins, nature, uses, and consequences of language.

ENGL 2290 Writing and Responding 3 Credits

Prerequisite: ENGL 1001.

This course introduces the field of contemporary composition theory. Composition theorists consider ways of responding to the words of other people in a manner that is thoughtful, careful, and provocative. At the same time, they learn that by responding to the work of others, they ultimately become better writers and better thinkers themselves. This course focuses specifically on the response types appropriate for one-to-one work with writers. Students also gain hands-on experience in the course by writing extensively, sharing writing with other class members, critiquing student texts, and engaging in trial tutoring sessions. This course is a prerequisite for anyone wishing to apply for a paid position as a peer tutor in the Fairfield University Writing Center.

ENGL 2310 Rhetorics of Resistance 3 Credits

Attributes: PJST Peace and Justice Studies

Through the reading of rhetorical theory, scholarship, and case studies, this course introduces students to the use of rhetoric within social movements. The course explores the connections between personal identities, "everyday activism," and political protest. Students will analyze the rhetorical moves made within social movements and will translate rhetorical theory into rhetorical action by contributing to a social justice movement of their choosing. Hands-on workshops in a variety of composing strategies and technologies will be offered.

ENGL 3011 Chaucer's Canterbury Tales 3 Credits

Attributes: CAOT Catholic Studies: Non-Religious Studies, ENBR British Literature, E_BF English Literature Before 1800

Prerequisite: One 1000-level English literature course.

This course introduces students to Middle English language and literature through a close study of the poetry of Geoffrey Chaucer, focusing on his *Canterbury Tales*. Students analyze the stylistic forms and representations of 14th-century society through tales, selected for their generic and stylistic variety, that include the tragic and the comic, the sacred and the profane.

ENGL 3014 Renaissance Eros**3 Credits****Attributes:** E_BF English Literature Before 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** One 1000-level English literature course.

This course explores eroticism in literature and visual culture in the Italian and English Renaissance(s), a time period from the late fourteenth century to the early seventeenth century. Topics of study include desire, sexual love, and beauty, the philosophy of friendship, the legacy of Petrarchanism, the pervasiveness of same-sex desire, cross-class relationships, and female sovereignty. The course offers a variety of interpretive models to analyze the complex role of eros in the works of Petrarch, Boccaccio, Plato, Shakespeare, Lyly, Marlow, and Montaigne.

ENGL 3019 James Joyce**3 Credits****Attributes:** CAOT Catholic Studies: Non-Religious Studies, ENBR British Literature, E_AF English Literature After 1800, IRSE Irish Studies Elective
Prerequisite: One 1000-level English literature course.

An intensive study of James Joyce's comic novel *Ulysses*, emphasizing thorough close reading of the text, understanding the work relative to Joyce's other fictional masterpieces, and extensive reading of related criticism and scholarship. Highly recommended: students should have read at least one complete work by James Joyce before taking the course.

ENGL 3021 Life and Print Culture in 18th Century London**3 Credits****Attributes:** ENBR British Literature, E_BF English Literature Before 1800**Prerequisite:** One 1000-level English literature course.

What was it like to live in 18th Century London? This course will explore daily life in London from the Great Fire to the French Revolution, using novels alongside other forms of popular literature (pamphlets, ballads, broadsides, cookbooks, and newspapers) to trace what ordinary people talked about and care about in their workaday world. Popular art such as Hogarth's engravings will show us what London and its people looked like. The course will investigate how to evaluate and discuss all forms of popular print culture within the larger context of literature.

ENGL 3022 Race, Culture, and British Travel Narrative, 1682-1789**3 Credits****Attributes:** ENBR British Literature, E_BF English Literature Before 1800**Prerequisite:** One 1000-level English literature course.

Eighteenth-century Britain transformed the world in ways that are still with us, and the world also transformed eighteenth-century Britain. As growing overseas colonies and the transatlantic slave trade made Britain into a global superpower, its increasingly literate population eagerly consumed accounts of faraway places and peoples—real, fictional, and everywhere in between. This course will take an in-depth look at these texts, typically referred to as “travel narratives,” with a special emphasis on how they reflected and shaped eighteenth-century ideas about difference among peoples and societies—the kinds of difference that today might be called “race” or “culture.”

ENGL 3030 Edith Wharton**3 Credits****Attributes:** ENAM American Literature, E_AF English Literature After 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** ENGL 1000-level course.

A study of the major literary works by the American realist and cultural critic Edith Wharton (1862-1937). Discussions will address the social constructions of gender, cultures of consumption, models of marriage and divorce, women's rights, lives of the privileged and unprivileged, crossgenerational and cross-class relations, aesthetic representations, and recent film and TV adaptations of Wharton's fiction. Readings will include wellknown novels such as *The House of Mirth*, *Ethan Frome*, and the Pulitzer-Prize winning *The Age of Innocence*, short stories especially gothic tales, poetry, memoir, and writings on architecture, design, travel, and literary criticism.

ENGL 3031 Emily Dickinson and Her Contemporaries**3 Credits****Attributes:** ENAM American Literature, E_AF English Literature After 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** 1000 level core literature course.

A study of the poems and letters of Emily Dickinson, including her contemporaries and those she influenced. Through literary analysis and creative activities, we study how Dickinson's poems create rhetorical situations and act as vehicles for artistic expression and social concern. The course explores poetic form and contemporary lyric theory as well as various topics, such as media and the Civil War, elegies and nineteenth-century consolatory fictions, religious discourse, literary celebrity, the construction of gender and racial identity, and the biopic. Writers may include Whitman, Emerson, Keats, George Eliot, Tennyson, the Brontës, the Brownings, Moore, Bishop, and Frost.

ENGL 3032 American Romanticism**3 Credits****Attributes:** ASEN American Studies: Literature, ASUP American Studies Upper Level, ENAM American Literature, E_AF English Literature After 1800**Prerequisite:** One 1000-level English literature course.

This course explores transcendentalism and romanticism during the flowering of intellectual and social life in America from 1830 to 1865. Studying the transatlantic origins of this movement in philosophy, religion, and literature, we examine how these writers responded to literary influences and crafted their unique style. The course also focuses on the relationship between literature and American culture, including a study of the visual arts and material culture. Authors include Emerson, Fuller, Thoreau, Alcott, Poe, Hawthorne, Melville, Douglass, Davis, Whitman, and Dickinson.

ENGL 3033 American Realism and Naturalism**3 Credits****Attributes:** ASEN American Studies: Literature, ASUP American Studies Upper Level, ENAM American Literature, E_AF English Literature After 1800**Prerequisite:** One 1000-level English literature course.

This course examines the literary modes of representation known as realism and naturalism. We will consider the ways in which literature represents, responds to, and shapes the extraordinary transformations in American culture from 1865 through the turn into the twentieth century. The course will consider literature and its contexts: social, historical, political, ideological, artistic, etc. Writers may include Chesnutt, Chopin, Crane, Davis, Dreiser, Du Bois, Eaton, Freeman, Gilman, Howells, James, Jewett, Norris, Twain, Washington, and Wharton.

ENGL 3034 American Modernism**3 Credits**

Attributes: ASEN American Studies: Literature, ASUP American Studies Upper Level, ENAM American Literature, E_AF English Literature After 1800

Prerequisite: One 1000-level English literature course.

This course explores the wide ranging cultural dynamics of American literary modernism (roughly 1920-1950) in the works of writers such as Hurston, Hemingway, Yeziarska, Eliot, Hughes, Falkner, Matthews. Topics to discuss include, but are not limited to, time, space, gender, nationality, race, and ethnicity.

ENGL 3035 Contemporary American Literature and Culture**3 Credits**

Attributes: ASEN American Studies: Literature, ASUP American Studies Upper Level, ENAM American Literature, E_AF English Literature After 1800

Prerequisite: One 1000-level English literature course.

This course examines significant developments in American Literature and Culture from the period following World War II to the present. The course explores the turn to cultural studies in the field of literary studies that occurred during this period, allowing us to examine non-traditional literary texts such as music, film, graphic novels, and games. We ground our discussion heavily in literary theory.

ENGL 3036 Seminar on Toni Morrison**3 Credits**

Attributes: ASEN American Studies: Literature, BSFC Black Studies Focus Course, ENAM American Literature, E_AF English Literature After 1800, PJST Peace and Justice Studies, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level English literature course.

A comprehensive study of the works of Toni Morrison, the course situates her novels and nonfiction prose in their historical and cultural contexts. Attention to narrative techniques as well as to theoretical approaches from a range of disciplines offers students the opportunity to explore topics including gender and slavery, violence and trauma, identity construction, Black masculinity, commodity culture and racialized identity, law and civil rights, accommodation and resistance, family structures, community, geography and location/dislocation/relocation, ethics and relation, and Black female sexualities.

ENGL 3051 Literary Theory**3 Credits**

Attributes: E_AF English Literature After 1800, MSID Magis Core: Interdisciplinary

Prerequisite: One 1000-level English literature course.

The course examines the major theoretical approaches to the study of literature that developed in relation to important political and intellectual movements of the twentieth century. Despite highly significant differences, we presuppose that all literary theories pose similar questions: What is literature? Why does literature matter, and how do critics assign aesthetic value? This course studies the way various schools of theories have answered these questions. Included in our study are Formalism/New Criticism, Post-structuralism, Psychoanalytic criticism, Feminist theory, Gender and Queer Studies, Post-colonialism, and others. Course readings range broadly from Kant to Derrida, Freud to Spivak.

ENGL 3052 Cultural Studies Theory**3 Credits**

Attributes: E_AF English Literature After 1800, MSID Magis Core: Interdisciplinary

Prerequisite: One 1000-level English literature course.

This interdisciplinary course examines the concept of culture as it is constructed, sustained, and contested within the United States and the United Kingdom. Readings focus on the history, theory, and practice of culture (high and mass) in the two countries. Class discussions focus on the interactive impact of our understanding of the term "culture" upon contemporary societies as it factors into nationhood, race, gender, class, sexuality, and media. As a way of understanding the various theories that undergird the experiential manifestations of culture, students will be exposed to print/visual texts and multimedia forms of expressions circulating in society.

ENGL 3072 All About Eve**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies, ENBR British Literature, E_BF English Literature Before 1800, JST Judaic Studies Minor, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level English literature course.

This course surveys the literary and artistic representation of the legendary first woman of the Judeo-Christian tradition from Genesis to the present, with attention to both feminist and antifeminist traditions. The course centers on a reading of Milton's Paradise Lost. Other authors include Christine de Pizan, Aemilia Lanyer, Mary Wollstonecraft, Mark Twain, and Ursula Le Guin. In a final research paper, students locate and interpret depictions of Eve in contemporary popular culture. Non-English sources are read in English translation.

ENGL 3073 Literature for Young Adults**3 Credits**

Attributes: EDCG Educational Studies Cognate, E_AF English Literature After 1800

Prerequisite: One 1000-level English literature course.

During the past two decades, adolescent literature has proliferated, grown more diverse, and improved in richness and quality. The course explores the major current authors, poets, and illustrators of works written for young adults. Topics include theories and purposes of reading literature in the classroom, criteria development for evaluating adolescent literature, reader response in the classroom, reading workshop, and adolescent literature integration across the curriculum.

ENGL 3074 The Woman Question: Early Feminism and 19th Century Transatlantic Literature**3 Credits**

Attributes: ASEN American Studies: Literature, ASUP American Studies Upper Level, ENAM American Literature, ENBR British Literature, E_AF English Literature After 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level English literature course.

This course will examine the issue properly known as the Woman Question through some of the major works of 19th-century literature. Because the philosophical and political debates concerning Woman's role preoccupied not only 19th-century America but also Victorian Britain, we will consider American and British discussions as part of a transatlantic conversation. The course begins with early Victorian literature, moving across the Atlantic to the 1840s and 50s, when a group of "domestic feminists" became the most popular writers in the U.S. The course closes at the fin de siècle, when the conventions of sentimental fiction and "True Womanhood" were being superseded by realism and naturalism, and when an explicitly anti-domestic image of womanhood began to be formulated around the figure of the "New Woman." Authors may include Brontë, Fuller, Elizabeth Barrett Browning, Stowe, Fern, Jacobs, Christina Rossetti, Taylor, Mill, Patmore, Linton, Dickinson, Alcott, James, Ibsen, Harper, Gilman, Chopin, Freeman, and Wharton.

ENGL 3075 Caribbean Women Writers**3 Credits**

Attributes: ASEN American Studies: Literature, ASUP American Studies Upper Level, BSAH Black Studies: Arts and Humanities, BSCC Black Studies Component Course, E_AF English Literature After 1800, LCEL LACS Minor: Elective, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level English literature course.

This course offers a Pan-Caribbean study of women's writing, primarily contemporary fiction. Setting the novels in a context that begins in the Middle Passage or comparable forced migration to the Americas, we examine the interconnections between those traumatic experiences and the relations established and demanded by imperialism. Topics for discussion include spaces and languages of resistance; genealogies, family trees, roots; memory and exile; political activism and its consequences; labor and socioeconomics; the role of education in colonialism and in immigrant life; and challenges to conventional categories of identity. Authors may include Marshall, Hopkinson, Kincaid, Condé, Danticat, Santiago, Santos-Febres, Obejas, McWatt, Brand, Collins, Mootoo, Espinet, Lara, and John.

ENGL 3076 Global Women's Fiction**3 Credits**

Attributes: BSCC Black Studies Component Course, E_AF English Literature After 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level English literature course.

This comparative study of fictional works by women begins with a discussion of issues raised in Virginia Woolf's *A Room of One's Own*, and focuses on writers from the early twentieth century to the present. Drawn from a wide range of world literatures and cultures, authors may include Aleramo, Djébar, al-Shaykh, Aidoo, Truong, Valenzuela, Menéndez, Roy, Dangarembga, Gordimer, Olsson, Rachlin, and Lispector. Topics include narrative techniques, women's relationship to the polis, women's participation in public culture and their artistic creativity, gender and sexuality, cross-class relations between women, and contemporary issues linked to globalization.

ENGL 3077 Nonstop Metropolis: Literature and Culture in NYC**3 Credits**

Attributes: ASEN American Studies: Literature, ASUP American Studies Upper Level, E_AF English Literature After 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level English literature course.

This course explores literary and visual evocations of the city from an interdisciplinary and theoretical perspective. In many ways, a city is as much a mental construct as a physical one, referred to as image, idea, myth, metaphor, vision, catalyst, and more. The course considers how such terms apply to representations of a metropolis, as well as how the city can be viewed as artifact or fiction. Drawing upon theories from geography, architecture, sociology, and urban studies, we examine the traditional dichotomy between city and country, the relationship between gender and sexuality and urban representation, and the ways that community is defined and envisioned in contemporary urban contexts.

ENGL 3078 People, Power, Politics: Postcolonial Adaptations**3 Credits**

Attributes: BSFC Black Studies Focus Course, E_AF English Literature After 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level English literature course.

This is a hybrid course that examines the interconnections between literary and film mediums. Looking through a postcolonial lens, we will analyze both selected texts of literature (novels, autobiographies, nonfiction essays) and their corresponding film adaptations (documentaries, biopics, dramas). The theme of Postcolonial Identities and Global Transformations will be of focus alongside foundational theoretical essays to ground our critical orientation. Literary and cultural theorists include Stuart Hall, Audre Lorde, Frantz Fanon, Carol Boyce Davies, Édouard Glissant, Edward Said, and Gayatri Chakravorty Spivak.

ENGL 3080 Food For Thought: Consumption and Contemporary Culture**3 Credits**

Attributes: E_AF English Literature After 1800

Prerequisite: One 1000-level English literature course.

We know that food is an integral part of our lives as we know that what we (choose to, like to, and are compelled to) eat is a fundamental element of who we are. We rarely stop to consider, however, the ramifications of these choices around these most elemental of rituals. Food studies orients us towards the seriousness of questions around what we eat, with whom, and under what circumstances. Through an analysis of literature, cinema, and critical scholarship, in this course we will consider questions of choice, equity, displacement, and deprivation that surface prominently in our practices around consumption.

ENGL 3120 Creative Writing: Poetry II**3 Credits**

Prerequisite: ENGL 1802.

In a workshop setting, the class discusses six assignments, writing about a painting or writing in a structured form such as a sestina or sonnet. In addition to looking at models that illustrate individual assignments, the class reads collections by six poets and discusses a book on traditional forms.

ENGL 3140 World of Publishing**3 Credits**

Attributes: ENDE Digital Journalism Elective

Prerequisite: ENGL 1001.

This course introduces students to the field of publishing, particularly book and magazine publishing. It provides students with a solid foundation in the publishing field (e.g., selecting and editing manuscripts, book/magazine production, and marketing) and offers students practical hands-on experience similar to that of an internship position at a magazine or publishing house. In addition to attending lectures and participating in discussion, students work on the University's literary magazine, *Dogwood*.

ENGL 3150 Creative Writing: Fiction II**3 Credits**

Prerequisite: ENGL 1805.

This advanced workshop further develops skills begun in ENGL 1805 by looking closely at the craft of fiction. Students produce a substantial body of quality work such as several full-length short stories or substantial revisions, a novella, or several chapters of a novel. In addition to reading selections from published fiction writers, students read and comment extensively on their peers' work.

ENGL 3160 Creative Writing: Nonfiction II**3 Credits****Prerequisite:** ENGL 1806.

This advanced workshop builds upon students' experience in creative nonfiction and allows students to practice the art of memoir in a workshop setting. Students will read in subgenres such as Adversity/Transformation, Family/Generational, Political/Social, and Spiritual Memoirs and comment extensively upon their peers' work while reading exemplary work in the genre.

ENGL 3161 Magazine Writing**3 Credits****Attributes:** ENDE Digital Journalism Elective, EPUB Editing and Publishing Minor Elective**Prerequisite:** ENGL 1001.

Magazine Writing will introduce students to the history and wide range offered by this format, which has introduced new genres and offered a place for experimentation and change. This interdisciplinary course overlaps with both journalism and creative writing, allowing students to explore and discuss advanced options for portraying the self and others in nonfiction. Assignments may include immersion reporting, experimental memoir, and long-form essays. Meets program requirements in Digital Journalism, and counts as Creative Writing "Intermediate" workshop.

ENGL 3201 Persuasive Writing**3 Credits****Attributes:** ENDE Digital Journalism Elective**Prerequisite:** ENGL 1001.

This course sharpens students' skills in argument and encourages a clear, forceful prose style. Students practice writing skills in a variety of projects including resumes and cover letters, editorials, formal proposals, and public service announcements designed for video podcasts. Students will learn how to analyze an audience and use key features of persuasion such as concessions, disclaimers, rebuttals, and effective leads. The course examines the ethical responsibilities of a persuasive writer in business and civic life.

ENGL 3236 Issues in Professional Writing**3 Credits****Attributes:** ENDE Digital Journalism Elective, ENPC Digital Journalism Production Component**Prerequisite:** ENGL 1001.

This course investigates a variety of issues relevant to contemporary professional writing. In addition to surveying theoretical positions in the discipline, the course emphasizes preparing effective written products for academic and professional settings. In-class writing activities, workshops, and lengthier projects prepare students to think critically in this dynamic and ever-changing profession while familiarizing them with the writing styles, organizations, and formats of various documents. Topics include writing for public relations, multimedia writing, and technical and professional editing. This course is suitable for advanced undergraduate students preparing for writing-intensive careers or graduate school. Students may take this course twice under different topics.

ENGL 3237 Multimedia Writing**3 Credits****Attributes:** ENDE Digital Journalism Elective, ENPC Digital Journalism Production Component**Prerequisite:** ENGL 1001.

The purpose of this class is to encourage students to question how rhetoric functions in and through multimodal texts. Specifically, our goal throughout this course is to answer the question: what makes for an effective multimodal text? We will examine how meaning is construed through the use of images, sounds, arrangements, colors, shapes, sizes, movement, and fonts. We will analyze the ways rhetors construct multimodal texts, and we will also create our own multimodal texts. Together we will learn to use Photoshop, iMovie, Dreamweaver, CSS, and HTML in order to create rhetorically savvy multimodal texts.

ENGL 3310 Queer Rhetorics and Theories**3 Credits****Attributes:** ENDE Digital Journalism Elective, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course examines the rhetorics and theories crafted by LGBTQIA+ activists, academics, and icons in the cause of queer liberation. Topics include LGBTQIA+ activists' responses to and shaping of historical and cultural metanarratives; the impact of rhetorical mode on activists' resistance to homophobia, transphobia, heterosexism, and other forms of bigotry; and rhetorical ecologies and the reception LGBTQIA+ rhetorics have received. An intersectional lens is used throughout the course, with attention paid to how race, gender, economic class, geographical location, citizenship status, disability, and more impact bigotry and alliance, both out- and inside LGBTQIA+ communities.

ENGL 3315 Feminist Rhetorics**3 Credits****Attributes:** WSGF Women, Gender, and Sexuality Studies: Gender Focused

What does it mean to read the world through a feminist rhetorical lens?

What happens when we consider texts, language, human interaction, and communities and systems using feminist rhetorical perspectives?

This course begins by exploring these inquiries and aims to expose students to the varied perspectives, practices, theories, and subtopics related to Feminist Rhetorics, a subfield of Rhetoric & Composition.

Through course projects, students will write for different audiences and purposes while gaining an understanding of feminist rhetorics, including methods for examining everyday rhetorical situations. Students will compose in various genres and collaborate with peers on a regular basis.

Prerequisite: ENGL 1001**ENGL 3360 Literary Journalism****3 Credits****Attributes:** ENDE Digital Journalism Elective, SPEL Sports Media Elective**Prerequisite:** ENGL 1870.

This course focuses on the use of story-telling techniques in writing creative nonfiction. Students learn how to make factual articles come alive by incorporating techniques such as narrative, dialogue, scene-setting, pacing, conflict and resolution. The course emphasizes interviewing and advanced research techniques used in writing these creative nonfiction articles for newspapers, magazines, books, and online sources. There will be substantial reading and analysis of classics in the literary journalism field.

ENGL 4150 Advanced Portfolio Workshop**3 Credits****Prerequisite:** ENGL 3120 or ENGL 3150 or ENGL 3160.

This is a capstone course for Creative Writing concentrators who want to work on longer creative projects (novel, memoir, collection of short stories, essays, or poems; or some combination thereof). The course will be run as a workshop class, with students submitting creative work in one (or more) of the three genres, to be read and critiqued by the faculty member and students. Students can expect to submit a minimum of 50 pages of prose or 30 pages of poetry or some equivalent of the two. Students will also be required give a final public reading of their work during the semester.

ENGL 4900 Race, Culture, and British Travel Narrative, 1682-1789**3 Credits****Prerequisite:** ENGL 1001.

This course is an umbrella under which a variety of courses can be taken on an experimental or temporary basis, exploring different writing styles and approaches.

ENGL 4952 Publishing Practicum**3 Credits****Attributes:** ENDE Digital Journalism Elective**Prerequisite:** Junior standing.

Students apply material learned in ENGL 3140 as they serve in a senior editorial role as a Managing Editor in the preparation of the University's national literary magazine, Dogwood. Enrollment by permission only.

ENGL 4960 Independent Writing Project**3 Credits****Attributes:** ENCP Digital Journalism Capstone Course**Prerequisite:** ENGL 1001.

Students undertake individual tutorials in writing and can obtain credit for writing for The Mirror, The Sound, or for other projects of personal interest. Only one independent writing project can be counted toward fulfilling the five field electives required to complete an English major. The department will consider exceptions only if multiple Independent Writing Project courses cover different subject areas and approval in advance is obtained. Enrollment by permission only.

ENGL 4970 Digital Publishing in the Humanities**3 Credits**

Students work as editors and peer reviewers for Apollon, a digital journal publishing double-blind, peer-reviewed undergraduate humanities research. In addition to learning about research in the humanities by evaluating submitted essays, students acquire multiple applied skills. They write and post calls for papers; manage submissions; compose rejection, acceptance, and resubmission letters; compose reader's reports; maintain professional correspondence with contributors; market and publicize the journal; and edit accepted submissions. Students learn to use Google analytics; curate existing digital content, including podcast and video; evaluate digital humanities submissions; develop an ebook for each issue; create content and maintain an archival system. Enrollment by permission only.

ENGL 4980 Internship**1-3 Credits****Attributes:** ENCP Digital Journalism Capstone Course**Prerequisite:** ENGL 1001.

The internship program allows students to gain on-site experience in the fields of journalism, publishing, and public relations through supervised work for local newspapers, magazines, publishers, and news agencies. These positions are available upon recommendation of the department intern supervisor, under whose guidance the students assume the jobs, which require 10 to 15 hours a week. Students may take one internship for credit toward the English major. Students may take a second internship for elective credit. The internship workshop is held in the evening, once a month. Enrollment by permission only.

ENGL 4990 Independent Study**1-4 Credits****ENGL 4999 Literature Capstone****3 Credits****Prerequisites:** One 3000-level literature course; ENGL 3051 or ENGL 3052; junior standing.

The capstone seminar course provides Literature Concentration students with a cohort experience in which they integrate their literature coursework and produce a substantive research project. The capstone course functions as a seminar in which the students begin the semester with shared readings and discussion on a theme chosen by the instructor, including theory and research methodology. Students are encouraged to consider presenting their research in either traditional or digital format.

Faculty

Professors

Bayers
Boquet
Bowen
Davis
Epstein
Huber
Orlando
Pearson, *chair*
Petrino

Associate Professors

Garvey
Gunter
Kelley
Xie

Associate Professors of the Practice

Klay

Assistant Professors

Allred
Dutta
Jones
Libatique
Perez

Visiting Assistant Professor

Dimyan

Assistant Professors of the Practice

Briggette
DiBiase, C.
Ferrara
Laughlin
Neal
Robinson-Zetzer
Wilgar
Zamin

Lecturers

Adams, K.
Bellas
Bodach
Brelsford

Burlinson
Chakraborty
Denby
Durkin
Ferree
Hosten
Huminski
Huntington
LeQuire
Madden
Magyarody
Novack
Otfinoski
Parrish-Morgan
Petrella
Randal
Sobocinski
Sweeney
White

Faculty Emeriti

Gannett
Menagh
O'Driscoll
Rajan
Regan, M.
Rinaldi, J.

English Major

Requirements

For a 30-credit major in English, students complete the following:

Code	Title	Credits
Select five courses in English literature, including:		15
No more than one 1000-level literature course		
At least one 3000-level literature course		
At least two courses on literature before 1800 ¹		
At least one course on literature after 1800 ¹		
A 5-course English Concentration selected from the list below		15
Total Credits		30

¹ The historical period of a course is listed in the catalog using the attributes **E_BF** (before 1800) and **E_AF** (after 1800).

There are many different ways to pursue an English major, based on students' interests and career goals.

1. All students entering Fairfield University in Fall 2019 or later must complete ENGL 1001. All of the English major requirements are in addition to ENGL 1001.
2. All English majors must complete the department core curriculum of five English literature classes. The five English literature courses may include the one 1000-level literature course required by the core curriculum, but the remaining four must be at the 2000 or 3000 level.

3. All English majors must complete a concentration of five additional courses. Students select the concentration in consultation with their department academic advisor.

After completing ENGL 1001, most majors begin the program by taking a 1000-level literature class that also counts as their final English core course. With instructor permission, they may take a 2000-level literature course instead of the 1000-level.

Concentrations

All English majors must select one of the Department's five concentrations. The concentration is in addition to the university core and department core courses. The concentrations are:

- Literature
- Creative Writing
- English Studies
- Professional Writing
- Teacher Education

Concentration in Literature

The Literature concentration is designed for students interested in an immersive study of literature and culture past and present. It offers a rich reading experience in important and influential works of fiction, poetry, drama, film and non-fiction as well as training in persuasive writing and theoretical approaches to the interpretation of art and culture. Students learn to interpret texts within the social and historical contexts of their production and reception, to connect the past vividly to the present, and to write persuasively. In doing so, they learn and contribute to the major ideas that have shaped our world, our communities, and our selves. Literature Concentration alums have secured employment in a wide-array of dynamic careers including, but not limited to, communications, law, marketing, teaching, biotech, finance, public relations, technology, publishing, and politics.

Code	Title	Credits
Introductory Courses		
ENGL 3051 or ENGL 3052	Literary Theory Cultural Studies Theory	3
Specialized Courses		
Select one English Literature course at the 2000 or 3000 level		3
Select one English Writing course		3
Select one English literature course cross-listed with an Interdisciplinary Program ¹		3
Capstone Experience		
ENGL 4999	Literature Capstone	3
Total Credits		15

¹ This includes the Program on the Environment, Peace and Justice Studies, Latin American and Caribbean Studies, Irish Studies, Women, Gender, and Sexuality Studies, etc.

Concentration in Creative Writing

The Creative Writing concentration seeks to develop writers in various genres, including poetry, fiction, creative nonfiction and drama, as well as writers who wish to express themselves in more than one genre. The concentration is both rigorous and flexible to student needs, by offering a wide variety of classes in various genres and at various levels, and by

allowing students to follow their own interests. In addition to preparing students to write creatively, the Concentration also prepares students to go into the field of publishing and editing by offering a sequence of publishing classes. In conjunction with publishing, students may elect to work on our national literary magazine, *Dogwood*.

Code	Title	Credits
Introductory Courses		
Select two courses from the following:		6
ENGL 1801	Creative Writing	
ENGL 1802	Creative Writing: Poetry I	
ENGL 1804	Creative Writing: Drama	
ENGL 1805	Creative Writing: Fiction I	
ENGL 1806	Creative Writing: Nonfiction I	
Intermediate Courses		
Select at least one course from the following:		3
ENGL 3120	Creative Writing: Poetry II	
ENGL 3150	Creative Writing: Fiction II	
ENGL 3160	Creative Writing: Nonfiction II	
Specialized Courses		
Select at least one course from the following: ²		3
ENGL 2170	Themes in Creative Writing	
ENGL 3140	World of Publishing	
ENGL 4900	Race, Culture, and British Travel Narrative, 1682-1789	
ENGL 4952	Publishing Practicum	
Capstone Experience		
Select at least one course from the following:		3
ENGL 4150	Advanced Portfolio Workshop	
ENGL 4960	Independent Writing Project	
ENGL 4980	Internship	
Total Credits		15

² If the desired Advanced course is not available, students may substitute a third Introductory Course with permission of the Creative Writing Coordinator.

Concentration in English Studies

The concentration in English Studies provides students with special interests the opportunity to create a customized program of studies across literary genres, various writing concentrations and literacy studies in consultation with their adviser. Students might put together a coherent package of literature courses of their own choosing, mix and match writing courses in different concentrations, or combine relevant literature and writing course work. All department core requirements must still be met; at least one course must be in writing (other than Internship or Independent Study).

Code	Title	Credits
Select four courses in consultation with the concentration advisor		12
Select at least one course from the following:		3
ENGL 4960	Independent Writing Project	
ENGL 4980	Internship	
ENGL 4990	Independent Study	

ENGL 4999	Literature Capstone
Total Credits	15

Concentration in Professional Writing

The professional writing concentration is designed for students who want to strengthen their writing and speaking skills as preparation for a wide variety of careers, including those in business, the non-profit sector, legal studies, government, public relations, fundraising, politics, or education. The Professional Writing Concentration also helps prepare students for graduate study. Courses in this concentration focus on using writing, rhetoric, and communication to make information accessible, usable, relevant, and persuasive to a variety of audiences. Students develop advanced writing/composing skills using a wide variety of media, for a wide variety of disciplines and digital environments. Internships are available to students in the professional writing concentration, including placements in corporate communication, grant writing, advertising, marketing, technical writing, and the mass media.

Code	Title	Credits
Introductory Course		
ENGL 1832	Business Writing	3
Specialized Courses		
Select at least two of the following:		6
DJOU 2380	Journalism Editing and Design	
ENGL 1835	Technical Writing	
ENGL 1839	Grant and Proposal Writing	
ENGL 1850	Professional Presentations: Writing and Delivery	
ENGL 2001	Rhetorics that Matter: Personal, Public, Political	
ENGL 2230	Teaching and Learning Grammar	
ENGL 2290	Writing and Responding	
ENGL 2310	Rhetorics of Resistance	
ENGL 3310	Queer Rhetorics and Theories	
ENGL 3315	Feminist Rhetorics	
ENGL 3201	Persuasive Writing	
ENGL 3236	Issues in Professional Writing	

Capstone Experience

ENGL 4980	Internship	3

Elective

Select one additional English Writing course		3

Total Credits		15

Concentration in Teacher Education

This concentration is designed both for students who plan to enroll in the 5-Year BA/MA program in teacher education at Fairfield University and for students who seek other teaching positions, such as a Fulbright English Teaching Assistant or a Teach for America Fellow. It prepares students with content knowledge needed for the Praxis exam, student teaching, and a career in teaching. Qualified students who minor or major in the Teacher Education concentration in the English Department are given preferred admission status in graduate programs in Elementary Education, Secondary Education, and Special Education in the School of Education and Human Development.

As part of their five required courses in literature, students in the Teacher Education concentration should select at least one course on Shakespeare (ENGL1410, 2013, or 2014).

Code	Title	Credits
ENGL 2220	Teaching/Writing	3
ENGL 2230	Teaching and Learning Grammar ³	3
Students should select 3 additional courses chosen in consultation with their advisor.		9
Total Credits		15

Capstone

Students who enroll in the five-year BA/MA program at Fairfield University satisfy their capstone requirement through student teaching at the end of the MA program. Students who do not enroll in the five-year program take at least one of the following: ENGL 4960, ENGL 4980, ENGL 4990 or ENGL 4999 (if pre-requisites are met).

English Minor

For a 15-credit minor in English, students complete the following:

Code	Title	Credits
Select five English courses beyond ENGL 1001 ¹		15
Total Credits		15

¹ Only one *Magis* Core English literature course (ENGL 1010-1799) may count toward the English minor. Any ENGL courses numbered 1800 or above may count toward the minor.

Note: Students may choose to complete the Concentration in Literature or Creative Writing as a minor in English. The concentration in Professional Writing can also be taken as a Minor in Rhetoric and Professional Writing.

Editing and Publishing Minor

This minor is open to students in any major, providing in-depth and scholarly explorations in the academic program along with practical skills in editing, page design, and publishing. After taking foundational courses, many students work on staff at *Dogwood: A Journal of Poetry and Prose* and then use that experience to gain internships and employment in publishing outlets in Fairfield County and New York City, the center of publishing in the United States. The curriculum offers two foundational courses and three courses from a list of options, including the internship course. Please note that only two courses may double-count with the English major.

Requirements

For a 15-credit minor in Editing and Publishing, students will complete the following:

Code	Title	Credits
DJOU 2380	Journalism Editing and Design	3
ENGL 3140	World of Publishing	3
Select three courses from the following: ¹		9
ENGL 1802	Creative Writing: Poetry I	

ENGL 1805	Creative Writing: Fiction I	
ENGL 1806	Creative Writing: Nonfiction I	
ENGL 1832	Business Writing	
ENGL 2092	Contemporary Children's Literature	
ENGL 2290	Writing and Responding	
ENGL 3236	Issues in Professional Writing ²	
ENGL 4952	Publishing Practicum ³	
ENGL 4980	Internship ⁴	
Total Credits		15

¹ Other courses may be approved by program advisor. Up to one course may be chosen from interdisciplinary offerings in Communication, Graphic Design, or Marketing, or others as approved by the Director of Creative Writing.

² sections devoted to work in publishing

³ for any departmental publication, repeatable twice

⁴ requires approval from coordinator

Rhetoric and Professional Writing Minor

The 15-credit undergraduate minor in Rhetoric and Professional Writing supports students in developing expertise in the use of rhetorical concepts and practical skills in composing across various media, in various genres, and for various audiences. Employers and graduate school admissions boards continue to list the ability to write well as one of the most sought-after skills of new recruits, and the minor in Rhetoric and Professional Writing provides students a credential that demonstrates this ability.

Please complete any five of the below classes:

Code	Title	Credits
DJOU 2380	Journalism Editing and Design	3
ENGL 1832	Business Writing	3
ENGL 1835	Technical Writing	3
ENGL 1839	Grant and Proposal Writing	3
ENGL 1850	Professional Presentations: Writing and Delivery	3
ENGL 2001	Rhetorics that Matter: Personal, Public, Political	3
ENGL 2310	Rhetorics of Resistance	3
ENGL 2230	Teaching and Learning Grammar	3
ENGL 2290	Writing and Responding	3
ENGL 3201	Persuasive Writing	3
ENGL 3236	Issues in Professional Writing	3
ENGL 3237	Multimedia Writing	3
ENGL 3310	Queer Rhetorics and Theories	3

Environmental Studies

The Environmental Studies program offers a vibrant and balanced program that prepares students for sustainability-related careers and leadership positions in local, national and international policy, science, law, business, non-profit organizations, consulting, and other fields – as well as excellent preparation for many different graduate and professional degree programs. Understanding the natural environment,

human impacts on environmental systems, and human perspectives on these relationships is more important than ever. The environmental studies program takes an interdisciplinary approach to exploring these issues which combines cutting edge coursework in the natural sciences, policy, economics, and the humanities; an emphasis on critical thinking and problem solving skills; and plentiful opportunities for in-depth investigative research, internships, skill-development, and applied experiential activities.

Students completing the major in Environmental Studies will be able to:

- Identify and describe fundamental physical, chemical and biological processes impacting environmental issues.
- Identify and describe fundamental concepts from the social sciences and humanities impacting environmental thought and policy.
- Analyze environmental issues using tools appropriate to the natural sciences, social sciences, and humanities.
- Communicate effectively about complex environmental issues for expert and general audiences.
- Critically evaluate the ramifications of human interaction with the environment from a scientific, social, and economic perspective.
- Formulate and revise solutions as part of an interdisciplinary team that may contain multiple stakeholders with divergent goals.

Programs

- Environmental Studies Major
- Environmental Studies Minor

Courses

EVST 2004 Causes and Solutions of Environmental Problems: Explanations from the Social Sciences

3 Credits

Attributes: EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, EVSS Environmental Studies: Social Science, MSID Magis Core: Interdisciplinary
Why is it difficult to prevent or fix environmental problems? What can we do? This interdisciplinary course examines important approaches for understanding the causes of and potential solutions for environmental problems; in particular approaches from economics, political science, international relations theory, sociology, and paradigms for understanding the relationship between humans and the environment. Issues considered include why humans create or allow serious environmental problems to occur, inherent difficulties of addressing environmental problems effectively, and what types of policy and tools are available to address them.

EVST 2005 Campus Sustainability

3 Credits

Attributes: EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, EVSS Environmental Studies: Social Science, MSID Magis Core: Interdisciplinary
Sustainability has become a nearly unassailable catchphrase for the 21st century. But what does it really mean? Not in a book but in practice? This course uses the Fairfield University campus and the expanding literature on best practices to explore key sustainability issues facing colleges, corporations, small towns, cities, and private citizens. The class will include off-campus site visits, guest speakers, and free ranging discussions of cutting edge readings. Students will also conduct semester-long individual or group interdisciplinary projects that analyze specific sustainability issues.

EVST 2900 Special Topics (Shell)

3 Credits

EVST 3980 Internship

1-3 Credits

Attributes: EVPE Environmental Studies Elective

Prerequisites: Completion of three environmental studies courses.

Environmental studies minors gain firsthand experience working off campus in fields related to environment science, policy, economics, education, and other issues. Typically, an internship requires 8 to 12 hours per week on site and a journal or summary report for credit. An on-site supervisor and an environmental studies professor evaluate student work. Students must have a GPA of 3.0 or higher. Enrollment by permission only.

EVST 3990 Independent Study

1-3 Credits

Attributes: EVPE Environmental Studies Elective

Prerequisites: Three environmental studies program courses; junior or senior standing.

A student may conduct a one-semester independent study on a defined research topic or field of study under the supervision of a professor in the Environmental Studies Program. Credit requires prior approval by the Professor which whom the student will work as well as the Director of the Environmental Studies Program. Students must have a GPA of 3.0 or higher. Enrollment by permission only.

EVST 4001 Environment Workshop

3 Credits

Attributes: EVCA Environmental Studies: Capstone, EVPE Environmental Studies Elective

Prerequisite: Junior standing.

This course is a capstone course for students in the Environmental Studies program but is also open to all juniors and seniors. It centers on a semester-long interdisciplinary project that examines a particular environment-related issue and proposes practical solutions.

Faculty

Steering Committee

Bayers (English)
Biardi (Biology)
Downie (Politics)
Franceschi (Economics)
Kelley (English)
Klug (Biology)
Lacy (Sociology and Anthropology)
Nazarian (Physics)
Osier (Biology)
Petrino (English)
Steffen (Chemistry), *Director*
Walker (Biology)

Additional Faculty

Gerry (Biology)
Etemad (Mechanical Engineering)
Strauss (Business Law)
Vasquez-Mazariegos (Economics)
Winn (Physics)

Environmental Studies Major

The Environmental Studies curriculum is robust and interdisciplinary. Majors complete foundation courses in the natural sciences, humanities

and social sciences, a professional skill acquisition course, three electives, and a capstone.

To ensure additional disciplinary depth, all Environmental Studies majors also fulfill the requirements for a complementary major or minor in another department or interdisciplinary program. Popular choices include Biology, Business, Chemistry, Communications, Economics, English, International Studies, Finance, Marketing, Politics, Public Administration, Sociology, Anthropology, and several regional studies programs. Students may double-count Environmental Studies courses toward these majors and minors as well as University core curriculum requirements.

Students who study abroad can work with the Program Director and their advisor to match courses taken overseas with Environmental Studies and core curriculum requirements. The Program also works with students to identify and prepare for internships in local and state government, non-governmental organizations, businesses, scientific organizations, law firms, media, and other locations. Students also have opportunities to conduct research and do internships in locations around the world through Fairfield's study abroad programs.

Requirements

Code	Title	Credits
Natural Science Foundations		
BIOL 1074	Biology of Food ¹	3
BIOL/CHEM 1076	Environmental Science	3
CHEM 1085	Chemistry, Energy, and the Environment ²	3
Select one Natural Science elective from the following:		3
BIOL 1078	Introduction to Marine Science	
BIOL 2218	Vertebrate Zoology	
BIOL 2260	Ecology	
BIOL 3364	Freshwater Ecology	
BIOL 3366	Ornithology	
BIOL 3372	Environmental Toxicology	
CHEM 2282	Chemical Analysis	
CHEM 3326	Chemical Instrumentation	
MEEG 2207	Materials Science	
PHYS 1090	Physics of the Atmosphere, Ocean, and Climate	
PHYS 1093	Energy and Environment	
PHYS 2265	Introduction to Geophysical Fluid Dynamics	
Social Science and Humanities Foundations		
AETH 2284	Environmental Ethics	3
ECON 2120	Introduction to Environmental Economics	3
Select one Environmental Policy and Law course from the following:		3
BUSN 3220	Environmental Law and Policy	
POLI 2112	United States Environmental Politics and Policy	
POLI 2474	International Environmental Policy	
Select one Social Science and Humanities elective from the following:		3
AETH 2283	Environmental Justice	
BUSN 3220	Environmental Law and Policy	
ECON 3225	Applied Environmental Economics	

ENGL 1210	American Literature and the Environment
ENGL 1430	The Greenworld: English Literature and the Environment
POLI 2112	United States Environmental Politics and Policy
POLI 2474	International Environmental Policy
POLI 2475	Climate Change: International Policy and Politics
POLI 4304	Seminar on Global Environmental Politics

Environmental Studies Electives

Select three additional courses from the list of Natural Science or Social Science and Humanities electives above or the courses below. 9

EVST 2005	Campus Sustainability
EVST 2900	Special Topics (Shell)
EVST 3980	Internship
EVST 3990	Independent Study

Applied Professional Skills

Select one course from a group that includes courses in proposal and grant writing, leadership, management, negotiation, risk communication, statistical analysis, modeling, and research methods. 3

Capstone

EVST 4001	Environment Workshop ³	3

Total Credits 39

¹ Alternatives are available for Biology majors/minors.

² Alternatives are available for Chemistry majors/minors.

³ In rare cases, and with the prior written permission from the Director, students may fulfill the capstone requirement with EVST 3980 Internship or EVST 3990 Independent Study.

Environmental Studies Minor

For an 18-credit minor in environmental studies, students complete the following:

Code	Title	Credits
Natural Sciences		
Select one of the following:		3
BIOL 1074	Biology of Food	
BIOL 1076	Environmental Science	
CHEM 1085	Chemistry, Energy, and the Environment	
Social Sciences		
Select one of the following:		3
BUSN 3220	Environmental Law and Policy	
ECON 2120	Introduction to Environmental Economics	
POLI 2474	International Environmental Policy	
Humanities		
Select one of the following:		3
AETH 2284	Environmental Ethics	
ENGL 1210	American Literature and the Environment	
ENGL 1430	The Greenworld: English Literature and the Environment	
Environmental Studies Elective Courses		

Select two elective courses not already used to satisfy another requirement 6

Capstone Course		
EVST 4001	Environment Workshop ¹	3
Total Credits		18

¹ In rare cases, and with the prior written permission from the Director, students may fulfill the capstone requirement with EVST 3980 Internship or EVST 3990 Independent Study.

Environmental Studies Electives

Code	Title	Credits
AETH 2283	Environmental Justice	3
AETH 2284	Environmental Ethics	3
BIOL 1074	Biology of Food	3
BIOL 1076	Environmental Science	3
BIOL 1078	Introduction to Marine Science	3
BIOL 2218	Vertebrate Zoology	3
BIOL 2260	Ecology	4
BIOL 3364	Freshwater Ecology	4
BIOL 3366	Ornithology	4
BIOL 3372	Environmental Toxicology	4
BUSN 3220	Environmental Law and Policy	3
ECON 2120	Introduction to Environmental Economics	3
CHEM 1085	Chemistry, Energy, and the Environment	3
CHEM 2282	Chemical Analysis	3
CHEM 3326	Chemical Instrumentation	3
ECON 3225	Applied Environmental Economics	3
ENGL 1210	American Literature and the Environment	3
ENGL 1430	The Greenworld: English Literature and the Environment	3
EVST 2005	Campus Sustainability	3
EVST 2900	Special Topics (Shell)	3
EVST 3980	Internship	1-3
EVST 3990	Independent Study	1-3
MEEG 2207	Materials Science	3
POLI 2112	United States Environmental Politics and Policy	3
POLI 2474	International Environmental Policy	3
POLI 2475	Climate Change: International Policy and Politics	3
POLI 4304	Seminar on Global Environmental Politics	3
PHYS 1090	Physics of the Atmosphere, Ocean, and Climate	3
PHYS 1093	Energy and Environment	3
PHYS 2265	Introduction to Geophysical Fluid Dynamics	3

1. Any university student who seeks to learn more about health care and health care delivery as a current/future consumer.
2. Pre-health students who will become future health professionals and must have a broad and more integrative background for the increasingly interdisciplinary nature of the field.
3. Non pre-health students who can become more educated about healthcare and, thus, become more competitive and better prepared to enter one of the countless professional fields that connect to the environment of contemporary health care.
4. Empowered health consumers and advocates for family and friends in future health care interactions.

Unless the student receives an exception to policy, this minor is not open to students majoring in nursing or public health as their curricula are already steeped in content on healthcare and healthcare delivery.

Programs

- Health Studies Minor

Courses

HLST 1101 Introduction to Health Studies 3 Credits

Attributes: MSID Magis Core: Interdisciplinary

This course takes an interdisciplinary approach to the evolution of healthcare in America. The course will apply a social science lens to the assessment of various healthcare co-cultures, including: providers, patients, and insurers. The impact of technology, pharmaceuticals, and medical devices on patient longevity, wellness, and disease management will be explored. In addition, the dialectical tensions created by acute care/disease-focused vs. quality-of-life/wellness-centric healthcare delivery models will be examined. The evolving economic burdens of: an aging population, uninsured Americans, expanding technology, provider specialization, and fewer healthcare gatekeepers on the US healthcare system will also be assessed. This course is open to health studies minors and public health majors only. Nursing majors may not take this course.

HLST 3201 Health Communication for Healthcare Professionals 3 Credits

Attributes: HSSS Health Studies: Social Science

This course will examine the processes and complexities of health communication with an applied focus. The primary purpose of this course is to provide an understanding of the methods and symbols used to communicate information about health. The course will evaluate and explore the multidimensional processes used to create, maintain, and transform complex scientific realities into everyday healthcare information for providers, patients, families, etc. Open only to: Nursing majors, as well as Public Health and Social Work majors/minor, and Health Studies minors or with professor approval.

Health Studies

The minor in health studies will provide students with the opportunity to learn more about the complex issues related to the current and future environment of contemporary health care. This minor is appropriate for:

HLST 3310 Global Health: A Social Justice Perspective **3 Credits****Attributes:** HSTE Health Studies: Traditions, Delivery, and Ethics

This course will provide a basic, multidisciplinary understanding of the context for and leading problems in global health with an added emphasis on social justice dimensions and leadership. Both faculty and external experts will speak. Topics will include: globalization, surveillance and response in global health, health inequity, health metrics, the governance of global health systems; global health finance and economics; the workforce for global health; public-private partnerships; global supply chains; humanitarian conflict; HIV; TB; malaria; neglected tropical diseases; emerging infections; vaccines; global health security; non-communicable diseases; maternal and child health, injury and violence; environmental health; and global health law.

HLST 3900 Special Topics (Shell) **3 Credits**

This course will focus on a topic relevant to a specific area within the broad field of health-related content. This is intended as an initial one-time offering, after which, should the course be determined as desired to be offered on a regular basis, will be given a permanent number in the Health Studies program (or other department as deemed appropriate). As the content of a special topics course will vary with time and related to current important content, students may take the class more than once during their tenure at Fairfield University.

HLST 3900B Environmental Health Topics: Nexus of Health, Environment and Sustainability **3 Credits****Attributes:** HSTE Health Studies: Traditions, Delivery, and Ethics

This course is intended to provide a broad overview to environmental health topics of relevance to our changing global environment in the context of sustainable development. Topics include: the nature and scope of the field of environmental health; its historical roots and evolution; key concepts and definitions, underlying principles and values which underpin the field; environmental health inequalities; issues related to environmental justice and equity; the implications for health and well-being associated with the deterioration of ecosystems and ecosystem services; and global trends in relation to driving forces and pressures on the environment which lead to adverse health consequences.

HLST 3900C Special Topics in Health Studies: Older Populations and American Society **3 Credits****Attributes:** HSTE Health Studies: Traditions, Delivery, and Ethics

This course brings together experts from across many fields related to the care of elderly persons in America. From biological, psychological, economic, legal and everyday practical care issues associated with the process caring for individuals as they get older, students will hear from those that are actively involved in these respective subject fields, learning of difficulties, successes and practical application of caring for older persons that will likely affect them in their future lives. Significant reading, reflection and conversation on how caring for older people already has, or may affect us in the future will be paramount in this course.

HLST 4999 Health Studies Capstone **3 Credits****Prerequisites:** HLST 1101, completion of or concurrent enrollment in three health studies electives, senior standing.

This capstone allows the student to integrate and reflect on the wealth of information learned in HLST 1101 and the three elective courses in the minor. Students will undertake an independent research project in some area of Health Studies, and through discussions with the professor and other students, dissect and analyze their theme from a broad range of perspectives. The project will culminate with both a written paper, and an oral or poster presentation at the annual Health Studies symposium in the spring.

Faculty**Director**

Patrick Kelley (Biology)

Steering Committee

Aksan (Economics)

Church (Biology)

Drazan (Engineering)

Kelley (Biology)

O'Shea (Nursing)

Pagano (Communication)

Walker (Biology)

Lecturers

Pueringer

von Schirnding

Walsh

Health Studies Minor

For a 15-credit minor in Health Studies, students must complete the following two **required** courses, plus three electives (one from each section below):

Code	Title	Credits
HLST 1101	Introduction to Health Studies	3
HLST 4999	Health Studies Capstone	3

Science and Technology of Healthcare Electives

Select one of the following:		3
ANTH 1210	Biomedical Anthropology	
BIEG 3301	Biomedical Instrumentation	
BIEG 4332	Biomedical Imaging	
BIOL 1018	Human Biology: Form and Function	
BIOL 1071	Identity and the Human Genome	
BIOL 1088	Biomedical Science and Society	
BIOL 1107	Human Anatomy and Physiology I	
BIOL 1108	Human Anatomy and Physiology II	
BIOL 1171	General Biology I	
BIOL 1172	General Biology II	
CHEM 1033	Chemistry of Nutrition	
CHEM 1184	General Chemistry for Health Science	
CHEM 1172	General Chemistry II	
PSYC 2360	Human Neuropsychology	
PSYC 3740	Pharmacology and Mental Disorders	
PUBH 2217	Biostatistics for Health Research	

Social Science of Healthcare Electives

Select one of the following:		3
COMM 2242	Alcohol, Addiction, and Culture	
COMM 3248	Health Communication	
COMM 3347	Communication in Healthcare Organizations	
COMM 3348	Health Risk Communication	
COMM 4328	Palliative Care Communication: USA & Italy	

COMM 4341	End of Life Communication
ECON 2140	Health Economics
HLST 3201	Health Communication for Healthcare Professionals
POLI 2120	Politics of Care
PSYC 1740	Drugs, Brain, and Behavior
PSYC 2310	Psychopathology and Clinical Science (for Majors)
PSYC 2370	Community Mental Health
PSYC 4220	Senior Seminar: Health Psychology
SOCI 2120	Population: Birth, Death, and Migration
SOCI 2400	Social Work: An Introduction
SOCI 2410	History of Social Welfare
Traditions, Delivery, and Ethics of Healthcare Electives	
Select one of the following:	
AETH 2285	Ethics of Health Care
COMM 4343	Ethics and Medical Marketing Communication
COMM 4350	Family Crisis Communication
ENGL 1630	Literature of Illness and Healing: Wounded Storytellers and Dedicated Healers
ENGL 2170	Themes in Creative Writing
HIST 2202	Health and Healing in America, 1650-1980: History of Western Medicine
HLST 3310	Global Health: A Social Justice Perspective
NURS 1112	Healthcare Delivery Systems
NURS 4330	Population Health
PHIL 2205	Ancient Medicine & Philosophy
PUBH 2240	Introduction to Global Public Health
RLST 2665	Religion and Medicine in the United States
SPAN 3231N	Career-Oriented Spanish for Nursing and Health Studies

Total Credits 15

The elective courses in the health studies program are offered in collaboration with other departments, and count toward degree programs in other departments and programs. Descriptions of these courses are found in the course offerings for those departments. At least one elective must be an upper-level (3000 or 4000) course.

Students may double-count courses with all core and major requirements.

Note: HLST 3900 "Special Topics" courses will be offered from time-to-time to fulfill one of the above electives.

History

The Department of History introduces students to the richness and complexity of the human experience. The discipline of history trains students to understand history as process: to research, analyze, synthesize, and critically evaluate evidence. To the historian, factual information is never an end in itself, but a means to understand how the conditions of our own day evolved out of the past. Those who major or minor in history receive a broad preparation for entrance into graduate school and the traditional professions of law, government, foreign service, journalism, business, and teaching. The department participates in interdisciplinary programs, including American studies, Asian studies,

Black studies, Environmental studies, Judaic studies, Latin American and Caribbean studies, International studies, Russian and East European studies, Women, Gender and Sexuality studies, and University honors. Students who attain high standards of scholarship are sponsored for membership in the department's Psi Theta Chapter of Phi Alpha Theta, the International Honor Society for History, and participate in the special programs under its auspices.

Student Learning Outcomes:

1. Demonstrate a deep understanding of history delineated by geographical, chronological, and thematic fields, considering multiple perspectives such as the views of marginalized peoples and elites.
2. Develop a sense of history as a continuum and as a process in which forces interact dynamically with one another.
3. Interpret secondary and primary sources through a careful and critical reading.
4. Synthesize historical material across a broad spectrum in preparation for lifelong learning. Develop an appreciation for the richness of the past.
5. Demonstrate clarity in written form and expression: discern, critique, and develop research questions, arguments and effective use of evidence.

Core History Courses

The *Magis* Core curriculum requires students to take one history course at the 1000 level. Students then have the option of taking a 2000-level history course to fulfill a Tier II Exploration requirement.

Programs

- History Major
- History Minor

Courses

HIST 1100 Origins of the Modern World Since 1500 3 Credits

This course, which examines the history of Europe and its relationship to the world from the end of the Middle Ages through the 19th century, emphasizes the cultural, social, economic, and political forces and structures that led to the development of commercial and industrial capitalism, and the effects of this development on Europe, the New World, Asia, and Africa. Topics include the Renaissance and Reformation; the Transatlantic Slave Trade; European expansion and colonialism; the development of strong nation states; the Enlightenment; the Industrial Revolution and conflicting ideological and political responses; changing social, family, and gender relationships; and the increasing interaction of Europeans and non-Europeans. Critical analysis of primary and secondary sources develops skills in historical methodology that are of great value in many other academic pursuits. Written assignments and class discussions enhance these skills.

HIST 1102 China, Japan, and Europe**3 Credits**

Attributes: ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective

How can we provide a non-Eurocentric explanation of the rise of the modern world that has European and American features? We can do so by examining the encounters between the West and other parts of the world and by beginning and ending the story of the rise of the modern world not in Europe but elsewhere. This course surveys the history of Europe and the Atlantic world and their encounters with East Asia from the 1400s to the 1800s.

HIST 1103 Europe, Russia, and the World, 1300-1918**3 Credits**

This course examines the history of Europe and Russia and their relationship to the wider world from the end of the Middle Ages through World War I. Emphasis is placed upon cultural, social, economic, and political movements and the process of social and political change in Europe and Russia.

HIST 1104 War and Conflict in Western History, 1490-1989**3 Credits**

In this course we shall explore the political, social, religious, economic, and technological history of the western world by focusing on a single theme: war. By studying the conflicts that ravaged Europe and the world from ancient times to the later 20th century, we shall discover that war as an historical subject is much more than simply battles and tactics. What causes war? Religion? Politics? Economics? Social structures? The answer is "all of the above, intertwined."

HIST 1105 Utopian Ideas and Practice Since 1500**3 Credits**

This course is a history of past futures: what people imagined would, could, or should happen once humanity overcomes all social ills and superstition. Utopian ideas and projects have varied greatly across the past five centuries of European and American history, as we will see. We will compare them according to specific criteria (who could join?), and more broadly, by the societies that inspired them. The course moves from early modern Christian utopians (Heavens on Earth), to peaceful, secular groups in the nineteenth century (Liberty vs. Equality), to the twentieth century's "age of extremes" (Secular Millenarians). Texts and films range from comedy (Thomas More's 1516 ur-text, *Utopia*) to societies that we today regard as dystopias (the USSR). The course is asynchronous, but for a handful of zoom discussions with the professor, and recorded discussions with group members.

HIST 1106 Imperialism and Colonialism**3 Credits**

Attributes: INEL International Studies Elective, IWHU Islamic World Studies: Humanities

This course is an introduction to the history of the modern world since 1500. Using a World History approach, we will explore the dramatic transformation of human societies over the past five centuries as a truly global process produced through the interactions of the West and "the rest." The course focuses on the role of empires, imperialism, and colonialism in shaping world history.

HIST 1107 The Silk Road: Crossroads of Civilizations**3 Credits**

Attributes: H_BF History Before 1750

This course introduces the civilizations on the Silk Road from ancient times to medieval times, the reign of the Mongol Empire, and from then to the present. It explores how the Silk Road has been a network of trade routes connecting China and Central Asia with the Middle East and Europe, and why today "The Belt and Road Initiative (BRI)" is at the center of attention in a more global context. This course approaches the content through interdisciplinary methods to provide a more comprehensive introduction to the civilizations on the Silk Road.

HIST 1110 Modern Europe: From Humanism to Hitler**3 Credits**

Attributes: H_BF History Before 1750, H_EU European History

This course surveys the history of modern Europe from the late Middle Ages up to the year 1945. Beginning with the cultural and religious upheavals of the Renaissance, the Reformation, and Wars of Religion, it proceeds to examine the political transformations wrought by Absolutism, the Enlightenment, the French Revolution, and the Napoleonic Wars. It then examines the emergence of modern political ideologies such as liberalism, conservatism, and socialism, the development of nationalism and imperialism, the outbreak of World War I, the eruption of the Bolshevik Revolution, the interwar emergence of Fascism and Nazism, and the eruption of World War II.

HIST 1112 Germany Between Dictatorship and Democracy**3 Credits**

Attributes: GMEN German Course Taught in English, JST Judaic Studies Minor

This course examines the turbulent history of modern Germany from the Second German Empire, or Kaiserreich, to the present day Federal Republic. For much of this period, Germany played a pivotal, and indeed fateful, role in European and world affairs.

HIST 1128 Renaissance England**3 Credits**

Attributes: H_BF History Before 1750, H_EU European History

This course examines England from the later Middle Ages to the seventeenth century, during which time the essentials of the modern British state were formed. Particular emphasis will be given political and religious developments, including changes in the nature of monarchy and its relationship to feudalism, the growth of royal administration and the judiciary, the changes in warfare, the rise of Parliament, the role of the Church, and the impact of the Protestant Reformation. Also examined will be changes in economic and social patterns, as England went from an isolated half-island to a budding imperial power and center for trade.

HIST 1128X Renaissance England**3 Credits**

Attributes: H_BF History Before 1750, H_EU European History, MSID Magis Core: Interdisciplinary

Corequisite: ENGL 1410X.

This course examines England from the later Middle Ages to the seventeenth century, during which time the essentials of the modern British state were formed. Particular emphasis will be given political and religious developments, including changes in the nature of monarchy and its relationship to feudalism, the growth of royal administration and the judiciary, the changes in warfare, the rise of Parliament, the role of the Church, and the impact of the Protestant Reformation. Also examined will be changes in economic and social patterns, as England went from an isolated half-island to a budding imperial power and center for trade. This course is linked with ENGL 1410X and fulfills the requirements for the interdisciplinary signature element within the Magis Core.

HIST 1146 Women's History as U.S. History**3 Credits**

Attributes: ASHI American Studies: History, DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course is an introduction to the discipline of history through a survey of American women's experiences from the pre-colonial era to the 1960s. Weighing the impact of gender with race and class on everyday life, we explore the intersectional features of identity from multiple perspectives.

HIST 1188 Colonial Latin America, 1492-1800**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies, H_BF History Before 1750, H_NW Non-Western History, INEL International Studies Elective, LCEL LACS Minor: Elective, PJST Peace and Justice Studies

The course examines Indian cultures, Portuguese and Spanish institutions, and values on the eve of the conquests, including the clash of cultures and interests, and three ensuing centuries of New World dialectics: conquistadores, viceroys, colonists, priests, friars, Indian caciques and peasants, black slaves, and free mulattoes mutually interacting and forming, by 1800, a new civilization composed of varying hybrid cultures from the Rio Grande to Tierra del Fuego. The course also considers the Iberian colonies on the eve of the 19th-century revolutions for independence. Previously HIST 2288.

HIST 1189 Modern Latin America, 1800-Present**3 Credits**

Attributes: H_AF History After 1750, H_NW Non-Western History, INEL International Studies Elective, LCEL LACS Minor: Elective

This course introduces students to the concrete actors and events that have shaped politics, culture, and society in Latin America from the nineteenth century wars of independence to the present. Through scholarly readings, primary source documents, literature, music, and film, we will explore the imprint of Spanish and Portuguese colonial rule, the struggles to consolidate nation-states, the efforts to "modernize" in the late nineteenth century, and the extremes that Latin America experienced during the twentieth century. Among the varied topics to be explored in detail will be labor and slavery, citizenship, changing gender roles, urbanization, mass politics and social revolution, and transitions from dictatorship to democracy. The course will also include a consideration of Latin America's changing relationship with the outside world, and particularly with its powerful neighbor to the north. Previously HIST 2289.

HIST 2201 History of Western Science**3 Credits**

Attributes: H_AF History After 1750, H_EU European History

Prerequisite: One 1000-level history course.

This course is an introduction to the history of western science from antiquity to the present. Science informs our understanding of and interaction with every aspect of the world around us. In this course we will explore the historical paths that brought us to our contemporary understanding of the core sciences. We will examine scientists and their science within the broader historical contexts that shaped their lives and work. We will think critically about how scientific knowledge is created and the way society has used and abused scientific information.

HIST 2202 Health and Healing in America, 1650-1980: History of Western Medicine**3 Credits**

Attributes: ASUP American Studies Upper Level, HSTE Health Studies: Traditions, Delivery, and Ethics, H_AF History After 1750, H_US U.S. History

Prerequisite: One 1000-level history course.

This course examines major themes and problems in the history of health and medicine in America. Students will explore the changing conceptions of health, illness, and disease from the colonial period through the 20th century in the U.S. Students will analyze the economic, political and cultural forces that helped shape the activities of patients and medical practitioners within an evolving medical marketplace. This course will introduce students to the perspectives of a wide range of sufferers and healers. Students will examine how medical theories, gender, race, class, and ethnicity have shaped the history of medicine in complex ways.

HIST 2203 European Society in the Middle Ages**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies, H_BF History Before 1750, H_EU European History, ISIC Italian Studies: Italy Component, ITEN Italian Course Taught in English

Prerequisite: One 1000-level history course.

This course examines the social history of Europe from the barbarian migrations of the fifth century until the end of the Hundred Years War. From feudalism and the concept of courtly love, to the bitter power struggles of popes and monarchs, the course emphasizes emerging institutions, secular and religious, that came to define Western Europe in this and subsequent ages and to provide its most enduring rifts and hatreds. The course offers in-depth consideration of the role of women in medieval society, the persecution of Jews and other minorities, the Crusades, and the Black Death, with particular focus on their impact on the lives of average Europeans. Students read from primary and secondary sources.

HIST 2205 Anti-Semitism: Medieval to Modern**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies, DEIE Diversity, Equality, and Inclusion Elective, H_BF History Before 1750, H_EU European History, JST Judaic Studies Minor

Prerequisite: One 1000-level history course.

This course surveys the history of Jewish-Christian interaction in Europe from late antiquity until the Dreyfus Affair, with emphasis on the 10 centuries between the ninth and the 19th. Using primary and secondary sources, literature, and film, students explore the complex relationships between Jews and Christians in these years, including often overlapping instances of persecution, segregation, disputation, coexistence, assimilation, and cooperation. The major political events, social shifts, and intellectual trends that profoundly altered European society in this extended period provide the backdrop against which the changing lives of Jewish and Christian Europeans are studied.

HIST 2210 The Third Reich**3 Credits**

Attributes: GMEL German Major or Minor Course, GMEN German Course Taught in English, H_AF History After 1750, H_EU European History, JST Judaic Studies Minor

Prerequisite: One 1000-level history course.

This course examines the origins and legacy of the Nazi dictatorship during the years 1933-1945. We begin by analyzing the factors that facilitated the Nazis' rise to power including the long-term peculiarities of German history, the short-term crises of the years 1918-33, and the relationship between Hitler and the German people. Thereafter, the course examines the social, economic, political, and cultural life of the Third Reich during the years, 1933-39, before turning to Hitler's unleashing of World War II and the Holocaust in the years 1939-45. The course concludes by surveying the Nazi era's lingering legacy in postwar German and European memory.

HIST 2212 Modern Germany: From Reich to Republic 3 Credits

Attributes: GMEL German Major or Minor Course, GMEN German Course Taught in English, H_AF History After 1750, H_EU European History, JST Judaic Studies Minor

Prerequisite: One 1000-level history course.

This course examines the turbulent history of modern Germany from the Second German Empire, or Kaiserreich, to the present-day Federal Republic. Themes include the destabilizing emergence of Germany as a great power in the late 19th century, the outbreak of World War I, the collapse of the Empire, and the revolutionary upheaval of 1918 to 1919. The course examines the birth of the ill-fated Weimar Republic, the rise of Nazism, and the establishment of the Third Reich before moving to Hitler's unleashing of World War II, his genocidal campaign against the Jews, and Germany's ensuing wartime devastation, occupation, and division. The course concludes with an examination of the postwar political, social, and cultural development of West and East Germany through the nation's unification in 1990.

HIST 2213 In the Wake of Destruction: Europe Since World War II 3 Credits

Attributes: H_AF History After 1750, H_EU European History

Prerequisite: One 1000-level history course.

This course surveys the major political, social, and cultural trends that have swept Europe since 1945. Themes include the struggle to reconstruct a stable political order in the immediate aftermath of WWII, the conservative retrenchment of the 1950s, the New Left radicalism of the 1960s, the neo-conservative reaction of the late 1970s and 1980s, the alleged "end of history" following the revolutions of 1989, and Europe's political future in the post-9/11 age of globalization. Against the backdrop of these political trends, we examine how the trauma of war, the achievement of economic prosperity, the upsurge in anti-establishment radicalism, the emergence of a multicultural European society, and fears of decline have affected a wide range of cultural realms, spanning literature, philosophy, art, architecture, and film.

HIST 2214 Modern Jewish History 3 Credits

Attributes: H_AF History After 1750, H_EU European History, JST Judaic Studies Minor

Prerequisite: One 1000-level history course.

This course surveys the history of the Jewish people from the middle of the eighteenth century up to the present day. Following a brief survey of the ancient and medieval periods, we will examine the social, political, and cultural changes brought about by the dawning of the Jewish Enlightenment, the struggle for political emancipation, and the pursuit of religious reform in Western and Eastern Europe. We will then examine modern anti-Semitism, Zionism, the Holocaust, and the founding of the state of Israel. The course concludes by surveying the history of American Jewry.

HIST 2215 Ireland: Middle Ages to the Present 3 Credits

Attributes: CAOT Catholic Studies: Non-Religious Studies, H_BF History Before 1750, H_EU European History, IRSE Irish Studies Elective

Prerequisite: One 1000-level history course.

This course examines political, religious, economic, and social developments in the Irish island from early medieval times to the present day. Topics include Celtic culture and civilization, the coming of Christianity, the Viking and Norman invasions, the English conquests in the 16th and 17th centuries, the 18th-century Protestant ascendancy, the subsequent struggle for Catholic emancipation and home rule, the Potato Famine of 1845 to 1850, the struggle for independence during the early 20th century, the ultimate establishment of the Irish republic, the current problems in Northern Ireland, and the historical ties between Ireland and the United States.

HIST 2216 Rise of the British Empire 3 Credits

Attributes: H_BF History Before 1750, H_EU European History

Prerequisite: One 1000-level history course.

This course examines the history of Britain and of British overseas expansion between 1400 and 1800: the Tudor-Stuart conquest of Ireland; the establishment of the North American colonies and West Indian plantations; the growth of British power in India during the 18th century, the loss of the Thirteen Colonies, and the beginnings of British rule in Canada. Students study the causes and effects of imperial expansion from the standpoints of British political development, British society, English-speaking colonists, African slaves, and Native Americans.

HIST 2217 Britain and Its Empire Since 1800 3 Credits

Attributes: H_AF History After 1750, H_EU European History, INEL International Studies Elective

Prerequisite: One 1000-level history course.

This course examines the history of Britain and the British Empire from its great 19th-century expansion into Africa and Asia to its eventual crumbling under the impact of 20th-century independence movements and global war. Students compare the various independence movements, from the relatively peaceful transitions of Canada and Australia to the more violent ones by Ireland, South Africa, and India. The course finishes with an examination of the current racial and cultural conflicts that beset Britain's former colonies, with particular focus upon Ireland and South Africa.

HIST 2221 Hellenistic World, 336-30 BCE 3 Credits

Attributes: H_BF History Before 1750, H_EU European History, H_NW Non-Western History

Prerequisite: One 1000-level history course.

The course examines the Mediterranean world and the ancient Near East from the late fourth to late first centuries BC. Focus is on: the career of Alexander the Great; the Greek kingdoms that emerge after the collapse of his empire; the interaction between local cultures and religions, e.g. Egypt, ancient Judaism, and Greek civilization; the social history of daily life in conquered lands under Greek rule; and the transformations in the Hellenistic world with the arrival of Roman rule. Crosslisted with CLST 2221.

HIST 2222 The Roman Revolution 3 Credits

Attributes: H_BF History Before 1750, H_EU European History, ISIF Italian Studies: Italy-Focused, ITEN Italian Course Taught in English

Prerequisite: One 1000-level history course.

This comprehensive study of the political, social, artistic, literary, and military transformation of Rome from the middle of the second century BCE through the reign of Augustus gives special attention to Rome's response to the cultural and governmental challenges imposed by its growing empire and how its responses forever changed the course of Western civilization. Crosslisted with CLST 2222.

HIST 2223 Roman World in Late Antiquity, 284-642 CE 3 Credits

Attributes: H_BF History Before 1750, H_EU European History, ISIC Italian Studies: Italy Component, ITEN Italian Course Taught in English

Prerequisite: One 1000-level history course.

The course examines the Mediterranean world from the third to seventh centuries CE. Focus is on: the collapse of the Roman Empire in western Europe; the dramatic upheavals caused by the arrival in the Roman Empire of the Visigoths, Vandals, and other barbarian tribes; the survival of the Byzantine East through the early Islamic conquests; the rise of Christianity from a persecuted religion to the official religion of the Roman Empire; and the accompanying cultural transformations, including the rise of monasticism and the importance of the holy man. Crosslisted with CLST 2223.

HIST 2224 Byzantine World**3 Credits****Attributes:** H_BF History Before 1750, H_EU European History**Prerequisite:** One 1000-level history course.

This course is an introduction to political and social history of Byzantine Empire. It also highlights Byzantium's role as a bridge between Greco-Roman antiquity and modern European civilization. Course lectures will cover Byzantium's origins in the eastern half of the Roman Empire, Byzantium's middle period as a major Mediterranean power, and its late period as an increasingly shrinking city-state. The course will also introduce students to some of the major Byzantine historians and to methods of analysis using these sources, and train students to form historical arguments based on these analyses. Crosslisted with CLST 2224.

HIST 2230 Early Modern France**3 Credits****Attributes:** FREN French Course Taught in English, H_BF History Before 1750, H_EU European History**Prerequisite:** One 1000-level history course.

This course covers the political, social, and cultural development of France from the 16th-century Wars of Religion to the ascension of Napoleon I in 1804, with an emphasis on the effects of revolutionary change on daily life (including the role of women, popular piety, the church and religious dissent, and labor relations), and on the impact of new political languages beyond the borders of France itself. Source readings, from the salon writings of the Bourbon court to the raucous songs of the streets of Paris, aid in considering if a French identity was formed during the period.

HIST 2235 Race in the Americas**3 Credits****Attributes:** BSFC Black Studies Focus Course, BSHI Black Studies: History, BSSS Black Studies: Social and Behavioral Sciences, H_AF History After 1750, H_NW Non-Western History, H_US U.S. History, LCEL LACS Minor: Elective**Prerequisite:** One 1000-level history course.

This team-taught course explores the construction of race throughout the Americas. Course readings and assignments focus on Brazil, Dominican Republic, Mexico, Cuba, and Puerto Rico, among others. These places are emphasized as sharing overlapping concerns with the US, based on geography, common histories, and patterns of migration. We use an interdisciplinary approach integrating theory and research methods from history, sociology, politics, Latin American and Caribbean Studies, and Black Studies. We explore essential questions related to difference that all human societies have encountered over time. We deepen our understanding of why we categorize people, how we label them, and who decides. Crosslisted with SOCI 2135.

HIST 2239 20th Century United States**3 Credits****Attributes:** ASGW American Studies: Gateway, ASHI American Studies: History, ASUP American Studies Upper Level, BSCC Black Studies Component Course, BSHI Black Studies: History, EDCG Educational Studies Cognate, EDUS Education Minor U.S. History Course, H_AF History After 1750, H_US U.S. History**Prerequisite:** One 1000-level history course.

The course surveys developments in American social, political, and economic life since 1900. Major themes include problems of advanced industrial society, the growing government role in the economy, America's growing role in the world, and social movements of the 1930s and 1960s. Ethnic and cultural diversity within American society receive attention.

HIST 2240 The Personal Is Political: Women's Activism in the 1960s**3 Credits****Attributes:** ASHI American Studies: History, ASUP American Studies Upper Level, H_AF History After 1750, H_US U.S. History, PJST Peace and Justice Studies, WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** One 1000-level history course.

Little fanfare and much derision accompanied the re-emergence of a women's movement in the mid-1960s. Within less than a decade, massive changes were underway. From the dismantling of gendered employment ads to the identification of domestic violence as a crime, few argued that Second Wave Feminism was meaningless. Students in this course discuss the depth and range of women's grass roots activism as well as the features of a social movement; they trace the development of consciousness, the growth of different ideologies, and the formation of agendas. The course also explores movement fault lines such as the fictive category of woman, racism, and "structurelessness," in addition to the difficulties of sustaining coalition. From the Montgomery bus boycott in 1955 to the Houston Conference 22 years later, students encounter the women who illuminated the political nature of issues once relegated to the private arena. Course material includes extensive use of autobiography.

HIST 2242 Immigration, Race, and Ethnicity in U.S. History**3 Credits****Attributes:** ASHI American Studies: History, ASUP American Studies Upper Level, BSCC Black Studies Component Course, BSHI Black Studies: History, H_AF History After 1750, H_US U.S. History, JST Judaic Studies Minor, MSJR Magis Core: Social Justice Race-Focused**Prerequisite:** One 1000-level history course.

This thematically arranged intensive reading, writing, and discussion seminar on the history of U.S. immigration in the 19th and 20th centuries situates the United States within the context of global migration patterns and economic development. Students investigate patterns of migration and community settlement, family strategies of survival and adaptation, and immigrant cultures. They analyze how successive groups of immigrants were received by U.S. society by examining the origins and effects of recurrent waves of racism, nativism, and ethnic and class antagonism that pervade American history.

HIST 2244 American Constitutional and Legal History II: 1900 to Present**3 Credits****Attributes:** ASHI American Studies: History, ASUP American Studies Upper Level, EDCG Educational Studies Cognate, EDUS Education Minor U.S. History Course, H_AF History After 1750, H_US U.S. History**Prerequisite:** One 1000-level history course.

This course examines the latter portion of the Fuller court, Imperialism and the Constitution, governmental efforts to restore economic competition, the police power, economic reform, progressivism, the tradition of national supremacy, new turns in civil liberties, the New Deal and the old Supreme Court, civil rights and the incorporation theory of the 14th amendment, and new roads back to legal conservatism.

HIST 2245 Feminism in the United States**3 Credits**

Attributes: ASHI American Studies: History, ASUP American Studies Upper Level, EDCG Educational Studies Cognate, EDUS Education Minor U.S. History Course, H_AF History After 1750, H_US U.S. History, PJST Peace and Justice Studies, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level history course.

Participants study feminism based on the premise that it is a multi-faceted struggle for women's autonomy and self-determination. The course focuses largely on the United States, birthplace of the first organized women's movement; however, it periodically expands its view beyond the United States for purposes of comparison. Students analyze the development of the feminist movement as well as feminist theory during the 19th and 20th centuries and explore the discourse on gender mediated by race and class, and its impact on women's lives. Using primary and secondary sources, students work toward a historical definition of feminism.

HIST 2247 Family and Sexuality in U.S. History**3 Credits**

Attributes: ASHI American Studies: History, ASUP American Studies Upper Level, H_AF History After 1750, H_US U.S. History, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level history course.

This course examines the growing scholarship in the fields of family history and sexual history in America. Students will explore the changing meanings of family, love, intimacy, emotions and sexuality from the colonial period through the 20th century in the U.S. Students will analyze the economic, political and cultural forces that helped shape sexual and family history. This course will introduce students to a wide range of American families and sexualities in history, examining how race, class, and ethnicity have made familial formation, sexual behavior and personal identity richly varied and complex.

HIST 2251 The American Century: The United States and the World Since 1900**3 Credits**

Attributes: ASGW American Studies: Gateway, ASHI American Studies: History, ASUP American Studies Upper Level, EDCG Educational Studies Cognate, EDUS Education Minor U.S. History Course, H_AF History After 1750, H_US U.S. History, INEL International Studies Elective

Prerequisite: One 1000-level history course.

This course examines the development, crises, and turning points in U.S. relations with the world from Woodrow Wilson to the present, exploring issues such as U.S. reactions to the Russian Revolution, World War I, isolationism and the coming of World War II, the Grand Alliance, the origins and development of the Cold War, the nuclear arms race, the Vietnam War, the United States and Latin America, U.S./Soviet relations, the Middle East and Persian Gulf crises, and the post-Cold War world.

HIST 2253 Early America to 1800**3 Credits**

Attributes: ASGW American Studies: Gateway, ASHI American Studies: History, ASUP American Studies Upper Level, EDCG Educational Studies Cognate, EDUS Education Minor U.S. History Course, H_BF History Before 1750, H_US U.S. History

Prerequisite: One 1000-level history course.

This study of the foundations of American civilization compares the colonial systems of Spain, France, and England. The course stresses the development of the British colonies in New England, the mid-Atlantic, and the South, with special emphasis on such topics as Puritanism, the Great Awakening, and the Enlightenment in America. The course continues through the American Revolution and the early United States to 1800. The role of outsiders (free and enslaved Africans, women, and American Indians) is stressed.

HIST 2257 Who Built America? Working People in America**3 Credits**

Attributes: ASGW American Studies: Gateway, ASHI American Studies: History, ASUP American Studies Upper Level, EDCG Educational Studies Cognate, EDUS Education Minor U.S. History Course, H_AF History After 1750, H_US U.S. History, MSJ2 Magis Core: Social Justice II, PJST Peace and Justice Studies, WSGC Women, Gender, and Sexuality Studies: Gender Component

Prerequisite: One 1000-level history course.

This course explores the history of working people's lives and social movements in the U.S. from the pre-industrial era, through the Industrial Revolution, to today's "post-industrial" society. This is not an Industrial Relations course. We look at three broad areas of historical change: 1) work itself; 2) the making and re-making of the American working class; and 3) the definitions of social justice that working people constructed for themselves and that informed their social movements. Our goal is to understand how and why the "Labor Question" was at the heart of American reform movements in the 19th and 20th centuries. Special attention will be given to the experiences of women, African Americans, and other racial and ethnic groups.

HIST 2262 African-American History, 1619 to 1865**3 Credits**

Attributes: ASHI American Studies: History, ASUP American Studies Upper Level, BSFC Black Studies Focus Course, BSHI Black Studies: History, EDCG Educational Studies Cognate, EDUS Education Minor U.S. History Course, H_BF History Before 1750, H_US U.S. History, PJST Peace and Justice Studies

Prerequisite: One 1000-level history course.

This course examines the role that Africans played in the building of America after their forced migration to these shores. It emphasizes the rise of the plantation system, the cultural transformation of Africans into African-Americans, and the essential roles that slaves and slavery played in the emergence of the United States as an independent nation and its political and economic consolidation into a modern nation-state. Slaves and free blacks figure in this history, not just as tools and backdrop, but as social and political actors, rebels, and major builders of American civilization.

HIST 2263 Inventing Themselves: African-American Women in U.S. History**3 Credits**

Attributes: ASHI American Studies: History, ASUP American Studies Upper Level, BSFC Black Studies Focus Course, BSHI Black Studies: History, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, EDUS Education Minor U.S. History Course, H_AF History After 1750, H_US U.S. History, PJST Peace and Justice Studies, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level history course.

At the intersection of race, gender, and class, African-American women often challenged the codification of blackness and femaleness as well as a limited conception of class consciousness. From the diaspora to the present, they created forms of resistance, devised survival strategies, and transmitted cultural knowledge while defying racial/gender stereotypes. The multiple roles assumed by African-American women during their struggle from slaves to citizens in the United States represent a complex study of the relational nature of difference and identity. This course focuses on African-American women as subjects and agents of pivotal importance within the family, community, and labor force.

HIST 2264 African-American History, 1865 to Present 3 Credits

Attributes: ASHI American Studies: History, ASUP American Studies Upper Level, BSFC Black Studies Focus Course, BSHI Black Studies: History, EDCG Educational Studies Cognate, EDUS Education Minor U.S. History Course, H_AF History After 1750, H_US U.S. History, PJST Peace and Justice Studies, SPEL Sports Media Elective

Prerequisite: One 1000-level history course.

This course examines the role people of African descent played as freed people and free people during Reconstruction, the Gilded Age, and the 20th century. It emphasizes the Southern origins of African America, the politics and economic activism of common people, and the recurring theme of struggle against racial injustice.

HIST 2265 History of the Indian Subcontinent: Colonialism, Nationalism, and Democracy, c.1857 to Today 3 Credits

Attributes: ANMC Asian Studies Elective, H_NW Non-Western History, INEL International Studies Elective, IWHU Islamic World Studies: Humanities, MWAC Magis Core: Writing Across Curriculum, PJST Peace and Justice Studies

Prerequisite: One 1000-level history course.

Faced with unrivaled questions of diversity, poverty, and scale, South Asia has been a crucial laboratory in the making of political modernity. India, with a population numbering over a billion, is the world's largest democracy. Pakistan was the world's first Muslim "homeland" and "nation." Beginning with an examination of the colonial period, this course reconsiders partition, and then follows the postcolonial trajectories of India, Pakistan, and Bangladesh. We explore innovative and divergent imaginations of the future, and of democracy in particular. We encounter Hindu nationalists, communists, socialists, liberals, anarchists, Islamists, and Muslim nationalists, revolutionaries, and the inescapable Mahatma Gandhi.

HIST 2266 Gandhi and Non-Violent Revolution in the 20th Century 3 Credits

Attributes: ANMC Asian Studies Elective, IWSS Islamic World Studies: Social Sciences, MWAC Magis Core: Writing Across Curriculum, PJST Peace and Justice Studies

Prerequisite: One 1000-level history course.

This course explores the history of the modern world through one of modernity's greatest critics, Mahatma Gandhi. Gandhi was the preeminent leader of India's anti-colonial freedom struggle from the British Empire, as well as one of the most important thinkers of the 20th century. Through an exploration of Gandhi and his world, students will examine nationalism, democracy, capitalism, and imperialism and colonialism. We will use Gandhi as a point of departure for debates about the meaning of freedom, justice, and modernity itself. The course situates Gandhi's life in an age of transformation that was foundational to the modern world.

HIST 2270 History of Global Humanitarian Action 3 Credits

Attributes: HAFD Humanitarian Action Foundation Course, H_AF History After 1750, H_EU European History, INEL International Studies Elective, PJST Peace and Justice Studies

Prerequisite: One 1000-level history course.

This course, an intermediate (second core) history course, surveys the history of global humanitarian action in the face of famine, war, plague, natural disaster, refugees and other crises, since the middle of the nineteenth century. We will focus on intervention by European powers, the United States, the international community, and non-governmental actors. Special focus in case studies will be on 20th century war, famine, and genocide. Each student will research a case study with a focus on potential points of life-saving intervention.

HIST 2271 Introduction to Russian History, Culture, and Civilization 3 Credits

Attributes: H_BF History Before 1750, H_EU European History, INEL International Studies Elective, MSID Magis Core: Interdisciplinary, RECS Russian, Eastern European, and Central Asian Studies

Prerequisite: One 1000-level history course.

This intermediate level history and culture course will introduce students to the multiple facets of Russian identity. Embracing the period from East Slavic settlements in the ninth century to contemporary Russia under Yeltsin, Putin and Medvedev, the course will survey major themes that contributed to the creation of the Russian archetype. The idiosyncrasies of Russia's geographic location, the enduring presence of Russian Orthodoxy, the complex relationship with the West, debates about "Russianness" among the Russian intelligentsia and the context of the Soviet Union and its disintegration, will be explored through literary texts, film, and significant works of art.

HIST 2272 Russia, 700-1700: History and Myth 3 Credits

Attributes: H_BF History Before 1750, H_EU European History, INEL International Studies Elective, RECS Russian, Eastern European, and Central Asian Studies, RSHI Russian Studies Minor. History

Prerequisite: One 1000-level history course.

This course is a survey of the eastern forest-steppe frontier of Europe (the territory of what is now Russia, Ukraine, and Belarus) from its first pagan rulers up to Russian Tsar Peter the Great, covering such themes as Russian Orthodoxy, the Mongol invasion, the growth of the Russian State, and the founding of the Russian empire.

HIST 2273 History and Culture of Central and Eastern Europe Since 1945 3 Credits

Attributes: H_AF History After 1750, H_EU European History, INEL International Studies Elective, RECS Russian, Eastern European, and Central Asian Studies, RSHI Russian Studies Minor. History

Prerequisite: One 1000-level history course.

This core history course explores the extraordinary story of accommodation, resistance, and oppression in Central and Eastern European societies during the second half of the 20th century and the crucial role that cultural and intellectual forces played from the period of fascist and wartime occupation, through the communist period to the overthrow of communism and the development of new societies in the period 1985 to the present. The course interweaves film from Poland, the Czech and Slovak Republics, and Hungary, historical texts and documents, and memoirs and writings of key dissident intellectuals, such as Vaclav Havel.

HIST 2274 Historical Perspectives on Contemporary Global Crises 3 Credits

Attributes: HACA Humanitarian Action Minor Context Course, H_AF History After 1750, H_NW Non-Western History, H_US U.S. History, INEL International Studies Elective, PJST Peace and Justice Studies

Prerequisite: One 1000-level history course.

This course examines, using topical, geographic, and critical approaches, the interaction of the United States and western Europe with the rest of the world in the 20th century, giving considerable attention to non-Western perspectives such as those of Asia, Africa, Latin America, the Arab world, Russia, and Eastern Europe. The course also includes an introduction to the history of U.S. foreign relations, international organizations, social change in the developing world, and world systems theory.

HIST 2275 Russia's Road to Revolution**3 Credits**

Attributes: H_BF History Before 1750, H_EU European History, INEL International Studies Elective, RECS Russian, Eastern European, and Central Asian Studies, RSHI Russian Studies Minor: History

Prerequisite: One 1000-level history course.

Topics in this course include the modernization of Russia since Peter the Great; the impact of Western culture in the 18th century; Catherine the Great as reformer; intellectual protest against autocracy and serfdom; revolutionary ferment: Slavophiles and Westerners; from populism to Marxism-Leninism; the revolution of 1905; the industrialization of Russia to 1914; and the revolutions of 1917.

HIST 2276 St. Petersburg in Russian History**3 Credits**

Attributes: H_AF History After 1750, H_EU European History, RECS Russian, Eastern European, and Central Asian Studies, RSHI Russian Studies Minor: History

Prerequisite: One 1000-level history course.

Students explore the history of Russia from Peter the Great to the present through the political, social, and cultural heritage of Peter's city, St. Petersburg: Russia's "window on the west." St. Petersburg served as imperial Russia's capital from 1703 to 1918. After the consolidation of Soviet power, St. Petersburg (as Leningrad) continued to play a key role in 20th-century Russian social, political, and cultural history. The collapse of the Soviet Union in 1991 led to the rebirth of St. Petersburg as a cultural center. The course emphasizes historical sites and cultural accomplishments of St. Petersburg through the use of slides, video, and music.

HIST 2277 The Global Cold War**3 Credits**

Attributes: H_AF History After 1750, H_NW Non-Western History, RECS Russian, Eastern European, and Central Asian Studies

Conventional portrayals of the Cold War split the period into two blocs and three worlds, with a clearly marked start and finish. They frame it as a time of peace in nuclear-armed Europe and the United States, and proxy wars at the margins, in Korea, Vietnam, and Afghanistan. This course challenges these characterizations by comparing ideologies, diplomacy, technologies, and popular cultures via media from six continents, beginning in the 1920s and ending in the 2020s. We examine the Soviet- and US-led blocs as dynamic rather than monolithic alliances, and compare caricatures of the docile "Third World" to the reality of self-advocacy and struggle across the Global South.

HIST 2278 Cultural History of China's Relations with the United States**3 Credits**

Attributes: ANMC Asian Studies Elective, H_AF History After 1750, H_NW Non-Western History, INEL International Studies Elective

Prerequisite: One 1000-level history course.

International relations are often conceptualized as power rivalry, stressing conflicts and collaboration among nations in international politics and political economy. In this course the Chinese-American relations are viewed as a history of people and cultural exchange, not just a top-down history of diplomacy and politics. Using culture rather than politics or economics as a reference point, this course exams China-US relations since the 19th century to the present from the interaction of cultural exchanges between the Chinese and Americans. Topics include: Chinese Exclusion Act of 1882, Messengers of the 19th century from both, China and United States, The Internationalization of China and United States: Educators of the 1920s, the Journalists of the 1930s and 1940s, Literature Imagination in China and United States, and Popular Culture and Sino-American Relations. The format of the course includes lectures, group discussions, debates and audio-visual presentations.

HIST 2279 China from the Classical Time to the 1800s**3 Credits**

Attributes: ANMC Asian Studies Elective, H_BF History Before 1750, H_NW Non-Western History, INEL International Studies Elective

Prerequisite: One 1000-level history course.

To many people China is one of the most mysterious and intriguing civilizations. Its fascinating concepts of philosophy, government, religion, art, and science that formed several thousand years ago continue to influence the modern world. This course examines the history, culture, self-image, worldview, and the ideas and institutions that shaped China and its people from the classical time to the 1800s. It is difficult to cover several thousand years of Chinese civilization in one semester. However, after this course, students should emerge with basic knowledge of Chinese culture and people. This course is an analytical survey of major topics and themes in Chinese history and culture. The format of the course includes lectures, group discussion, debate, and audio-visual presentation.

HIST 2280 The West and the Middle East**3 Credits**

Attributes: H_AF History After 1750, H_NW Non-Western History, INEL International Studies Elective, IWHU Islamic World Studies: Humanities

Prerequisite: One 1000-level history course.

This course examines Western and Middle Eastern relations from the 18th century to the present, relating recurring upheavals of the Middle East, including conflicts between ethnic-religious groups and economic classes, to structural transformations that have developed across two centuries. Topics include Western colonization and conquest; Middle Eastern nationalism; the Arab-Israeli conflict; the economics and politics of oil; and the Islamic revival.

HIST 2281 Portrait of the Arabs**3 Credits**

Attributes: H_BF History Before 1750, H_NW Non-Western History, INEL International Studies Elective, IWHU Islamic World Studies: Humanities

Prerequisite: One 1000-level history course.

This interdisciplinary course provides a broad introduction to Arab culture and society in the past and present, using novels, poetry, films, and scholarly studies to investigate contemporary issues and their relationship to a complex historical legacy. Topics include the formation of Arab identity; the relationship of city and countryside; women and the family; literature; the arts and architecture; and nation building.

HIST 2284 20th Century Russia**3 Credits**

Attributes: H_AF History After 1750, H_EU European History, INEL International Studies Elective, JST Judaic Studies Minor, RECS Russian, Eastern European, and Central Asian Studies, RSHI Russian Studies Minor: History

Prerequisite: One 1000-level history course.

This course covers such major themes as the impact of the 1905 and 1917 revolutions; Lenin, War Communism, and the new economic policy; Stalin, collectivization, and the Great Purges; the Russian war experience and the Cold War; Khrushchev, reform, and de-Stalinization; Brezhnev, stagnation, and detente; Gorbachev, glasnost, perestroika, and political and economic crisis; the Revolution of 1987 to 1991; and post-Soviet Russia.

HIST 2285 Modern China: 1800 to Present**3 Credits**

Attributes: ANMC Asian Studies Elective, H_AF History After 1750, H_NW Non-Western History, INEL International Studies Elective

Prerequisite: One 1000-level history course.

This course examines the major developments in modern Chinese history from about 1800 to the present to show China's transformation from a semi-colonial country in the 19th century to a major player in world affairs today. Topics include the Opium Wars, the impact of imperialism on China and China's response to it, the revolutionary movements of the first two decades of the 1900s, the rise of nationalism and Chinese Communism, the anti-Japanese War, the history of the People's Republic of China, the current economic reform movement and social changes, and China's role in the new world order.

HIST 2286 Rise of Modern Japan: 1800 to Present**3 Credits**

Attributes: ANMC Asian Studies Elective, H_AF History After 1750, H_NW Non-Western History, INEL International Studies Elective

Prerequisite: One 1000-level history course.

This course examines the transformation of Japan from the late Tokugawa period in the 1800s to the emergence of Japan as a post-industrial society. It focuses on historical forces and events, and on the efforts of Japanese women and men that have shaped Japan's transition from a late developing industrial nation during the Meiji period (1868-1912) to a great economic power in the 20th century. The dramatic social, political, economic, and cultural changes of the 1980s and 1990s receive attention. Students compare Japan's path to modernization with that of the West.

HIST 2290 The History of the US-Mexico Border**3 Credits**

Attributes: H_AF History After 1750, H_US U.S. History, LCEL LACS Minor: Elective

This course examines the history of the US-Mexico border and the movement of people and goods across it. Beginning in the 1800s, the course proceeds chronologically and thematically through three units that explore: 1) the hardening of the US-Mexico border in the nineteenth century; 2) the age of mass migration and labor in the twentieth century; and 3) the steady militarization of the border up to the present. Through critical reflection and historical investigation, students will gain an understanding of the history of the border and the vital role that it has played in US, Mexican and Central American life.

HIST 2297 Power, Politics, History: U.S.-Latin American Relations from the 1800s to the Present**3 Credits**

Attributes: H_AF History After 1750, H_NW Non-Western History, INEL International Studies Elective, LCEL LACS Minor: Elective, LCSC LACS Minor: Spanish Culture and Literature, PJST Peace and Justice Studies

Prerequisite: One 1000-level history course.

In this course, students examine the political, economic, social, and cultural repercussions of US-Latin American relations from the mid-19th century to the present. We will study cases of overt US political intervention and conflict, as well as less dramatic but ongoing forms of influence. While we will seek to understand what has led the United States to intervene so frequently in Latin America, our work will also pay close attention to the multiple ways that social actors throughout the Americas have constructed their national and cultural imaginaries across time, and in dialogue with one another.

HIST 3303 What If? Alternate History and the Historical Imagination**3 Credits**

Attributes: H_AF History After 1750, H_EU European History, H_RE History: Research Paper

Prerequisite: One 1000-level history course.

What if the American Revolution had failed? What if the South had won the Civil War? What if Hitler had never been born? This seminar investigates why these and other counterfactual questions have increasingly been posed in works of Western popular culture in the last generation. In exploring the recent emergence of counterfactual history as a cultural phenomenon, we examine a wide range of speculative novels, films, television shows, comic books, plays, and historical essays in comparative analytical fashion. In the process, we attempt to arrive at general conclusions about how counterfactual narratives help us better understand the roles of causality and morality in history, as well as the broader workings of collective memory.

HIST 3304 The Holocaust in History and Memory**3 Credits**

Attributes: GMEL German Major or Minor Course, GMEN German Course Taught in English, H_AF History After 1750, H_EU European History, H_RE History: Research Paper, JST Judaic Studies Minor, PJST Peace and Justice Studies

Prerequisite: One 1000-level history course.

The Holocaust demands, yet stubbornly resists, historical understanding. This course addresses the Nazis' genocidal assault upon European Jewry and others by examining a wide range of factors that contributed to it. The course explores the roots of modern German anti-Semitism, the origins of Nazism, the establishment of the Nazi dictatorship, the sharpening of anti-Jewish measures during the Third Reich, and the escalation of persecution following the outbreak of World War II that culminated in the so-called Final Solution. Students consider the legacy of the Holocaust after 1945 by examining the postwar struggle to preserve its lessons in memory, the difficulty in finding adequate cultural means of representing its extreme dimensions, and the challenge of understanding the lessons that the event left for the postwar world.

HIST 3313 Godless: Atheism and Skeptical Thought in the West**3 Credits**

Attributes: H_BF History Before 1750, H_EU European History, H_RE History: Research Paper

Prerequisite: One 1000-level history course.

The history of atheism, or whether atheism even has a history, is difficult to establish. Scholars have used a narrow definition of the term atheism to suggest its origins in the 18th century, or a broad definition to trace its antecedents back to classical antiquity. This course considers atheism within the tradition of skepticism, and leaves open for classroom debate the question of whether the thinkers studied; from Epicurus to Ingersoll, Diderot to Dawkins; represent a coherent tradition or merely a collection of radical challenges, each tied to its own time and place.

HIST 3315 Ireland Since the Famine**3 Credits**

Attributes: H_AF History After 1750, H_EU European History, H_RE History: Research Paper, IRSE Irish Studies Elective

Prerequisite: One 1000-level history course.

This course is an in-depth examination of political, social, religious, and economic developments in Ireland from 1850 to the present day. Up to 1921 the focus is on the entire island including Ulster. After 1921 the focus turns to the Irish Free State and later Republic (Eire), although developments in Northern Ireland are studied as they compare with the history of the southern republic and as they bear upon relations with it. Students examine the interaction of politics with religious and ethnic divisions, international relations, economic conditions, and cultural patterns, including education and social mores.

HIST 3323 England: Reformation to Revolution**3 Credits****Attributes:** H_BF History Before 1750, H_EU European History, H_RE History: Research Paper**Prerequisite:** One 1000-level history course.

This course examines the changes in church, state, and society that took place in the British Isles from the reign of Henry VIII to the Glorious Revolution of 1688. These centuries saw the unification of England, Ireland, and Scotland under a single government, the development of that government from feudal kingship into Parliamentary-based bureaucracy, and the shattering of medieval Catholicism into a variety of different churches and doctrines. The course also examines the structure of Tudor-Stuart society and the cultural changes resulting from the Renaissance and the Scientific Revolution.

HIST 3325 Athenian Democracy and Empire**3 Credits****Attributes:** H_BF History Before 1750, H_EU European History**Prerequisite:** One 1000-level history course.

This history seminar provides an in-depth exploration of classical Athens at the height of its power in the fifth century BCE. Its focus is on close reading of the primary sources describing the rise and fall of Athens in this period. It places particular emphasis on the parallel rise of Athenian democracy at home and the Athenian empire overseas. It places secondary emphasis on the nature of Athenian intellectual discourse in this period. A final research project will engage modern scholarly debates on the nature of fifth-century Athens. Crosslisted with CLST 3325.

HIST 3331 American Revolution and the New Nation**3 Credits****Attributes:** ASHI American Studies: History, ASUP American Studies Upper Level, H_AF History After 1750, H_RE History: Research Paper, H_US U.S. History**Prerequisite:** One 1000-level history course.

An examination of the coming of the American Revolution and the transition from colonial to national status, this course discusses the military struggle itself and provides an assessment of the political, social, and economic effects of the Revolution. Topics include the Confederation period, the forming of the 1787 Constitution, and the Federalist era. Figures such as John Adams, Tom Paine, Jefferson, Hamilton, Madison, and Washington receive special attention.

HIST 3335 Civil War and Reconstruction**3 Credits****Attributes:** ASUP American Studies Upper Level, H_AF History After 1750, H_RE History: Research Paper, H_US U.S. History**Prerequisite:** One 1000-level history course.

The principal goal of this seminar will be to familiarize students with some of the most important aspects of the Civil War and Reconstruction period in the United States, including the close examination of some of the more important historiographical debates. Topics include: sectionalism, antebellum political parties, slavery, abolition, Civil War politics, Presidential and Congressional Reconstruction, and Redemption. Students will use primary and secondary resources to produce a significant research paper.

HIST 3346 Saints, Sinners, and Sisters: Women and Religion in American History**3 Credits****Attributes:** H_AF History After 1750, H_RE History: Research Paper, H_US U.S. History, WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** One 1000-level history course.

Why have women comprised the majority of American religious groups? What sorts of gender structures are central to religious groups in America? How have women's relationships to religious institutions changed over time? This course spans from the colonial era to the twentieth century; this course will focus on key periods in the formation of American women's relationship to religious ideas and institutions. Topics include: Native American women and colonialism; Puritan Women, Quakerism, Witchcraft Accusations, Evangelicalism American Catholic Life, Black Churches, Social Movements, Spiritualism, the Mormon Church, Jewish women in America, Fundamentalism, Muslim Women, Modern Witchcraft, Goddess Movements, and Buddhism.

HIST 3349 The 1930s in America**3 Credits****Attributes:** H_AF History After 1750, H_RE History: Research Paper, H_US U.S. History, MWID Magis Core: Writing in the Discipline**Prerequisite:** One 1000-level history course.

This research seminar on the Great Depression and New Deal will use primary and secondary sources to focus on key events and different historical interpretations of the United States during this decade. The economic crisis defined the decade and propelled political, economic, social, and cultural changes. This era has immense relevance to today's political debates: the federal government's role in regulating the free market, the weakness of the labor movement, unemployment and the persistence of poverty, the increasing wealth gap, the increasing racial edge in these issues. All have their origins in the policies first forged during the New Deal.

HIST 3350 Introduction to Public History**3 Credits****Attributes:** H_AF History After 1750, H_US U.S. History**Prerequisite:** One 1000-level history course.

This course presents the field of Public History, which is the application of academic historical knowledge for presentation to the general public in a manner that enhances the public's understanding of historical change. It gives students the skills to think about and write local history, by exploring the bases for historical analysis through evaluation of primary-source documents and familiarity with secondary historical interpretations. Through service-learning projects, students will serve community partners such as the Fairfield Museum and History Center, the Bridgeport Public Library Historical Collections, and the Barnum Museum, by contributing historical research, designing exhibitions, and preparing curriculum lesson plans.

HIST 3356 History of the Cold War**3 Credits**

Attributes: ASHI American Studies: History, ASUP American Studies Upper Level, H_AF History After 1750, H_EU European History, H_RE History: Research Paper, H_US U.S. History, RECS Russian, Eastern European, and Central Asian Studies, RSHI Russian Studies Minor: History

Prerequisite: One 1000-level history course.

This intensive reading, writing, and discussion seminar focuses on the origins, deepening, and decline of the Cold War between the United States and the Soviet Union from 1917 to 1991, covering such issues as Lenin-Wilson ideological antagonism, the shift from Grand Alliance to Cold War, the arms race, the rise and fall of detente, and the collapse of the Cold War order in Europe and the Soviet Union from 1989 to 1991. The course attempts to approach the topic by understanding both sides of the conflict, studying decisions, policies, and actions in a bilateral fashion.

HIST 3366 Gender, Culture, and Representation: Women in China and Japan, 1600 to Present

3 Credits

Attributes: ANMC Asian Studies Elective, H_AF History After 1750, H_NW Non-Western History, H_RE History: Research Paper, INEL International Studies Elective, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: One 1000-level history course.

Are Chinese and Japanese women mere victims of a patriarchal society? Do socialist revolution and industrial modernization liberate women? This seminar examines those questions by studying the historical changes and continuities in the experience of women in China and Japan from approximately the 17th century to the present. The construction and representation of gender relations in China and Japan represent complex processes with many changes. Using verbal and visual texts, this course considers women's lives and their struggles to represent themselves in both societies as well as the historiography on those subjects.

HIST 3367 East Asia in 20th-Century American Wars**3 Credits**

Attributes: ANMC Asian Studies Elective, ASHI American Studies: History, ASUP American Studies Upper Level, H_AF History After 1750, H_NW Non-Western History, H_RE History: Research Paper

Prerequisite: One 1000-level history course.

During the 20th century the United States fought three wars in East Asia: the Pacific War, the Korean War, and the Vietnam War. How did the East Asians perceive and react to the wars? How did the wars affect people's lives and societies in East Asia? How did the wars affect postwar relations between the United States and East Asia? Did race, culture, and ethnicity play significant roles in these wars? This course examines those questions by studying East Asia in the three American wars as an oral and social history. The course focuses on the human dimensions of the wars as experienced by those East Asians who fought and lived through them.

HIST 3368 Ideas in Action: Decolonization in World History**3 Credits**

Attributes: ANMC Asian Studies Elective, H_NW Non-Western History, IWHU Islamic World Studies: Humanities, PJST Peace and Justice Studies

Prerequisite: One 1000-level history course.

This seminar explores the intellectual history of decolonization, the multifaceted process marked by the collapse of longstanding European empires and the emergence of independent nation-states in Africa, Asia, and the Caribbean in the mid-twentieth century. The central assumption of intellectual history is that ideas are key drivers of historical change. Conventional intellectual history courses engage with a narrow canon of European thinkers. This course approaches key figures from the colonial and postcolonial world, such as Gandhi and Fanon, as important ideological innovators integral to world history. Our main concern will be the intellectual ferment inaugurated as colonized peoples sought first to make sense of colonialism and then debated the meaning of, and means of achieving, freedom and liberation.

HIST 3371 Arab-Israeli Conflict**3 Credits**

Attributes: H_AF History After 1750, H_NW Non-Western History, IWHU Islamic World Studies: Humanities, JST Judaic Studies Minor

Prerequisite: One 1000-level history course.

The course traces the Arab-Israeli conflict from the end of the 19th century until the present, emphasizing the political and socioeconomic transformation of Palestine as Zionists and Palestinian Arabs struggled for political sovereignty in the same land. Topics include Anti-Semitism and the Birth of Zionism, the British Mandate, the creation of Israel, the relationship between Israel and the Arab states, the Israeli occupation of the West Bank and Gaza, Palestinian resistance, Israel's war in Lebanon, diaspora politics, representations of the conflict in film and pop culture, and prospects for the future.

HIST 3372 Terrorism in History**3 Credits**

Attributes: H_AF History After 1750, H_EU European History, H_NW Non-Western History, PJST Peace and Justice Studies

Prerequisite: One 1000-level history course.

This course examines terrorism as it has been perpetrated by individuals, political-military groups, and states of varying political ideologies. Topics include political violence in antiquity and medieval times; the French Revolution; terrorism, anarchism, and Marxism; terrorism and national liberation; and terrorism and religion.

HIST 3373 History of North Africa Since 1700**3 Credits**

Attributes: H_NW Non-Western History, H_RE History: Research Paper, INEL International Studies Elective, IWHU Islamic World Studies: Humanities

Prerequisite: One 1000-level history course.

The region historically known as the Barbary Coast or North Africa today comprises five states: Mauritania and Western Sahara, Morocco, Algeria, Tunisia, and Libya. Bordered by the Mediterranean Sea on the north and the Sahara desert on the south, this region lay at the crossroads of European, African, and Middle Eastern civilizations. The course explores the countries' individual histories and inter-related regional topics such as piracy, Christian captivity narratives, the trans-Saharan slave trade, colonialism, national liberation and decolonization. Students investigate violence, power, identity, foreign domination, and the challenges these pose for the writing of history.

HIST 3383 Food, Consumption, and Commodities in Latin America, 1500 to the Present: From Chocolate to Cocaine **3 Credits****Attributes:** H_NW Non-Western History, INEL International Studies Elective, LCEL LACS Minor: Elective**Prerequisite:** One 1000-level history course.

This upper level research seminar examines food and commodities as a critical part of the social and cultural history of Latin America. Through historical texts, cookbooks, literature, film, and food tastings, we will explore the history of food production, commodification, and consumption in Latin America, while paying close attention to the ways that cuisine has shaped cultural identity, social difference, and nationalisms over time.

HIST 3385 Comparative Russian Revolutions **3 Credits****Attributes:** H_AF History After 1750, H_EU European History, H_RE History: Research Paper, RECS Russian, Eastern European, and Central Asian Studies, RSHI Russian Studies Minor: History**Prerequisite:** One 1000-level history course.

An intensive reading, writing and discussion seminar studying in some depth the background, origins, development, and outcomes of two Russian revolutionary periods of the 20th century: the interrelated upheavals of 1905 to 1917, resulting in the overthrow of the tsarist regime and its replacement by the Bolsheviks; and the reform, collapse, and transformation of the Communist government of the Soviet Union from Mikhail Gorbachev to the present. In the process of two in-depth examinations, the course explores contrasts among the social, economic, political, and cultural forces at work in the two revolutionary periods.

HIST 3391 The Meanings of History **3 Credits****Attributes:** H_AF History After 1750, H_EU European History, H_NW Non-Western History, H_US U.S. History**Prerequisite:** One 1000-level history course.

This upper-division seminar for juniors and seniors analyzes the ideas of seminal Western and non-Western thinkers; historians and philosophers who have had a profound influence on historical understanding and the practice of historians. Topics include the following questions: What is history? To what extent has the understanding of history changed in various times, places, and cultures? Are "scientific" history and the discovery of objective truth possible? Do stable civilizational identities exist and what value do such concepts have for historical understanding? The course examines the contemporary political, social, and cultural relevance of these and comparable questions through intensive readings, discussions, and analytical papers.

HIST 3900 Special Topics (Shell) **3 Credits****Attributes:** MSID Magis Core: Interdisciplinary**Prerequisites:** One 1000-level history course, junior standing.

This course offers an in-depth investigation of a significant historical problem or topic, conducted in a seminar format. The professor teaching the course chooses the topic.

HIST 3980 Internship **1-3 Credits****Prerequisites:** One 1000-level history course, junior standing.

Majors work a minimum of eight hours per week during the semester at the Fairfield Museum and History Center, the Bridgeport Public Library Historical Collections, or a similar institution. An intern's work at these sites may include researching and mounting an exhibit, cataloging manuscript and artifacts collections, or organizing and conducting historical walking tours. Training in required skills is provided at the site. Under the supervision of a history department faculty member, interns write a research paper based on the work of the internship. Enrollment permission only.

HIST 3990 Independent Study**1-3 Credits****Attributes:** H_RE History: Research Paper**Prerequisites:** One 1000-level history course, junior standing.

This course provides an opportunity for advanced students to develop critical reading skills and writing ability in a tutorial arrangement with a chosen professor. Normally, the course results in a serious paper of publishable quality in student-centered journals (15 to 20 pages). Students arrange for independent study during registration period of the semester prior to the one in which they wish to take the course by applying to a professor under whose direction they wish to study. All independent study must have the concurrence of the department chairperson. Students may take only two independent studies.

Faculty**Professors**

Greenwald
Li
McFadden
Rosenfeld
Ruffini

Associate Professors

Abbott
Adair
Behre, *chair*
King
Lawrence
Purushotham

Associate Professor of the Practice

Marsans-Sakly

Assistant Professors of the Practice

Hohl
Lord
Rutter

Visiting Assistant Professors

Awtrey
Kamali
Jurdem
Rowley

Lecturers

Heath
Palmer

Faculty Emeriti

Bucki
Coury
DeAngelis
Kazura
Petry

History Major

Requirements

For a 30-credit major in history, students complete the following:

Code	Title	Credits
Select one 1000-level course		3
Select a minimum of nine upper-division history courses (2000-level and above), including:		27
Four courses designated advanced (3000-level)		
Two courses in European history, two in U.S. history, and two in non-Western history (Africa, Asia, Latin America, Middle East)		
At least one course focusing on a period prior to 1750		
At least one course focusing primarily on a period after 1750		
Total Credits		30

Educational Studies Minor

History majors and minors who elect a minor in Educational Studies and who have been admitted to the 5-year Integrated Bachelors-Masters Degree and Teacher Certification Program will fulfill the State of Connecticut content requirements for certification in Social Studies through their coursework for the History major or minor, plus 18 credits in other social sciences. Please consult with Dr. Shannon King in the Department of History and Dr. Ryan Colwell, Director of Education Minor and 5-Year Teacher Preparation Program, SEHD. For additional information, see the catalog entry for the program in Education.

History Minor

For a 15-credit minor in history, students complete the following:

Code	Title	Credits
Select one 1000-level history course		3
Select a minimum of four upper-division courses, including:		12
At least one upper-division course designated advanced (3000-level)		
At least one upper-division course in European history, one in U.S. history, and one in non-Western history (Africa, Asia, Latin America, Middle East)		
Total Credits		15

To ensure a well-planned and coordinated program, students are required to work closely with their history faculty advisor.

Honors Program

The Honors Program at Fairfield University is an interdisciplinary course of study open to invited students from the College of Arts and Sciences and all of the University’s undergraduate schools. The program consists of a curriculum of team-taught courses and small seminars and it is highly selective. Students who pursue Honors study at Fairfield are highly motivated, passionate about learning, and willing to engage their professors and fellow students in lively discussions. Honors students at Fairfield also are invited to attend intellectual and cultural events outside the classroom and faculty-led colloquia on a variety of topics.

Students who complete the Honors Program in good standing have their achievement noted on their final transcripts. Students who complete an

honors thesis have the designation “Honors Program with Honors Thesis” on their final transcripts.

Program

Curriculum

Code	Title	Credits
Honors Orientation		
ENGL 1001	Introduction to Rhetoric and Composition (Honors-Only Sections)	3
HONR 1101	Enduring Questions	3
Honors Exploration		
Select three seminars:		9
HONR 2202	Honors Seminar	
Honors Capstone		
Select one of the following options:		1-3
Honors Mini-Seminar		
Honors Thesis		
Total Credits		16-18

Honors and the Core Curriculum

HONR 1101 Enduring Questions courses satisfy *Magis* Core requirements based on the discipline of the course and also satisfy the Interdisciplinary signature element requirement of the *Magis* Core. Other Honors courses may fulfill signature elements of the core at the same time that they fulfill *Magis* Core and Honors Curriculum requirements, if the honors course has that signature element designation.

For team-taught classes (HONR 1101 and any team-taught sections of HONR 2202), if courses are approved for more than one disciplinary *Magis* core requirement, students can earn only one of the two possible disciplinary *Magis* core requirements.

Each section of HONR 2202 Honors Seminar satisfies a designated *Magis* Core requirement based on the discipline of the course. In the case of History, Mathematics, Philosophy, and Religious Studies, the seminar may satisfy a *Magis* Core requirement in either the Orientation Tier or the Exploration Tier.

Students may take additional sections of HONR 2202 beyond the three required, with the permission of the program directors.

Honors Capstone

Honors Mini-Seminar

Faculty-Designed: A seminar of no more than 10 students that meets five times during the semester. Single instructor or team-taught, 1 credit. Students register for HONR 4999.

Student-Designed: A self-selected group of 5-10 students will design, in conjunction with one or two faculty mentor(s) that the students themselves will recruit, a seminar that meets five times during the semester. Single instructor or team-taught, 1 credit. Students register for HONR 4998.

Transcript Designation: Honors Graduate

Honors Thesis

Students register for an Independent Study through the advisor’s department. Single instructor, 1-3 credits.

Transcript Designation: Honors Graduate with Honors Thesis

Magis Core Signature Elements

Honors Program courses may fulfill signature elements of the core at the same time that they fulfill disciplinary Magis Core requirements.

All team-taught HONR 1101 Honors Program courses fulfill the Interdisciplinary Signature Element requirement.

Progress in the Honors Program

Students entering must remain in good academic standing in order to remain in the Honors Program.

Courses

HONR 1101 Enduring Questions 3 Credits

Attributes: MSID Magis Core: Interdisciplinary

This team-taught course explores major questions persistent throughout human history. It provides an interdisciplinary opportunity to ask about the nature of humanity and reality, the meaning and purpose of existence, and the relationship between the individual and the wider world.

HONR 2202 Honors Seminar 3 Credits

Prerequisite: HONR 1101.

This seminar, offered in one of the traditional disciplines, seeks to cultivate the skills of critical thinking, cogent argumentation, and effective writing, all by attending to a particular subject matter. Honors students earn nine credits in HONR 2202 by completing three seminars throughout their studies.

HONR 2990 Independent Special Topics 1-3 Credits

This course offers an in-depth investigation of a significant topic or question. The professor(s) teaching the course choose(s) the topic. This course is generally limited to sophomores, with exceptions made as needed. Department permission required.

HONR 4990 Special Topics Honors 1-3 Credits

Prerequisite: HONR 2202.

This course offers an in-depth investigation of a significant topic or question, conducted in a seminar format. The professor(s) teaching the course choose(s) the topic. This course is generally limited to juniors, with exceptions made as needed.

HONR 4998 Student-Designed Honors Mini-Seminar 1 Credit

A self-selected group of (at least) 5 students (and no more than 10 students) would design (in conjunction with one or two faculty mentor(s) that the students themselves would recruit) a seminar that meets 5 times during the semester (single instructor or team-taught; 1 credit).

HONR 4999 Faculty-Designed Honors Mini-Seminar 1 Credit

A seminar of no more than 10 students that meets 5 times during the semester (single instructor or team-taught, 1 credit).

Faculty

Co-Directors

McClure (Professor of Psychological and Brain Sciences, Associate Vice Provost for Research and Scholarship)

Harper-Leatherman (Professor of Chemistry & Biochemistry)

Humanitarian Action

In response to the increasing number, scope and intensity of humanitarian emergencies, the field of humanitarian action has grown dramatically over the last 25 years, along with diverse career opportunities. The minor complements other fields of study at Fairfield University's College of Arts and Sciences, and schools of business, engineering, and nursing with the fundamentals of humanitarianism and cross-cutting concepts, theories and skills to meet humanitarian needs at home and around the world, including through internships with leading humanitarian organizations. The minor is led by faculty with expertise in an array of disciplines, such as anthropology, economics, ethics, engineering, environment, health, history, nursing, management, and international affairs.

This unique interdisciplinary minor prepares students to:

- Learn, reflect and respond to humanitarian needs.
- Advance moral commitments and ethically grounded action.
- Serve as men and women for others.
- Alleviate human suffering and protect human dignity.

Students minoring in humanitarian action have opportunities to develop leadership skills and gain field relevant experiences through immersion trips and co-curricular activities, such as mapping humanitarian crises, running humanitarian simulations, and meeting with United Nations Officials. Participation in the student-led Humanitarian Action Club and service as Humanitarian Action Fellows raises awareness on campus about humanitarian issues and builds strategies for responding to humanitarian crises. The minor also offers a semester abroad option in Athens through Global Fairfield which includes coursework and an internship in a humanitarian-related non-profit. In addition to the program in Greece, students can take humanitarian action elective classes as well as an internship in many of Fairfield's other study abroad locations.

The minor also offers students specialized career advising in humanitarian affairs. Former students have found career paths at such agencies as Americares, FEMA, Concern Worldwide, American Red Cross and with the U.S. Department of State. Alumni have worked with AmeriCorps, pursued Fulbright fellowships as well as postgraduate degrees in a variety of fields, including law, international development, public health, biology, business, humanitarian affairs, and psychology.

Programs

- Humanitarian Action Minor

Courses

HUAC 3980 Humanitarian Action Internship 3 Credits

Attributes: HASM Humanitarian Action Minor Skills/Method Course

Students gain first-hand experience through placement with a relevant international organization, non-profit, media and business, or government agency focused on humanitarian crises and disaster response.

Typically, an internship requires 10 to 15 hours per week on site. Other requirements include an e-portfolio containing reflections about readings, meetings with internship coordinator and peers and a final reflection paper. An on-site supervisor and Humanitarian Action professor evaluate student work. Open to juniors and seniors only, by permission of the minor director. Requires an overall GPA of 3.0 or higher.

HUAC 4999 Humanitarian Action Seminar**3 Credits**

Prerequisites: At least two courses in fundamentals in different disciplines, one additional fundamental or one cross-cutting theme course, and one skills and methods course; junior or senior standing. This seminar is a culminating experience that helps students to integrate their learning across courses they have taken in the Humanitarian Action minor and to explore its relationship to their other fields of study and career objectives. While a main outcome is a research paper or project allowing students to examine in greater depth key questions on humanitarian action and actionable steps, the seminar also emphasizes leadership skills and ethical commitments to humanitarian work. Seminar sessions include guest lectures by program faculty, experts from local, national or international organizations, and Fairfield alums in the humanitarian action field to facilitate mentorship for career development.

Faculty

Director

Mughal (Center for Social Impact)

Associate Director

TBD

Advisory Committee

Babo (Sociology and Anthropology, International Studies)
 Balaji (Electrical and Biomedical Engineering)
 Crandall (School of Education and Human Development)
 Gerard (Nursing)
 McFadden (History)
 Nantz (Economics)
 Planas (Nursing)
 Quan (Center for Social Impact)
 Schmidt, D. (Applied Ethics)

Affiliated Faculty

Aksan (Economics)
 Babo (Sociology)
 Crawford (Sociology and Anthropology)
 Downie (Politics, Environmental Studies)
 Franceschi (Economics)
 Garcia Iommi (Politics)
 Lacy (Sociology and Anthropology)
 Strauss (Management)
 Planas (Nursing)
 Vásquez Mazariegos (Economics)
 Vavilov, Stanislav (Management)
 Zhao, Wen (Communication)

Lecturers

Day (Applied Ethics)
 Schmidt, N. (Applied Ethics)
 Sobocinski (English)

Humanitarian Action Minor

Note: This curriculum applies to students in the Class of 2029 and later. Requirements for the minor in Humanitarian Action for students in the Class of 2028 and earlier can be found in the Catalog Archive.

For a 15-credit minor in Humanitarian Action, students complete the following:

Code	Title	Credits
Select four electives from the list below including:		12
at least two electives in fundamentals from different disciplines		
an additional elective in fundamentals or one cross-cutting theme		
one skills and methods elective		
HUAC 4999	Humanitarian Action Seminar	3
Total Credits		15

Humanitarian Action Electives

Fundamentals

Code	Title	Credits
AETH 2272	Ethics of Humanitarian Action (SJ1)	3
ANTH 2015	Refugees and Culture	3
HIST 2270	History of Global Humanitarian Action	3
HIST 2274	Historical Perspectives on Contemporary Global Crises	3
POLI 2472	Politics of Humanitarian Action (SJ1)	3

Cross-Cutting Themes

Code	Title	Credits
AETH 2276	Ethical Dimensions of Global Business Practices	3
ANTH 2016	Anthropology of Humanitarianism (SJ1)	3
ECON 2140	Health Economics	3
ENGL 1130	Literature of the Holocaust	3
INTL 1051	Introduction to International Relations (WAC - Leatherman Only)	3
POLI 1104	Introduction to International Relations (WAC - Garcia Only)	3
POLI 2252	Politics in Africa (WID)	3
POLI 2258	Political Violence (WID)	3
POLI 2471	United Nations Security Council Crisis Simulation	3
POLI 2475	Climate Change: International Policy and Politics (SID)	3
POLI 2478	The Politics of International Law	3
POLI 2479	Threats to Global Security in the 21st Century	3
POLI 2480	Border Politics	3
POLI 4303	Gender, War, and Peace	3
PUBH 2240	Introduction to Global Public Health	3
SOCI 1150	Introduction to International Migration (SJ1 - Mielants Only)	3

Skills and Methods

Code	Title	Credits
AETH 2293	Ethics of War and Peace (SJ2)	3
ANTH 3700	Grant Writing for the Social Sciences	3
ANTH 3710	Theory and Practice in Anthropology	3

COMM 3324	Crisis Communication	3
ECON 3237	Fair Trade and Microfinance (SJ2)	3
ENGL 1839	Grant and Proposal Writing	3
HUAC 3980	Humanitarian Action Internship	3
INTL 2201	Global Engagement	3
LCST 3301	Justice and the Developing World (WID)	3
MGMT 4350	International Law	3
MGMT 4370	Managing Non-Profit Organizations	3
POLI 2473	Humanitarian and Disaster Response Field Training	3
RLST 2335	Liberation Theology (SJ2)	3

Students should sequence their course of study first by selecting at least two electives in fundamental courses in humanitarian action that are from different disciplines. Students then choose a third fundamental course or select a course from the cross-cutting themes electives, and one course from the skills and methods electives. Students complete the minor with the HUAC Humanitarian Action Seminar.

Students are encouraged to satisfy the skills and methods requirement by taking the HUAC 3980 Humanitarian Action Internship. Many students secure placements with leading humanitarian organizations and local agencies specialized in humanitarian resettlement.

Students may double-count one course of their four humanitarian action electives from another major/minor. With the director's approval they may substitute an alternative course for the skills and methods requirement.

Students should consult with the director or associate director for additional information, including planning for an internship placement.

Individually Designed Major

The Individually Designed Major (IDMJ) allows qualified students in the College of Arts and Sciences, under appropriate direction of at least two faculty advisors, to design and pursue an interdisciplinary major presently not available in the College.

The Individually Designed Major is, as its name implies, a major designed by the student. It must be a true major, with a progression of courses, including an appropriate number of advanced courses. It cannot be a simple collection of introductory courses in several disciplines. The major may be an extension of a presently existing interdisciplinary minor, or it may be a wholly new subject, e.g. "Social Justice in Latin American Culture" or "Arts Management."

Courses already taken may be included in the major, but the IDMJ should be, as a whole, a planned endeavor, not simply the pulling together of courses already taken. For this reason, applications must be completed and approved by the IDMJ Committee no later than the end of the student's second year.

Student Learning Outcomes

Students completing an Individually Designed Major will be able to:

- 1) Show creativity and self-motivation in the development and completion of an original interdisciplinary curriculum.
- 2) Work collaboratively with faculty across disciplines and schools.
- 3) Analyze and critically evaluate ideas at the intersection of two or more academic disciplines.
- 4) Demonstrate literacy in a unique interdisciplinary subject area through effective writing and reflection.

- 5) Design a unique curriculum that prepares the student for unusual or innovative career pathways that are of personal interest.

Eligibility

To be eligible, the student must have an overall GPA of at least 3.00 at the time of application, and apply before the end of their second year at Fairfield University. Applications and information may be obtained from the office of the Dean of the College of Arts and Sciences. If you are interested in pursuing this major, please consult with two or more faculty who would serve as appropriate advisors, and also schedule an informational meeting with the IDMJ program director (Associate Dean of the College of Arts and Sciences) at your earliest convenience.

Course Requirements

1. The major requires a minimum of ten courses.
2. The major must be truly interdisciplinary. While there may be a primary department, at least four courses must be taken outside that department.
3. The major requires a suitable number of advanced courses.
4. The major also requires a senior project (seminar, capstone course, supervised lab, or whatever is appropriate for the relevant disciplines). The purpose of this project is to allow students to pull together the multiple threads of the interdisciplinary major.
5. Finally, the major requires that the student maintain a semester-by-semester portfolio for the purpose of a reflective review and self-assessment of the progress and changes in direction, if any, of the major. The student will use these materials as part of a progress review with advisors at least once a semester. The student will submit the portfolio in the final semester of their senior year, and must also submit a final assessment of the major to the Individually Designed Major Committee as a requirement for graduation.

The IDMJ application deadline is November 1st and April 1st.

Faculty

Director

Smith, *Associate Dean* (Philosophy)

Individually Designed Major Committee

Haber (Psychology)

Schmidt (Religious Studies)

International Studies

The International Studies Program at Fairfield University draws from a group of interdisciplinary faculty, practitioners and students from many parts of the world with a commitment to thinking critically about global challenges, promoting social justice, and engaging in service. Students have opportunities to pursue a major or minor in International Studies in the College of Arts and Sciences or an innovative co-curricular program major in International Business. International Business students must earn a complementary major or minor in the Dolan School of Business. The core of the program is the same for both International Studies and International Business. The Program seeks to heighten global awareness in the ways we situate ourselves geographically, and encounter conflict, gender, race, class, nationality, the environment, and economic development.

Some of our most important student learning outcomes are:

- Accurately summarize in writing the key points of a scholarly work.
- Identify different "theories," analyses, or perspectives on social behavior.
- Accurately juxtapose two different analyses of a situation or event.
- Demonstrate an understanding of the linkages between local phenomena and global processes.

Programs

- International Studies Major
- International Studies Minor
- International Business Major (Dolan School of Business)
- International Business Minor (Dolan School of Business)

Courses

INTL 1050 People, Places, and Global Issues 3 Credits

Attributes: BUEL Business Elective, DEIE Diversity, Equality, and Inclusion Elective, MSID Magis Core: Interdisciplinary, PJST Peace and Justice Studies

This course introduces students to some of the fundamental concepts of International Studies. Major world regions and selected countries within them are discussed with respect to the people, and their physical, demographic, cultural, political, and economic characteristics. Several concepts and global issues are explored, among which the physical environment, conflict, inequality, global interconnectedness, and the movement of goods and people across borders are central. This course will emphasize contemporary events, particularly as they relate to the fundamental themes covered. Previously INST 1050.

INTL 1051 Introduction to International Relations 3 Credits

Attributes: HACA Humanitarian Action Minor Context Course, PJST Peace and Justice Studies, PMIR Politics Major: International Relations

This course introduces International Relations (IR) theories to students, providing concepts, frameworks and approaches that will help them make sense of global politics historically and today in a systematic and critical manner. The goal of the course is to familiarize students with these tools and to help them use them to understand and address challenges at a global scale, particularly different manifestations of violence, development and social injustice, including from war to economic, social, gendered, and political marginalization. Crosslisted with POLI 1104. Previously INST 1051.

INTL 1052 Culture and the Political Economy 3 Credits

Attributes: MWAC Magis Core: Writing Across Curriculum

This course examines the ways in which global political economic dynamics impact local cultures. Students will begin with classic texts in social theory, examine how this theory informs contemporary debates, and look to small-scale societies in the Global South for an intimate, ethnographic perspective of our global era. Crosslisted with ANTH 2010. Previously INST 1052.

INTL 1053 Introduction to Economics 3 Credits

This course introduces the fundamentals of economic analysis from individual consumer behavior to the choices firms make, as well as framing the aggregate economy and indicators that measure global economic activity. It will cover the basics of both micro and macro economic study. Supply and demand, market structures, international trade, fiscal, and monetary policy are introduced. Students may petition for this course to also count toward a major or minor in economics. Previously INST 1053.

INTL 2101 Introduction to International Business 3 Credits

The main goal of this course is to introduce students to the core concepts, topics, and issues facing businesses operating in the global market today. Students will learn about the changing business environment, international institutions, issues related to international trade and trade agreements, international financial system and exchange rates, global production and supply chain management and global marketing. Through the study of these topics in international business, students will learn about how the global economy functions and the challenges and opportunities multinational corporations face in working with international organizations, local governments, businesses and consumers, and global competitors. Previously INST 2101

INTL 2150 International Operations of Non-Profits 3 Credits

Attributes: BUEL Business Elective, HASM Humanitarian Action Minor Skills/Method Course, INEL International Studies Elective

This course introduces students to the environment of international not-for-profit organizations. The course examines the relationships between non-profits and the private and public sectors. Accountability is discussed in terms of short-term financial efficiencies and long-term program quality assessment. Course objectives include understanding internal and external environments in which non-profits operate; the relationship between non-profits with the public and private sectors; acquiring skills for accounting and financial information in the non-profit sector; understanding roles, performance and accountability issues of nongovernmental organizations in international development assistance; and developing case study analyses. Previously INST 2150.

INTL 2154 Contemporary Issues Affecting the Global Business Environment 3 Credits

Attributes: IBEL International Business Elective, INEL International Studies Elective

Prerequisites: ECON 1011, ECON 1012; or INTL 1053.

The focus of this course is to introduce students to contemporary issues in international business and to understand the impact of real-world events on the global business environment. With in-depth case study analysis and country-specific investment research, students learn about the evolving global business environment, the unique challenges and opportunities businesses face of operating in emerging versus advanced economies, and connections between multinational corporations, governments, and international organizations that can facilitate or hinder cross-border activities. Crosslisted with ECON 2154. Previously INBU 1054.

INTL 2201 Global Engagement 3 Credits

Attributes: HASM Humanitarian Action Minor Skills/Method Course, INEL International Studies Elective, PJST Peace and Justice Studies

The course explores the interdisciplinary fields that comprise humanitarian response and international development. Students will map social identities, examine asset-based frameworks and theories which underpin the emergence of international organizations in the 20th century.

INTL 2471 United Nations Security Council Crisis Simulation 3 Credits

Attributes: HACA Humanitarian Action Minor Context Course, INEL International Studies Elective

This course provides students a hands-on learning experience by simulating a United Nations Security Council crisis in international peace and security. The objective is to introduce students to the challenges of global governance in light of the different perspectives they encounter representing different constituencies of the UN Security Council who come from diverse cultural, historical, and geopolitical regions of the world. A key goal of the course is to bring to light whether and how power disparities in the structure of the Council limit the effective representation of many countries and global South as a whole and the stakes in reform of the Security Council. Crosslisted with POLI 2471. Previously INST 2471.

INTL 2980 International Business Internship 1 Credit

Attributes: IBEL International Business Elective

Students will engage in a work experience that is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The internship provides students with the opportunity to gain experience in workplace settings and to translate classroom learning into practice. The internship is a substantive career development experience. It can be paid or unpaid with the intent of the experience being for the student to be exposed to ideas and concepts in a professional setting while being mentored. At the end of the internship experience, students will be able to reflect on their personal and professional growth and make a more informed decision on their career path. Students must be matriculated in the Dolan School of Business and have a GPA of 2.50 or higher. Enrollment by permission only.

INTL 3980 Internship 0-3 Credits

Attributes: IBEL International Business Elective, INEL International Studies Elective

Prerequisite: Junior standing.

Students accept placements with local organizations, government agencies, or non-profit organizations in positions with an international component. Interns learn to apply knowledge acquired in their course of study to real-world situations. Completion of the internship requires regular meetings with the supervising faculty member, submission of journal entries, and one paper. Note: Students complete the internship in addition to the basic requirements for the major or minor. Arrangements for summer and international internships are also available. Students must have a GPA of 2.8 or higher. Previously INST 3980.

INTL 3990 Independent Study 1-3 Credits

Attributes: IBEL International Business Elective, INEL International Studies Elective

Students pursue an independent research project on international issues under the supervision of a faculty member. Open to juniors and seniors with the director's permission. Previously INST 3990.

INTL 4303 Gender, War, and Peace 3 Credits

Attributes: PMIR Politics Major: International Relations, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course examines the complexities and gendered impact of war on children, family and other social actors, drawing on a wide range of theories, concepts and case studies on violence, conflict escalation and peacebuilding. Part I examines the multifaceted forces of globalization, structural violence, and gender-based violence (GBV) that set up the gendered dynamics of war. Part II draws from this framework to understand the fluid contexts of gender and violence in war, including sexual violence. It looks at how people try to remain safe from armed conflict and marauding bands of rebels or soldiers, and the difficulties of sorting victim from perpetrator. Part III examines theories of social justice in the aftermath of war, and policies that can lead to improved security, safety, health, rehabilitation and reconstruction. Course requirements include exams and a research paper on the theory and policy implications of gender in war and its aftermath. Crosslisted with POLI 4303. Previously INST 4303.

INTL 4999 Senior Capstone Seminar 3 Credits

Attributes: MWID Magis Core: Writing in the Discipline

Prerequisites: ECON 1011, ECON 1012, INTL 1050, INTL 1051, INTL 1052.

This course requires students to theorize and analyze emerging trends in the political, socio-cultural, economic, and business dimensions of global affairs, and develop the implications in a particular context or setting. Students undertake a major research project as a central activity in this course drawing on the expertise and research methodologies they have developed in International Studies. This course is taken during the senior year, after students have completed all core courses in international studies. Previously INST 4999

Faculty

Director

Babo (Sociology and Anthropology)

Co-Director

Glebocki (Economics)

Coordinating Committee

Babo (Sociology and Anthropology)

Cook (Sociology and Anthropology)

Crawford (Sociology and Anthropology)

Franceschi (Economics)

Glebocki (Economics)

Han (Economics)

Sachdeva (Economics)

International Studies Major

Students majoring in International Studies begin with foundational coursework in international relations, economics, geography, and sociology/anthropology, and complete their degree requirements with a senior research project. The challenges and perils that face the global community are multifaceted and complex. Students acquire different sets of knowledge, tools, and perspectives to deal with the complexities that face local to global communities.

Complementary Studies and International Opportunities

Students complement their International Studies major with coursework in related departments like politics, economics, sociology, history or foreign languages, and in the Dolan School of Business. Many students also pursue related interdisciplinary programs, such as environmental studies, women's studies, peace and justice, and area studies with which International Studies works especially closely. They also study economics and business emphasizing multinational organizations and regional trade pacts, economic and political systems, socio-cultural structures, microfinance and diversities that have operational significance for community and economic development and international business.

The International Studies Program reinforces multidimensional learning with real-world experience through language studies, service learning, Model United Nations, the Undergraduate Journal of Global Citizenship, internships, and study abroad opportunities, and through work with our faculty on research projects. Students are expected to engage in one or more of these forms of experiential learning.

Graduation with Honors in International Studies

Fairfield University has a campus chapter of Sigma Iota Rho, the national honor society for international studies. Students must have attained a junior standing and completed at least twenty-one hours of course work toward the International Studies/Business major. Students with an overall GPA of 3.30 or greater and a GPA of 3.40 or higher in their International Studies or International Business major will be nominated for membership.

Requirements

For a 30-credit major in International Studies, students complete the following:

Code	Title	Credits
Foundational Courses		
INTL 1050	People, Places, and Global Issues	3
INTL 1051	Introduction to International Relations	3
INTL 1052	Culture and the Political Economy	3
INTL 1053	Introduction to Economics	3
or ECON 1011 & ECON 1012	Introduction to Microeconomics and Introduction to Macroeconomics	
INTL 4999	Senior Capstone Seminar	3
Select five electives to develop a specialization in International Studies ¹		15
Total Credits		30

¹ These electives may be taken any time during the student's undergraduate studies, though students may wish to spread these courses over their junior and senior year. Students in study abroad may take approved courses to satisfy these electives.

Students are encouraged to complete INTL 1050, INTL 1051, INTL 1052, and INTL 1053 in their First and/or Sophomore years. Students should

work closely with their advisor to select courses that cohere into a unified program.

International Studies Electives

Code	Title	Credits
AETH 2293	Ethics of War and Peace	3
ANTH 1115	Cultures of Africa	3
ANTH 1116	Introduction to Latinx-U.S. Immigration	3
ANTH 1120	Islamic Societies and Cultures	3
ANTH 1125	Sex, Gender, and Sexual Orientation	3
ANTH 2015	Refugees and Culture	3
ANTH 2100	Culture and Inequality	3
ANTH 3700	Grant Writing for the Social Sciences	3
ANTH 3710	Theory and Practice in Anthropology	3
COMM 2240	Intercultural Communication	3
COMM 2241	Communication and Culture: East and West	3
ECON 2120	Introduction to Environmental Economics	3
ECON 3230	Comparative Economic Systems	3
ECON 3231	International Trade	3
ECON 3233	International Economic Policy and Finance	3
ECON 3235	Economic Development	3
ECON 3237	Fair Trade and Microfinance	3
FNCE 3200	Global Capital Markets	3
FNCE 4240	International Financial Management	3
HIST 1189	Modern Latin America, 1800-Present	3
HIST 2251	The American Century: The United States and the World Since 1900	3
HIST 2265	History of the Indian Subcontinent: Colonialism, Nationalism, and Democracy, c.1857 to Today	3
HIST 2270	History of Global Humanitarian Action	3
HIST 2273	History and Culture of Central and Eastern Europe Since 1945	3
HIST 2274	Historical Perspectives on Contemporary Global Crises	3
HIST 2284	20th Century Russia	3
HIST 2285	Modern China: 1800 to Present	3
HIST 3366	Gender, Culture, and Representation: Women in China and Japan, 1600 to Present	3
INTL 2154	Contemporary Issues Affecting the Global Business Environment	3
INTL 2150	International Operations of Non-Profits	3
INTL 2201	Global Engagement	3
INTL 2471	United Nations Security Council Crisis Simulation	3
INTL 3980	Internship	3
INTL 3990	Independent Study	3
LCST 3301	Justice and the Developing World	3
MGMT 4350	International Law	3
MGMT 4360	Negotiations and Dispute Resolution	3
MGMT 4370	Managing Non-Profit Organizations	3
MGMT 4385	Managing People for Global Business	3
MGMT 4390	Cross-Cultural Management	3

MKTG 4312	Global Marketing Strategy	3
PHIL 2263	The Concept of Human Rights	3
POLI 1102	Introduction to Comparative Politics	3
POLI 2251	Islam and Muslim Politics	3
POLI 2252	Politics in Africa	3
POLI 2253	Latin American Politics	3
POLI 2255	Middle East Politics	3
POLI 2256	Asian Politics	3
POLI 2257	Northern Ireland: Politics of War and Peace	3
POLI 2258	Political Violence	3
POLI 2259	The Development Gap	3
POLI 2331	Introduction to Peace and Justice	3
POLI 2472	Politics of Humanitarian Action	3
POLI 2474	International Environmental Policy	3
POLI 2476	United States Foreign Policy	3
POLI 2477	Politics of the Global Economy	3
POLI 2478	The Politics of International Law	3
POLI 2479	Threats to Global Security in the 21st Century	3
POLI 2480	Border Politics	3
POLI 2481	International Human Rights	3
POLI 4303	Gender, War, and Peace	3
POLI 4304	Seminar on Global Environmental Politics	3
POLI 4314	International Perspectives on World Politics: Moving Beyond Western Paradigms	3
RLST 2335	Liberation Theology	3
SOCI 1145	Globalization	3
SOCI 1150	Introduction to International Migration	3
SOCI 1155	Sociology of Europe	3
SOCI 1165	Social Change in Developing Nations	3

Plan of Study

Course	Title	Credits
First Year		
INTL 1050	People, Places, and Global Issues	3
Credits		3
Second Year		
INTL 1051	Introduction to International Relations	3
INTL 1052	Culture and the Political Economy	3
INTL 1053	Introduction to Economics	3
or ECON 1011	or Introduction to Microeconomics <i>and</i>	
<i>and</i>	Introduction to Macroeconomics	
ECON 1012		
Credits		9
Third Year		
Thematic Electives		15
Credits		15

Fourth Year

INTL 4999	Senior Capstone Seminar	3
Credits		3
Total Credits		30

International Studies Minor

For an 18-credit minor in International Studies, students complete the following:

Code	Title	Credits
INTL 1050	People, Places, and Global Issues	3
INTL 1051	Introduction to International Relations	3
INTL 1052	Culture and the Political Economy	3
INTL 1053	Introduction to Economics	3
or ECON 1011 & ECON 1012	Introduction to Microeconomics and Introduction to Macroeconomics	
Select two electives from the list below		6
Total Credits		18

International Studies Electives

Code	Title	Credits
AETH 2293	Ethics of War and Peace	3
ANTH 1115	Cultures of Africa	3
ANTH 1116	Introduction to Latinx-U.S. Immigration	3
ANTH 1120	Islamic Societies and Cultures	3
ANTH 1125	Sex, Gender, and Sexual Orientation	3
ANTH 2015	Refugees and Culture	3
ANTH 2100	Culture and Inequality	3
ANTH 3700	Grant Writing for the Social Sciences	3
ANTH 3710	Theory and Practice in Anthropology	3
COMM 2240	Intercultural Communication	3
COMM 2241	Communication and Culture: East and West	3
ECON 2120	Introduction to Environmental Economics	3
ECON 3230	Comparative Economic Systems	3
ECON 3231	International Trade	3
ECON 3233	International Economic Policy and Finance	3
ECON 3235	Economic Development	3
ECON 3237	Fair Trade and Microfinance	3
FNCE 3200	Global Capital Markets	3
FNCE 4240	International Financial Management	3
HIST 1189	Modern Latin America, 1800-Present	3
HIST 2251	The American Century: The United States and the World Since 1900	3
HIST 2265	History of the Indian Subcontinent: Colonialism, Nationalism, and Democracy, c.1857 to Today	3
HIST 2270	History of Global Humanitarian Action	3
HIST 2273	History and Culture of Central and Eastern Europe Since 1945	3
HIST 2274	Historical Perspectives on Contemporary Global Crises	3
HIST 2284	20th Century Russia	3
HIST 2285	Modern China: 1800 to Present	3

HIST 3366	Gender, Culture, and Representation: Women in China and Japan, 1600 to Present	3
INTL 2154	Contemporary Issues Affecting the Global Business Environment	3
INTL 2150	International Operations of Non-Profits	3
INTL 2201	Global Engagement	3
INTL 2471	United Nations Security Council Crisis Simulation	3
INTL 3980	Internship	3
INTL 3990	Independent Study	3
LCST 3301	Justice and the Developing World	3
MGMT 4350	International Law	3
MGMT 4360	Negotiations and Dispute Resolution	3
MGMT 4370	Managing Non-Profit Organizations	3
MGMT 4385	Managing People for Global Business	3
MGMT 4390	Cross-Cultural Management	3
MKTG 4312	Global Marketing Strategy	3
PHIL 2263	The Concept of Human Rights	3
POLI 1102	Introduction to Comparative Politics	3
POLI 2251	Islam and Muslim Politics	3
POLI 2252	Politics in Africa	3
POLI 2253	Latin American Politics	3
POLI 2255	Middle East Politics	3
POLI 2256	Asian Politics	3
POLI 2257	Northern Ireland: Politics of War and Peace	3
POLI 2258	Political Violence	3
POLI 2259	The Development Gap	3
POLI 2331	Introduction to Peace and Justice	3
POLI 2472	Politics of Humanitarian Action	3
POLI 2474	International Environmental Policy	3
POLI 2476	United States Foreign Policy	3
POLI 2477	Politics of the Global Economy	3
POLI 2478	The Politics of International Law	3
POLI 2479	Threats to Global Security in the 21st Century	3
POLI 2480	Border Politics	3
POLI 2481	International Human Rights	3
POLI 4303	Gender, War, and Peace	3
POLI 4304	Seminar on Global Environmental Politics	3
POLI 4314	International Perspectives on World Politics: Moving Beyond Western Paradigms	3
RLST 2335	Liberation Theology	3
SOCI 1145	Globalization	3
SOCI 1150	Introduction to International Migration	3
SOCI 1155	Sociology of Europe	3
SOCI 1165	Social Change in Developing Nations	3

Irish Studies

An opportunity to learn about the intriguing history, politics, literature, and art of Ireland is available to you through a minor in Irish Studies at Fairfield University. Courses focus on the troubled history of the nation,

its colonial and postcolonial significance, its difficult politics of Northern Ireland, and the inspired art and literature that emerged from its turbulent past. The program organizes a number of courses previously available in various departments and enhances them with new features. Enthusiasm for this area of study has surged in the last three decades as the Irish people have sought to resolve long-standing political issues and taken an interesting role in the new global economy. Fairfield, with a significant Irish-American representation among its students and alumni, provides a welcoming environment for Irish Studies. The University hosts a number of lectures, concerts, plays, and readings that complement the academic program and has established a study abroad affiliate with the National University of Ireland, Galway.

Programs

- Irish Studies Minor

Courses

IRST 1111 Introduction to the Irish Language I 3 Credits

Attributes: IRSE Irish Studies Elective

This course, the first in a two-course sequence, offers students an introductory level study of the Irish Gaelic language. Irish is the oldest surviving Celtic language, dating to the Roman Empire, and it opens a window to the Gaelic Order prior to 1690, a span of over 15 centuries. This course sequence teaches students the basics of grammar, syntax, speaking and writing in Irish, as well as some of the historical and cultural contexts within which the Irish language developed and to which it is deeply tied. This course does not count for core credit in Modern and Classical Languages.

IRST 1112 Introduction to the Irish Language II 3 Credits

Attributes: IRSE Irish Studies Elective

Prerequisite: IRST 1111.

This course, a continuation of IRST 1111, offers students an introductory level study of the Irish Gaelic language. Irish is the oldest surviving Celtic language, dating to the Roman Empire, and it opens a window to the Gaelic Order prior to 1690, a span of over 15 centuries. This course sequence teaches students the basics of grammar, syntax, speaking and writing in Irish, as well as some of the historical and cultural contexts within which the Irish language developed and to which it is deeply tied. The class may be attended online-only as well. This course does not count for core credit in Modern and Classical Languages.

Faculty

Co-Directors

Abbott (History)
White (Lecturer, English)

Affiliated Faculty

Abbott (History)
Epstein (English)
Harding (Psychological and Brain Sciences)
Pearson (English)
Rose (Art History)
White (Lecturer, English)
Yarrington (Visual and Performing Arts)

Steering Committee

Abbott (History)
Epstein (English)
Pearson (English)
Rose (Art History)
White (English)

Irish Studies Minor

Requirements

For a 15-credit minor in Irish Studies, students complete the following:

Code	Title	Credits
Select one of the following:		3
ENGL 1610	Irish Literature ¹	
HIST 2215	Ireland: Middle Ages to the Present ²	
HIST 3315	Ireland Since the Famine ²	
Select four additional Irish Studies electives, one of which must be a capstone Independent Study, any subject related to Ireland.		12
Total Credits		15

¹ Students who choose ENGL 1610 may take up to two additional English courses and must take the remaining two courses in different fields.

² Students who choose HIST 2215 or HIST 3315 may take up to three additional courses in English, with the remaining course(s) in a field other than English or history.

Notes

- Subject to the Irish Studies Program Director's approval, students may apply up to three courses (9 credits) taken at NUI Galway towards their minor in Irish Studies.
- While studying abroad is not required for completion of the Irish Studies minor, students are encouraged to do so.
- Irish Studies courses are offered in a variety of fields and disciplines. Please contact the program director for a course list and descriptions.

Irish Studies Electives

Code	Title	Credits
AHST 2221	Arts of Ireland and the British Isles, 500-1000	3
ENGL 1420	Myths and Legends of Ireland and Britain	3
ENGL 1610	Irish Literature	3
ENGL 1620	Irish Women Writers	3
ENGL 3019	James Joyce	3
HIST 2215	Ireland: Middle Ages to the Present	3
HIST 3315	Ireland Since the Famine	3
PSYC 1740	Drugs, Brain, and Behavior (when taken at Fairfield Center with University of Galway)	3

Student Learning Outcomes

Students minoring in Irish Studies should be able to:

- Express, orally and in writing, the significant connections between literature, history, politics, and art.

- Articulate the complexity of another culture (social, political, religious, economic) using the example of Ireland.
- Explain clearly and in depth the social, political, and religious problems that confronted and still do confront Irish people, including the role of literary and artistic production in the country's troubled history.
- Examine, with fluency, Irish historical documents, poems, works of art, and literary prose, and to analyze them vis a vis their contexts and their meanings for the individual and society.

Islamic World Studies

There are more than 1.6 billion Muslims worldwide and they are well represented on every inhabited continent. The Islamic World Studies minor at Fairfield University introduces students to this diverse population through a variety of disciplinary perspectives. The minor works toward Fairfield's core objective to form global citizens with broad cultural competency.

Programs

- Islamic World Studies Minor

Faculty

Director

Marsans-Sakly (History)

Affiliated Faculty

Crawford (Sociology and Anthropology)
Iddins (Communication)
Nguyen (Religious Studies)
Purushotham (History)

Islamic World Studies Minor

For a 15-credit minor in Islamic World Studies, students complete the following:

Code	Title	Credits
Select five elective courses in Islamic World Studies from the list below		15
Total Credits		15

Islamic World Studies Electives

Code	Title	Credits
Humanities		
AHST 1120	Medieval Art: Catacombs to Cathedrals	3
HIST 1106	Imperialism and Colonialism	3
HIST 2265	History of the Indian Subcontinent: Colonialism, Nationalism, and Democracy, c.1857 to Today	3
HIST 2266	Gandhi and Non-Violent Revolution in the 20th Century	3
HIST 2280	The West and the Middle East	3
HIST 2281	Portrait of the Arabs	3

HIST 3371	Arab-Israeli Conflict	3
HIST 3373	History of North Africa Since 1700	3
RLST 1270	Qur'an as Scripture and Experience	3
RLST 1701	Introduction to Islam	3
RLST 2750	Islamic Ethical and Legal Thought	3
RLST 2760	Islam in America	3
RLST 2730	Islamic Theology	3
RLST 2795	Islam, Race, Power	3
Social Sciences		
ANTH 1120	Islamic Societies and Cultures	3
COMM 3335	Globalization, Media, and Culture	3
POLI 2251	Islam and Muslim Politics	3
POLI 2255	Middle East Politics	3
POLI 4305	Seminar on the Middle East	3
Arabic		
ARBC 1110	Elementary Modern Standard Arabic I	3
ARBC 1111	Elementary Modern Standard Arabic II	3
ARBC 2210	Intermediate Modern Standard Arabic I	3
ARBC 2211	Intermediate Modern Standard Arabic II	3

Notes:

1. Study of the Arabic language is *not* required for the minor.
2. Only *one* course in Arabic may count towards the minor.
3. Students may petition for certain courses to count toward the minor if there is appropriate and sufficient related content. The Director of the Islamic World Studies Minor will evaluate each petition on a case-by-case basis.

Italian Studies

The Italian Studies Program focuses on a nation and people whose contribution to civilization has been significant. Virtually every area of the arts, humanities, social sciences, natural sciences, and mathematics partakes of that heritage, while Italy continues to influence cultural, political, scientific, and economic trends today.

Italian Studies at Fairfield offers students an opportunity to explore, analyze, and appreciate Italy from the perspectives of a variety of academic disciplines, including language, literature, film, art history, architecture, politics, history, philosophy, religion, science, and business. This interdisciplinary program includes courses offered in Connecticut and at Fairfield's affiliate, Florence University of the Arts, in Florence, Italy.

Programs

- Italian Studies Minor

Faculty

Director

Carolán (Modern Languages and Literatures)

Advisory Committee

Ciavaglia (Visual and Performing Arts))

Díaz (Modern Languages and Literatures)

DiMarzo (Visual and Performing Arts)
Eliasoph, P. (Visual and Performing Arts)

Italian Studies Minor

To complete a 15-credit minor in Italian Studies, students complete the following:

Code	Title	Credits
Select five courses in Italian Studies		15
Total Credits		15

Notes

- To complete a 15-credit minor in Italian Studies, students must take at least one course in Italian language at any level. Please note that completion of this requirement is not considered a prerequisite for coursework in the minor. Instead, students are permitted to begin minor coursework during or prior to fulfilling the language requirement.
- While study abroad is not required for completion of the minor, participation in the University's programs in Florence during the semester or in the summer is strongly encouraged.

Italian Studies Electives

Code	Title	Credits
AHST 1112	Roman Art and Archaeology: Colosseum to Catacombs	3
AHST 1130	Early Renaissance Art in Italy	3
AHST 1191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems & Outcomes	3
HIST 2203	European Society in the Middle Ages	3
HIST 2222	The Roman Revolution	3
HIST 2223	Roman World in Late Antiquity, 284-642 CE	3
ITLN 2262	Rome in the Cultural Imagination ¹	3
ITLN/FTMA 2271	Italian Cinema ¹	3
ITLN 2289/ENGL 1150	Dante ¹	3
ITLN/FTMA 2290	Italian American Cinema ¹	3
ITLN 2291	Boccaccio's Decameron in Translation ¹	3
ITLN 3219	Italian for Professional Applications	3
ITLN 3220	Topics in Language and Culture	3
ITLN 3222	Made in Italy	3
ITLN 3233	Creative Writing in Italian	3
ITLN 3240	Language of Food in Italian Culture	3
ITLN 3253	Contemporary Italian Culture	3
ITLN 3255	The Novella	3
ITLN 3257	Theatre in Italy: Comedy	3
ITLN 3330	Redefining the Cosmos	3
ITLN 3980	Internship	3
ITLN 3990	Independent Study	3
RLST 2443	The Papacy	3

¹ This Italian course is taught in English.

Judaic Studies

Dating back nearly 4000 years, Judaism is the world's oldest monotheistic faith and the foundation of both Christianity and Islam. Studying Judaism is thus central for understanding the roots of Western Civilization. The Judaic Studies minor at Fairfield University is an interdisciplinary program, primarily based in the Departments of Religious Studies and History. In addition to its undergraduate courses, the Judaic Studies program also presents campus-wide lectures and other special events in cooperation with the University's Carl and Dorothy Bennett Center for Judaic Studies.

Programs

- Judaic Studies Minor

Faculty

Faculty

Behre (History)
 Dynner (Religious Studies), *Director*
 Eliasoph, P. (Visual and Performing Arts)
 Rosenfeld (History)

Lecturers

Prosnit (Religious Studies)
 Shur (Modern Languages and Literatures)

Judaic Studies Minor

Students may structure their own course of study in consultation with the program director, but they are expected to gain an understanding of basic Jewish religious beliefs and practices as well as those political, social, and cultural forces that have helped shape the historical experiences of the Jewish people.

For a 15-credit minor in Judaic studies, students complete the following:

Code	Title	Credits
Select five courses in Judaic Studies, including:		15
At least two courses in Religious Studies		
At least one course outside the Department of Religious Studies		
Total Credits		15

Independent study and internships are encouraged and can be substituted for any course (other than the two required Religious Studies courses) with the approval of the program director. Students are also encouraged to apply for spring, summer, fall, or year-long programs in the United States or Israel, especially those offering Hebrew language study. Students receiving credit for such programs and/or Judaic studies courses taken at another university may count up to six Hebrew language credits and three additional credits toward the Judaic Studies minor.

Judaic Studies Electives

Code	Title	Credits
AHST 1109	Jewish Art: Moses to Modernity	3
AHST 1191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems & Outcomes	3
ENGL 1130	Literature of the Holocaust	3
HEBR 1110	Elementary Hebrew I	3
HEBR 1111	Elementary Hebrew II	3
HEBR 2210	Intermediate Hebrew I	3
HEBR 2211	Intermediate Hebrew II	3
HIST 1112	Germany Between Dictatorship and Democracy	3
HIST 2205	Anti-Semitism: Medieval to Modern	3
HIST 2210	The Third Reich	3
HIST 2214	Modern Jewish History	3
HIST 2242	Immigration, Race, and Ethnicity in U.S. History	3
HIST 2284	20th Century Russia	3
HIST 3304	The Holocaust in History and Memory	3
RLST 1101	Introduction to Judaism	3
RLST 1111	History of the Jewish Experience	3
RLST 1201	Hebrew Bible/Old Testament	3
RLST 2113	Jews and Judaism in America	3
RLST 2115	Women in Judaism	3
RLST 2117	The Literature of Jewish Modernity	3
RLST 2118	Faith After the Holocaust	3
RLST 2120	Modern Jewish Theology	3
RLST 2150	Second Temple Judaism and the Dead Sea Scrolls	3
RLST 2155	Jewish Mysticism	3
RLST 2205	Women in the Bible	3
RLST 2209	Jewish Interpretations of Scriptures	3

Latinx, Latin American and Caribbean Studies

The Latinx, Latin American and Caribbean Studies (LLACS) Program supports Fairfield University's commitment to a humanistic perspective and social justice by introducing students to the societies and cultures of Latin America and the Latinx populations of the Americas from regional and global perspectives. The five-course minor complements students' completion of the *Magis* Core and incorporates a multidisciplinary curriculum from art history, languages and literatures, religious studies, history, film, politics, economics, applied ethics, sociology and anthropology, communication, biology, and nursing and public health. LLACS courses emphasize the study of Latin America and the Caribbean beyond the geo-political borders of the region to include the United States, allowing students to gain a critical understanding of the importance of migrations, borders, ethnic interactions, and exchanges of indigenous, European, African, and Asian peoples throughout the Americas.

The wide variety of courses across departments and schools encourage students to examine the region in all of its global dimensions. Among other themes, LLACS courses explore:

- Pre-Columbian and indigenous cultures
- Diasporic movements and migrations
- Economics
- 20th and 21st centuries politics
- Environmentalism
- Cultural expression in art, literature, and film
- Religion
- Borders
- Movements for racial and social justice
- Democracy
- Education
- Gender equality
- Public health

You may choose this program for its own inherent interest or to enhance a major in Spanish, politics, economics, history, sociology and anthropology, or fine arts. Latinx, Latin American and Caribbean Studies bundles together a strong array of courses on the nations and people of the Americas that are offered in all the above fields.

The faculty also encourages you to take a semester abroad in Latin America or the Caribbean through our international programs to gain a deeper understanding of the particular culture you are studying.

Students who successfully complete the LLACS minor at Fairfield University will be able to:

1. Demonstrate an understanding of basic knowledge of the history, geography, economics, biodiversity, political processes, social dynamics, and culture of Latin America, the Caribbean, and US Latinx peoples. Demonstrate accurate referencing of factual data about the region's basic geographical characteristics, major historical developments, most salient cultural aspects, and major current events throughout different courses' assignments and evaluations.
2. Demonstrate breadth in approaching questions pertaining to the region by seeking, applying, and evaluating relevant literature generated by Latin American, Caribbean, and Latinx authors.
3. Demonstrate analytic, interpretive and critical thinking skills to explore issues and trends affecting or characterizing Latin American, Caribbean, and US Latinx peoples through the completion of the LLACS culminating research project.
4. Students will demonstrate depth in their approach to questions pertaining to these regions by conducting integrative inquiries that recognize complexity and multi-causality in the subjects explored, through the application of interdisciplinary methodologies, longitudinal analysis, and/or cross-national or cross-cultural comparative inquiries in the LLACS culminating research project.

Programs

- Latinx, Latin American and Caribbean Studies Minor

Courses

LCST 3301 Justice and the Developing World

3 Credits

Attributes: EDCG Educational Studies Cognate, HASM Humanitarian Action Minor Skills/Method Course, INEL International Studies Elective, LCEL LACS Minor: Elective, PJST Peace and Justice Studies

This interdisciplinary course combines the insights of history, politics, philosophy, anthropology, sociology, business, and economics to examine problems of poverty and justice in the developing world, including health, education, and environmental sustainability, with particular focus either on Central or South America or the Caribbean.

LCST 3980 Internship

3 Credits

Attributes: LCEL LACS Minor: Elective

Short-term internships in the field of Latin American and Caribbean Studies combine academic work with service that answers a community-identified need, and critical reflection. Such internships are offered in a Latin American or Caribbean country generally during the summer for a four- to six-week period. Enrollment by permission only.

LCST 3990 Independent Study

1-4 Credits

Attributes: LCEL LACS Minor: Elective

Prerequisites: At least one course in LACS; junior standing.

A student may conduct a one-semester independent study on a defined research topic or field of study under the supervision of a Professor in the LACS Program. Enrollment by permission only.

Faculty

Director

Brennan (Communication)

Steering Committee

Adair (History)

Adrada Rafael (Modern Languages and Literatures)

Añón Suárez (Modern Languages and Literatures)

Brennan (Communication)

Cook (Anthropology and International Studies)

Farrell (Modern Languages and Literatures)

Franceschi (Economics)

Garcia Iommi (Politics)

Perez (English)

Planas (Nursing)

Rodríguez Cortés (Modern Languages and Literatures)

Walker (Biology)

Contributing Faculty

Garvey (English)

Latinx, Latin American and Caribbean Studies Minor

The Latinx, Latin American and Caribbean Studies minor, an interdisciplinary program, offers students an opportunity to develop a focus on this multifaceted area of the world.

To earn a 15-credit Latinx, Latin American and Caribbean Studies minor, students complete the following:

Code	Title	Credits
Select four elective courses in Latinx, Latin American and Caribbean Studies ¹		12
Capstone Seminar		
The capstone may be fulfilled by a 3-4000-level LLACS course previously taken, with the instructor's approval. Additional LLACS capstone courses are the following: ²		3
LCST 3301	Justice and the Developing World	
LCST 3980	Internship	
LCST 3990	Independent Study	
Total Credits		15

¹ These four courses, from a range of fifteen disciplines (no more than three from any one discipline), must be exclusively or substantially concerned with Latinx, Latin America and/or the Caribbean.

² The capstone seminar is required of all minors in their junior or senior year.

Language Proficiency

Students must demonstrate proficiency in French, Portuguese, or Spanish. Students may demonstrate language proficiency when they pass FREN 2211, PORT 2211, or SPAN 2211.

Language Electives

Students may count three courses of Spanish or French culture and literature to count among their four elective courses. Students may count one Portuguese course with the approval of their advisor.

Study Abroad

Students are strongly advised to apply for a junior semester or year abroad in a country of Latin America or the Caribbean from a wide range of programs. Summer programs are also available. Students are particularly encouraged to study in Nicaragua through our partner, Universidad Centroamericana-Managua. Other approved country programs include Argentina, Brazil, Chile, Costa Rica, Dominican Republic, Ecuador, Mexico, Panama, and Peru. Summer programs and short-term immersions are available too. Short-term courses led by Fairfield University faculty members include courses in Brazil, Cuba, Guatemala, and Nicaragua.

Students are also encouraged to pursue an internship in a Latin American or Caribbean country (see LCST 3980). Funding assistance for internships and research abroad is available through inquiry with the LACS Program Directors.

Note: While the majority of courses taken abroad should count towards a LACS minor, in some cases, based on content, a study abroad course may not be awarded credit towards the LACS minor.

Students may count courses taken for the Latin American and Caribbean studies minor toward their core curriculum or major program requirements.

Latinx, Latin American and Caribbean Studies Electives

Code	Title	Credits
AHST 1103	Art of Africa, the Caribbean, and the Americas	3
ANTH 1900	Special Topics (Shell)	3

COMM 4353	Latin American Media and the United States	3
ECON 2112	Economic Aspects of Current Social Problems ¹	3
ECON 2120	Introduction to Environmental Economics	3
ECON 3230	Comparative Economic Systems ¹	3
ECON 3235	Economic Development ¹	3
ENGL 1140	Caribbean Literature: History, Culture, and Identity	3
ENGL 1230	Ethnic American Literature	3
ENGL 2082	Latinx Literature	3
ENGL 3075	Caribbean Women Writers	3
FREN 2211	Intermediate French II	3
HIST 1188	Colonial Latin America, 1492-1800	3
HIST 1189	Modern Latin America, 1800-Present	3
HIST 2235/ SOCI 2135	Race in the Americas	3
HIST 2290	The History of the US-Mexico Border	3
HIST 2297	Power, Politics, History: U.S.-Latin American Relations from the 1800s to the Present	3
HIST 3383	Food, Consumption, and Commodities in Latin America, 1500 to the Present: From Chocolate to Cocaine ¹	3
MUSC 1122	World Music History and Ensemble ¹	3
NURS 4330	Population Health ¹	4
POLI 2253	Latin American Politics	3
PORT 1111	Elementary Brazilian Portuguese II	3
PORT 2210	Intermediate Brazilian Portuguese I	3
PORT 2211	Intermediate Brazilian Portuguese II	3
PUBH 2240	Introduction to Global Public Health	3
RLST 2335	Liberation Theology	3
SOCI 1150	Introduction to International Migration ¹	3
SOCI 1165	Social Change in Developing Nations ¹	3
SPAN 2211	Intermediate Spanish II	3
SPAN 2220	Topics in Language and Culture ¹	3
SPAN 3231B	Career-Oriented Spanish for Business	3
SPAN 3231N	Career-Oriented Spanish for Nursing and Health Studies	3
SPAN 3245	Analysis and Interpretation of Hispanic Literature	3
SPAN 3253	Spanish-American Civilization	3
SPAN 3271	Hispanic Film	3
SPAN 4305	Popular Culture in Latin America	3
SPAN 4306	Cuban Film: A Close Look at the Revolution	3
SPAN 4353	Spanish-American Narrative	3
SPAN 4359	Culture, Civilization, and Literature in the Spanish-American Caribbean Region	3
SPAN 4360	Dictatorships and Revolutionary Movements in Contemporary Latin America	3
SPAN 4371	Images of Latin American Indians	3
SPAN 4999	Capstone Seminar ¹	3

¹ This course is instructor dependent. Not all sections may be suitable for LLACS program credit.

Liberal and Professional Studies

The Bachelor in Liberal and Professional Studies (BLPS) program offers both traditional and online courses for part time and full time students looking for flexibility and convenience from a comprehensive university. Advisor-guided emphasis on courses in particular fields allows students to design their programs to meet professional or personal goals for the degree. A student may earn a Bachelor of Arts by emphasizing courses from the humanities and/or social and behavioral sciences, or a Bachelor of Science by emphasizing courses from mathematics and science and/or professional programs.

This degree is designed for:

- Adults who are returning to college to complete their bachelor's degree.
- Community college students seeking to earn their bachelor's degree.
- Working professionals seeking a career change or advancement.

The program facilitates individualized educational plans to help students achieve their goals. Advisors work with students to help them map out a baccalaureate curriculum. Previous experience is evaluated: up to 75 credits may be transferred in from a combination of accredited colleges and universities coursework as well as CLEP exams and/or portfolio credits for life/work experience. Liberal and Professional Studies offers classes in online formats as well as accelerated and traditional programs.

LEARNING OUTCOMES

- Acquisition of diverse sets of knowledge involving the social, scientific, artistic and political forces that shape our world.
- Application of multidisciplinary theoretical perspective and approaches towards the analysis and interpretation of newly-acquired information.
- Completion of an original research project reflecting the theoretical and empirical skills and the practical knowledge attained during undergraduate study.

College Equivalency Exams

Credit may be granted for specific college-level learning gained through self-education or non-collegiate-sponsored instruction. Fairfield University is a participating institution in accepting approved CLEP (College Level Examination Program) examinations for credit. This standardized examination program is designed to let students demonstrate proficiency in various college-level subjects. An advisor should be consulted about applicable examinations prior to taking any CLEP exams. A maximum of 15 credits can be earned through CLEP exams.

Portfolio Credit for Life Experience Learning

Matriculated students may choose the portfolio assessment process as a means of receiving credit for non-collegiate sponsored learning or life experience for which there is no CLEP examination. An evaluation process of the documented learning is necessary. Portfolios must be submitted one semester prior to the anticipated graduation date. Contact the Liberal and Professional Studies director for complete information.

Programs

- Liberal and Professional Studies Major
- Liberal and Professional Studies - The American University of Florence (AUF)

Courses

LBPS 4999 Senior Project

3 or 4 Credits

This course, required for all students earning a BA or BS degree in Liberal and Professional Studies, is typically taken during the final semester. The course synthesizes and integrates students' multidisciplinary studies. Students complete a project or thesis under the direction of a faculty member after first discussing the proposed project with an academic advisor and the faculty member. The course requires a written paper reflecting the various disciplines studied.

Liberal and Professional Studies Major

Requirements

Degree Requirements

Complete a minimum total of 120 credits with a GPA of 2.00 or better. At least 45 of those credits must be taken at Fairfield University, including:

- Meeting the requirements of the BLPS Program Core Curriculum or the *Magis* Core Curriculum
- Completing nine upper-level major courses. Students will work with a faculty advisor to customize their major curriculum to best serve their academic interests. No more than four courses can be taken in any one subject.
- Completing LBPS 4999 Senior Project. Students will complete a senior research project on a topic of their choosing, and relevant to their interdisciplinary coursework in the major. Working with a faculty advisor of their choosing, this independent senior research project is designed to focus on a topic involving social, institutional and/or political forces that shape the world.

Liberal and Professional Studies Core Curriculum Requirements

Students in the BLPS must complete Fairfield's general education requirements. Students beginning their Liberal and Professional Studies major in the fall of 2019 or later, and who begin the program with 30 or fewer credits, follow the *Magis* Core Curriculum.

Liberal and Professional Studies -The American University of Florence

Liberal and Professional Studies in collaboration with the American University of Florence (AUF)

Unique Model for International Education

To be eligible for this program, students must have been admitted to a professional track offered by the American University of Florence (AUF). Interested students should contact AUF admissions for further information at admissions@auf-florence.org

AUF's mission aims to offer a unique educational model for international students. Through this model, AUF allows students to integrate, benefit, and learn from their academic experience by applying knowledge and competence simultaneously. Knowledge and competence are taught at the same time through educational strategies and several teaching methodologies that are based on the experience, integration, and engagement with the local community.

The model is formally copyrighted in Italy and guides the institution's academic and student life operations through two fundamental pillars: the institutional mission statement that informs all elements of the model, and assessment practices that review and evaluate model outcomes for evidence-based improvement.

Institutional Organization and Instructional Style

Given the range of academic study, AUF is organized since its inception along the lines of a US-style higher education institution with instruction in the English language, processes, and structure comprised of multiple colleges or schools of study as typically implemented in the United States.

The program features a dual undergraduate bachelor's degree program offered by AUF and Fairfield University. This unique opportunity allows students to fulfill AUF undergraduate BA pathways in Florence, Italy and also a Bachelor's Degree in Liberal and Professional Studies awarded by Fairfield University.

Experiential Learning at AUF

AUF is the first academic institution in Italy to establish integration projects affiliated to its academic departments and open to the public, in the form of Community Engagement Member Institutions (CEMI) under the auspices of the Palazzi Foundation. The CEMI are:

- Dimora AUF Guest Apartments, Fedora School Pastry Shop, Ganzo School Restaurant, and Sorgiva School Spa (APICIUS)
- Corridoio Fiorentino Photography & Design Gallery (DIVA/IDEAS)
- FLY Fashion Loves You - Emerging Designers, Vintage, and Consignment Store (FAST)
- EntrepreLearn Lab (ISB)
- Ingorda Campus Press (J SCHOOL)
- F_AIR Florence Artist in Residence (SAS)
- CCIS Center for Cultural and Italian Studies (SQUOLA)

In addition to the CEMI, the institution is affiliated with a wide network of professional entities and community-oriented organizations engaged in AUF's experiential learning initiatives.

Admission Requirements

- High School completion with 2.50 GPA or higher
- English language proficiency: 6.5 IELTS or 71 TOEFL IBT. Students who score 6.0 IELTS or 61-71 TOEFL IBT may be admitted to the programs but are required to take "Research and Academic Skills" and "Fundamentals of Writing" at AUF in Florence. Students enrolling into the BLPS after having already successfully completed 30 credits of AUF coursework in English will require no additional proof of English language proficiency.

Additional materials required for review:

- Official transcripts: A complete certified/official high school transcript and diploma completed (a certified English translation is required along with course descriptions and syllabi for faculty evaluation). For transfer credit requests related to previous higher education coursework, foreign language transcripts as well as course descriptions and syllabi must be submitted with translations that are certified / authenticated. The Admissions Office reviews the transfer requests with the Academic Affairs Office and pertinent faculty members.
- Letters of Recommendation: At least one letter of recommendation must accompany the application. They must be addressed to AUF Admissions Office and sent electronically directly by the reviewer. Letters submitted by the student are not acceptable. The contents of the letter should address the student's academic ability, potential and what he/she will gain from studying at AUF and in Florence.
- Personal Statements: Applicants must include a personal statement. This letter should help us learn more about the applicant and his/her qualities beyond test scores, grades, and work history.
- Resume/Curriculum Vitae: Applicants can elect to send a Resume/ Curriculum Vitae along with their application. This document should reflect the applicant's work and research history.
- Each qualified applicant will be interviewed by an Admissions officer of AUF or their nominee in person, by telephone, or other communication means. The main purpose of the interview is to select motivated applicants with the ability to benefit from a solid commitment to AUF's program. AUF actively encourages applications from students of all ages, gender, ethnic, and/or social background, and from students with disabilities.

Requirements

In order to complete the BA in Liberal and Professional Studies, students will complete coursework for both general education and degree-specific requirements. All students must fulfill the following, at minimum:

Code	Title	Credits
Undergraduate Core Curriculum		60
	Natural Sciences and Mathematics	
	History and Social Sciences	
	Philosophy and Religious Studies	
	English and Visual and Performing Arts	
	Humanities	
Major Courses		30
	Subdivided into two General Areas	
Senior Research Project		3

Free Electives	27
Total Credits	120

For details, including specific course requirements for each concentration, please consult the program listings on the website of Florence University of the Arts. All programs require a minimum of 120 credits for graduation, although some programs require a higher number of overall credits.

Concentrations are available in:

- Art History
- Culinary
- Digital Media
- Enology
- E-Publishing
- Fine Arts
- Hospitality Management
- Visual Communication

Program Formats and Requirements

The BA-BLPS dual degree program conveniently allows candidates to take coursework in a variety of formats:

- Fully Remote: All coursework is taking on a remote-learning basis.
- Hybrid: Coursework is taken as a combination of remote delivery and on-campus instruction.
- Low-Residency: Coursework mostly takes place on a remote basis with some residential on-campus sessions.
- On-Campus: Coursework taken in Florence with the exception of 18 credits taken on a remote basis.

Please note that for the fulfillment of the Fairfield University BLPS degree, six of the courses (18 credits) in the FUA-AUF BA curriculum must be taken through the Fairfield online course offerings. The online courses are distributed throughout the four-year program.

Exchange Opportunity

An optional exchange opportunity is available for students wishing to integrate a US campus experience to their overall undergraduate experience. Upon admittance to the BLPS degree, students may subsequently apply for the exchange program that allows for one or two semesters of study (maximum 1 academic year) at the Fairfield University campus. Students must take a minimum of 15 credits per semester and choose coursework from the Fairfield Undergraduate Core Curriculum.

Mathematics

The mission of the Mathematics Program at Fairfield University is two-fold:

We strive, as mentors and teachers, to graduate majors with broad knowledge of the principal content of Mathematics and its applications, who are aware of the historical and, when appropriate, cross-cultural development of Mathematics and the manifold connections among its subject areas, who have seen some of the connections of Mathematics to other disciplines, and who can think quantitatively and analytically. We want our majors to possess technical problem-solving skills, to have a deep appreciation for mathematical beauty and the power of abstraction,

and to be able to understand and build complex logical arguments and communicate these arguments through written, visual, and oral means.

We strive to serve the mission of the Fairfield University Core by ensuring that the student body possesses the ability to reason quantitatively and analytically, and understands not only the power of Mathematics as the language of the sciences, but also the pervasive role of Mathematics in the arts, sciences, and other disciplines.

Mathematics in the Major: Learning Goals and Objectives

We would like mathematics majors to come away with the following:

1. Knowledge of:
 - a. The fundamental concepts underlying the major areas of undergraduate Mathematics, including calculus, discrete mathematics, real analysis, linear algebra, and abstract algebra
 - b. Applications of Mathematics to other disciplines
 - c. Mathematical content and skills needed to support graduate study and/or professions that require mathematical proficiency
2. Awareness of:
 - a. The beauty and power of Mathematics
 - b. Connections between different fields of Mathematics
 - c. The historical development of Mathematics across cultures
3. Ability to:
 - a. Think quantitatively, analytically, and abstractly
 - b. Understand and create logical arguments and proofs
 - c. Read mathematics with comprehension
 - d. Write and communicate mathematics clearly and effectively
 - e. Demonstrate proficiency in symbolic representation and manipulation
 - f. Use technology as a tool to solve problems

For the student of the humanities, the social sciences, or business, mathematics at Fairfield University offers training in basic mathematical skills and their application to real world problems. However, more importantly, it attempts to make the student aware of the relationships between mathematics and other branches of knowledge, while imparting a sense of its historical and cultural value.

The mathematics major offers students a strong and broad background in undergraduate mathematics, providing the foundation for further graduate studies in theoretical or applied fields of mathematics, for advanced study in fields where strong quantitative skills are needed, or for employment in mathematics-related fields in industry or in teaching. The mathematics minor offers students an opportunity to strengthen their mathematical backgrounds.

Mathematics in the *Magis* Core Curriculum: Learning Objectives

All undergraduate students are required to complete the Magis Core Curriculum. Please refer to the Curricula section of this undergraduate catalog for a detailed explanation of the *Magis* Core. The mathematics component of the Magis Core will help students do the following:

1. Develop a Depth of Understanding of Mathematical Concepts, Context and Theories
 - a. Understand sophisticated mathematical ideas when expressed abstractly and generally

- b. Critically analyze mathematical statements, arguments and solutions for correctness
 - c. Be aware of the development and impact of mathematics in the context of human progress
- 2. Engage in Sophisticated Mathematical Problem Solving
 - a. Solve multi-step problems by creatively combining a variety of mathematical techniques and reasoning, including graphical, symbolic, computational (including the use of technology), and algorithmic
 - b. Solve problems arising from a broad array of disciplines and see the common mathematical threads that unite them
- 3. Effectively Model Situations Mathematically and Abstractly
 - a. Translate word descriptions and real situations into mathematical language, recognizing unknown quantities and relationships, and identifying tools to help solve the problem
 - b. Understand how mathematics describes problems in the real world and a wide variety of disciplines
- 4. Communicate in the Language of Mathematics
 - a. Express ideas precisely, rigorously, abstractly and generally
 - b. Communicate and demonstrate an understanding of mathematical concepts through projects, reports, problem sets and presentations

Programs

- Mathematics Major
- Actuarial Science Minor
- Applied Statistics Minor
- Mathematical Statistics Minor
- Mathematics Minor

Courses

MATH 1011 Precalculus 3 Credits

Topics in this course include: algebra; linear, rational, exponential, logarithmic and trigonometric functions from a descriptive, algebraic, numerical and graphical point of view; limits and continuity. Primary emphasis is on techniques needed for calculus. This course does not count toward the mathematics core requirement, and is meant to be taken only by students who are required to take MATH 1121, MATH 1141, or MATH 1171 for their majors, but who do not have a strong enough mathematics background.

MATH 1015 Mathematics: An Exploration 3 Credits

This course introduces various ideas in mathematics at an elementary level. It is meant for the student who would like to fulfill a core mathematics requirement, but who does not need to take mathematics for their major. Topics will vary, depending upon the instructor, but in general will include topics of both historical and current interest.

MATH 1016 Concepts of Calculus 3 Credits

This course introduces differentiation and integration, and shows how these ideas are related. The course illustrates how important and interesting applied questions, when expressed in the language of mathematical functions, turn out to be questions about derivatives and integrals and, thus, can be solved using calculus. The basic concepts of calculus are numerically, algebraically, and geometrically investigated, using graphing technology to illustrate many of the underlying geometrical ideas. This is a terminal core course and is not a prerequisite for any other course. Please note that MATH 1011 is not an appropriate course to take before taking this course.

MATH 1017 Elementary Probability and Statistics 3 Credits

This introduction to the theory of statistics includes: types of data, descriptive statistics including the mean, median, mode, standard deviation, variance, histograms, box plots, scatterplots, correlation, and least squares lines, basic probability rules, types of distributions, binomial and normal distributions, central limit theorem; and an introduction to one-sample hypothesis testing. This course requires the use of the TI-84 calculator or Excel. Students who have received credit for MATH 2217, 3317 or 3352 may not take this course for credit.

MATH 1121 Applied Calculus I 3 Credits

Prerequisite: Precalculus.

Topics in this course include: foundations of the calculus, differentiation of algebraic, exponential and logarithmic functions, extrema and curve sketching, applications of derivatives, antiderivatives, the Fundamental Theorem of Calculus, and integration of algebraic functions. A graphing calculator and Wolfram Alpha are among the technologies that may be used. Students who received credit for MATH 1141 or MATH 1171 may not take this course for credit.

MATH 1122 Applied Calculus II 3 Credits

Prerequisites: MATH 1121 or MATH 1141 or MATH 1171.

Topics in this course include: applications of the derivative, including implicit differentiation, related rates and linear approximation; integration of algebraic, transcendental and trigonometric functions; differentiation of trigonometric functions; techniques of integration; applications of the definite integral; infinite series. A graphing calculator and Wolfram Alpha are among the technologies that may be used. Students who receive credit for MATH 1142 or MATH 1172 may not receive credit for this course.

MATH 1123 Intermediate Calculus 3 Credits

This course is designed for students majoring in Physics, Engineering, Chemistry and Biochemistry and/or Mathematics, who have taken the Applied Calculus sequence (MATH 1121/1122), to prepare them for MATH 2243. This course will revisit the typical calculus 1 and 2 concepts from a more formal point of view and will offer applications to Physics and Engineering. The course will cover study of continuity, differentiation and integration of real functions. In this course students will learn the theory of sequences and series.

MATH 1141 Calculus I for Chemistry, Engineering, and Physics Majors 4 Credits

Prerequisite: Precalculus.

This course covers analytic geometry, continuous functions, derivatives of algebraic and trigonometric functions, product and chain rules, implicit functions, extrema and curve sketching, indefinite and definite integrals, applications of derivatives and integrals, exponential, logarithmic and inverse trig functions, hyperbolic trig functions, and their derivatives and integrals. It is recommended that students not enroll in this course unless they have a solid background in high school algebra and precalculus.

MATH 1142 Calculus II for Chemistry, Engineering, and Physics Majors**4 Credits****Prerequisite:** MATH 1141 or MATH 1171.

This course covers applications of the integral to area, arc length, and volumes of revolution; integration by substitution and by parts; indeterminate forms and improper integrals; Infinite sequences and infinite series, tests for convergence, power series, and Taylor series; geometry in three-space.

MATH 1171 Calculus I**4 Credits****Prerequisite:** Precalculus.

This is our most rigorous first-year calculus sequence. However, students are not expected to have had calculus before taking this course.

Topics include functions; limits (including the epsilon-delta definition), continuity, and derivatives; trigonometric functions and their derivatives; applications; relative and absolute extrema, and curve sketching; related rates; Rolle's Theorem and the mean value theorem; antiderivatives, definite integrals and area, and the fundamental theorem of calculus. It is recommended that students not enroll in this course unless they have a solid background in high school algebra and precalculus. Students who have received credit for MATH 1121 or MATH 1141 may not take this course for credit.

MATH 1172 Calculus II**4 Credits****Prerequisite:** MATH 1141 or MATH 1171.

Topics include integration by substitution and by parts; areas between curves; volumes of revolution; inverse functions; logarithms and exponential functions; inverse trigonometric functions; indeterminate forms and l'Hospital's rule; improper integrals; and infinite sequences and series, including convergence tests, absolute and conditional convergence, power series, and Taylor series. Students who have received credit for MATH 1122 or MATH 1142 may not take this course for credit.

MATH 2211 Applied Matrix Theory**3 Credits**

Students majoring in the sciences, economics, and business learn the basic techniques and applications of linear algebra, including solving linear systems of equations, determinants, linear geometry, eigenvalues, and eigenvectors. Closed to mathematics majors. Students may not receive credit for both MATH 2211 and MATH 2235.

MATH 2217 Statistics I**3 Credits****Attributes:** EVAP Environmental Studies: Applied Professional Skills**Prerequisite:** MATH 1121 or MATH 1122 or MATH 1141 or MATH 1142 or MATH 1171 or MATH 1172.

This introductory, calculus-based statistics course focuses on applications in business, statistics, and everyday events. Topics include descriptive statistics including mean, median, mode, standard deviation, histograms, distributions, box plots, and scatter plots; probability theory including counting rules, random variables, probability distributions, expected values, binomial and normal distributions, and the central limit theorem; inferential statistics including point estimates, confidence intervals, and hypothesis testing; and regression theory. Students learn to analyze data with the aid of common software packages. Mathematics majors may not take this course as a mathematics elective. Students who have received credit for MATH 3317 or MATH 3352 may not take this course for credit.

MATH 2223 Applied Calculus III**3 Credits****Prerequisite:** MATH 1122 or MATH 1142 or MATH 1172.

This course covers first order differential equations, vectors in 2-D and 3-D, partial differentiation and multiple integrals. This is the third course in the three-course sequence MATH 1121, MATH 1122, MATH 2223.

MATH 2231 Discrete Mathematics**3 Credits**

This course introduces methods of mathematical proof. Topics in this course include logic, sets, functions, quantifiers, equivalence relations and partitions, and proof techniques including mathematical induction.

MATH 2235 Linear Algebra**3 Credits****Prerequisite:** MATH 2231.

Students examine linear spaces and subspaces, linear independence and dependence, bases and dimension, linear operators, matrix theory, determinants and systems of linear equations, eigenvalues and eigenvectors. Students may not receive credit for both MATH 2211 and MATH 2235.

MATH 2243 Calculus III for Chemistry, Engineering, and Physics Majors**4 Credits****Prerequisite:** MATH 1142 or MATH 1172.

Topics include partial differentiation; chain rule, exact differentials, maxima and minima; multiple integration; application to volumes, center of gravity; and polar, cylindrical, and spherical coordinates; vector arithmetic and algebra, dot and cross products, parametric equations, lines and planes; gradient, directional derivative, curl, divergence; line integrals, work, Green's theorem, surface integrals; Stokes's and divergence theorems.

MATH 2251 Ordinary Differential Equations**3 Credits****Prerequisite:** MATH 2223 or MATH 2243 or MATH 2273.

This course presents the solution of first order differential equations and of higher order linear differential equations, power series solutions, Laplace transforms, and a multitude of applications. Mathematics majors may not take this course as a mathematics elective. Students who have received credit for MATH 3331 may not take this course for credit.

MATH 2253 Applied Probability Theory**3 Credits****Prerequisites:** A calculus II course (MATH 1172 or MATH 1142 or MATH 1122).

This is an applied, calculus-based probability theory course. The emphasis of the course will be on understanding and applying the theories and main tools of probability. Students will learn about and use common discrete and continuous probability models. There will be heavy emphasis on applications and computer simulations. Differential and integral calculus will be used throughout the course. [Does not count towards the Math Major or Mathematical Statistics minor. This course can count towards either the Mathematics Minor or the Applied Statistics minor, not both.]

MATH 2273 Multivariable Calculus**4 Credits****Prerequisite:** MATH 1142 or MATH 1172.

Topics in this course include vectors in the plane and in three-space; equations of lines and planes; vector functions; arc length; functions of several variables, limits, continuity, differentiability and partial derivatives, the gradient, directional derivatives; tangent planes; relative and absolute extrema; multiple integration in cartesian, cylindrical, and spherical coordinates; vector fields; line integrals; Green's theorem.

MATH 3301 Topics in Discrete Mathematics**3 Credits****Prerequisite:** MATH 2231.

Topics include basic combinatorics (permutations, combinations, counting complicated sets, binomial coefficients), elementary number theory (divisors, Euclid's algorithm, modular arithmetic), and elementary graph theory (connectivity, circuits, cycles, planar graphs, graph isomorphisms).

MATH 3317 Applied Statistics I**3 Credits****Prerequisite:** MATH 2243 or MATH 2273.

This course introduces students to applied statistical methods used in the physical sciences, social sciences and business. Topics include probability, descriptive and exploratory statistics using analytic and graphical tools, basic statistical testing (sampling techniques, theory of estimation and standard hypothesis tests), regression analysis (simple linear regression, multivariate regression, and model building, as time permits), correlation techniques, and analysis of variance and factorial designs, if time permits. Students will be required to bring a laptop to class, and a statistical software package such as R, SPSS, or Minitab, will be used extensively, though no prior experience will be assumed. Students who have received credit for MATH 2217 may not receive credit for this course.

MATH 3331 Applied Mathematics**3 Credits****Prerequisites:** MATH 2235 and (MATH 2243 or, MATH 2273).

This course covers the theory and solution of ordinary differential equations: first-order equations, linear equations of arbitrary order, and linear systems; power series solutions; Laplace transforms; and existence and uniqueness of solutions. Students who have received credit for MATH 2251 may not take this course for credit.

MATH 3332 Partial Differential Equations**3 Credits****Prerequisites:** MATH 2243 or MATH 2273; MATH 2251 or MATH 3331.

Topics in this course include first order PDEs and the method of characteristics; separation of variables for linear homogeneous PDEs; eigenvalue problems; Fourier series; solution of the 1-D heat equation, the 1-D wave equation, and the 2-D Laplace equation, both homogeneous and non-homogeneous; and Fourier transforms.

MATH 3336 Abstract Algebra**3 Credits****Prerequisites:** MATH 2231, MATH 2235.

Students will study introductory group theory. Topics include the definition and examples of groups, cyclic groups and Cauchy's Theorem, permutation groups and Cayley's Theorem, group homomorphisms and isomorphisms, subgroups and cosets, Lagrange's Theorem, and the Isomorphism Theorems.

MATH 3337 Number Theory**3 Credits****Attributes:** EDCG Educational Studies Cognate**Prerequisite:** MATH 2231.

This study of the integers includes but is not limited to: primes and their distribution, divisibility and congruences, quadratic reciprocity, special numerical functions such as Euler's phi-function, and Diophantine equations. Students consider the influence number theory has had on the development of algebra and the interplay between the two.

MATH 3342 Theory of Computation**3 Credits****Prerequisite:** MATH 2231.

This course explores what computers can and can't do, although it does not require any background in computer science or programming. Topics include finite state machines, push-down automata, Turing machines and recursive functions; mechanisms for formal languages, such as regular grammars, context-free grammars, context-sensitive grammars; and decidable versus undecidable problems.

MATH 3345 Functional Programming**3 Credits****Prerequisites:** CPSC 1101, MATH 2231.

This course provides an introduction to the theory and practice of programming in the functional paradigm. Functional programming is based on a view of computing as calculation. This approach facilitates the development of programs that are concise, elegant, and free of broad classes of errors. Topics covered will include basic calculation in the functional style, recursion, data types, higher-order functions, and user interactions. This course is intended for students with some imperative programming experience who wish to expand their knowledge.

MATH 3351 Probability Theory**3 Credits****Attributes:** EDCG Educational Studies Cognate**Prerequisites:** MATH 2231 or CPEG 2245; MATH 2243 or MATH 2273.

Topics in this course include counting techniques; axiomatic probability theory; discrete and continuous sample spaces; random variables, cumulative distribution functions, probability density and mass functions; joint distributions; expected value and moments; common distributions like the normal, binomial, and Poisson distributions; and limit laws.

MATH 3352 Mathematical Statistics**3 Credits****Attributes:** EDCG Educational Studies Cognate**Prerequisite:** MATH 3351.

This course covers transformations of random variables; statistical application of probability; theory of sampling and the Central Limit Theorem; variances of sums and averages; estimation and hypothesis testing; and least squares, curve-fitting, and regression.

MATH 3354 Actuarial Problem Solving**1 Credit****Prerequisite:** MATH 3351.

This course explores the methods and techniques of solving problems in actuarial mathematics for students interested in the actuary field. This course covers, via student led problem sessions and lectures, the tools for quantitatively assessing risk as presented on Society of Actuaries Exam P.

MATH 3361 Topics in Algebra**3 Credits****Prerequisite:** MATH 3336.

This course investigates three topics in greater depth than can be done in the first linear or abstract algebra course. Topics may include canonical forms for matrices, metric linear algebra, ideal theory, finite non-abelian groups, and Galois Theory. The course typically includes one linear and one abstract algebra topic.

MATH 3371 Real Analysis**3 Credits****Prerequisites:** MATH 2231, (MATH 1142 or MATH 1172).

This course examines the set of real numbers as a complete, ordered, Archimedean field. Topics covered in this course include countability; convergence of sequences of numbers and functions; compactness of sets; continuity of functions; and differentiation of functions.

MATH 3373 Complex Analysis**3 Credits****Prerequisites:** MATH 2231, MATH 2273.

Topics in this course include algebra of complex numbers, Cauchy-Riemann equations and analytic functions, complex differentiation, integration in the complex plane, Cauchy's Theorem and integral formula, conformal mapping, Laurent series and residue theory, and applications.

MATH 3377 Numerical Analysis**3 Credits****Prerequisites:** (MATH 1142 or MATH 1172) and MATH 2235 and proficiency in a computer language.

This course investigates computer arithmetic, round-off errors, the solution of nonlinear equations, polynomial approximation, numerical differentiation and integration, and the solution of systems of linear equations via student-written code to implement the algorithms and/or the use of available software.

MATH 3383 Modern Geometry**3 Credits****Attributes:** EDCG Educational Studies Cognate**Prerequisites:** MATH 2235.

This course is an introduction to the modern study of geometry and geometric spaces. Topics may include: the foundations for plane geometries; Euclidean, spherical, projective, finite, and hyperbolic geometries; models for geometries; Möbius transformations; isometries; tilings of geometric spaces; constructions and constructability; higher dimensional objects and geometries; and introductory Riemannian geometry.

MATH 3385 Point Set Topology**3 Credits****Prerequisite:** MATH 3371.

This course considers topological spaces, continuous functions; product, metric, and quotient spaces; countability and separation axioms; existence and extension of continuous functions; compactification; metrization theorems and complete metric spaces.

MATH 4391 Honors Seminar I**3 Credits**

This course is open to senior mathematics majors with a mathematics GPA of 3.5 or higher and invited junior and senior mathematics majors with demonstrated ability who have been recommended by the mathematics faculty. This seminar provides talented students with an opportunity to undertake individualized study under faculty direction. Participants present several lectures before a group of peers. The seminar's subject matter varies each semester.

MATH 4392 Honors Seminar II**3 Credits**

This course is open to senior mathematics majors with a mathematics GPA of 3.5 or higher and invited junior and senior mathematics majors with demonstrated ability who have been recommended by the mathematics faculty. This seminar provides talented students with an opportunity to undertake individualized study under faculty direction. Participants present several lectures before a group of peers. The seminar's subject matter varies each semester.

MATH 4900 Special Topics (Shell)**3 Credits**

Prerequisites: MATH 2231, additional mathematics courses depending on the topic.

Mathematical topics not currently among the department's offerings can be offered one-time or to allow a professor the opportunity to "test drive" a course for the first time.

MATH 4980 Internship**1-3 Credits****Prerequisite:** Minimum GPA of 3.

The internship program provides mathematics majors with opportunities to gain practical, career-related experience in a variety of supervised field settings. For a typical 3-credit internship, students spend a minimum of 10 hours per week working at the placement site and complete the required academic component specified by their faculty advisor. An on-site supervisor and internal mathematics faculty advisor evaluate student work, with the grade assigned by the faculty advisor. Internship credits can vary and interns may register for a summer session and/or one or two semesters for an overall maximum of six credits. An internship may not take the place of a mathematics elective. Enrollment by permission only.

MATH 4990 Independent Study**1-3 Credits**

Independent study provides students with the opportunity to examine areas not covered in the undergraduate curriculum. Under the guidance of a faculty member, advanced students learn about an area in mathematics through reading and research. Independent study includes written work in the form of exercises or papers. Students apply to a professor under whose direction they wish to study and obtain the approval of the department chair. This course may not replace a mathematics elective to fulfill the requirements for the major unless special permission is given by the department chair.

Faculty

Professors

Demers, *Chair*
Sawin
Staecker
Striuli

Associate Professors

Baginski
Berikkyzy
Casement
McSweeney
Rafalski

Assistant Professors

Aherns (visiting)
Barba
Cunningham (visiting)
Dumitrescu
Naples
Trolle (visiting)
van Wyk
Venkatesan

Assistant Professors of the Practice

Hooda

Instructors of the Practice

Kapoor

Instructors

Madera (Visiting)

Lecturers

Blum
Bohan, M.
Brown, C.
Brown, J.
Carbone
Cerruti
Chludzinski
David
Dykty
Farley
Fitzsimmons
Gjemnica

Gu
Mittag
Olaniyan
Puhl
Whiteman
Wynn

Faculty Emeriti

Bernhardt
Coleman
Dennin
Mulvey
Weiss

Actuarial Science

For a 19-credit minor in actuarial science, students complete the following:

The minor consists of seven required classes and is open to students from all disciplines who have strong math backgrounds and who want to learn how to model the uncertainty of events and to assess and manage risk. Students completing the Actuarial Science minor will gain the quantitative and business skills needed to take two of the preliminary actuarial exams (P and FM) which are often required to enter the profession.

Code	Title	Credits
MATH 3351	Probability Theory	3
MATH 3354	Actuarial Problem Solving	1
ECON 1011	Introduction to Microeconomics	3
ECON 1012	Introduction to Macroeconomics	3
ACCT 1011	Introduction to Financial Accounting	3
FNCE 2101	Introduction to Finance	3
FNCE 3210	Principles of Investment	3
Total Credits		19

Note: non-math majors will need to take the following prerequisite courses for the required math courses listed above:

Code	Title	Credits
MATH 1121	Applied Calculus I	3
or MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	
or MATH 1171	Calculus I	
MATH 1122	Applied Calculus II	3
or MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	
or MATH 1172	Calculus II	
MATH 2223	Applied Calculus III	3
or MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	
or MATH 2273	Multivariable Calculus	
MATH 2231	Discrete Mathematics	3

Applied Statistics Minor

For an 18-20 credit minor in applied statistics, students complete the following:

The minor is open to all students and consists of five required classes and one elective. No more than two courses within the minor may count toward the math major.

Code	Title	Credits
MATH 1171	Calculus I	3-4
or MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	
or MATH 1121	Applied Calculus I	
MATH 1172	Calculus II	3-4
or MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	
or MATH 1122	Applied Calculus II	
MATH 2217	Statistics I	3
or ECON 3278	Economic Statistics	
or PSYC 2810	Statistics for the Behavioral Sciences	
or PUBH 2217	Biostatistics for Health Research	
STAT 2200	Statistical Computing	3
STAT 2218	Statistics II	3
Select one elective course from the following:		3
DATA 3260	Database Systems	
DATA 4315	Data Mining and Applications	
CPSC 4317	Computational Statistics for Biomedical Sciences	
CPSC 4322	Visual Analytics	
CPSC 4355	Artificial Intelligence	
CPSC 4357	Database Management Systems	
ECON 4380	Econometrics	
MATH 2253	Applied Probability Theory	
MATH 3351	Probability Theory	
Total Credits		18-20

Mathematical Statistics Minor

For a 15-credit minor in mathematical statistics, students complete the following:

The minor consists of five required classes and is open to mathematics majors, as well as students from other disciplines who have strong math backgrounds and take upper-division math courses as part of their majors, such as those in computer science, physics, and electrical engineering. No more than two courses within the minor may count toward the math major.

Code	Title	Credits
MATH 3317	Applied Statistics I	3
MATH 3351	Probability Theory	3
MATH 3352	Mathematical Statistics	3
MATH 5418	Applied Statistics II	3
STAT 2200	Statistical Computing	3
Total Credits		15

Mathematics Major

Requirements

For a 51-credit major in mathematics, students complete the following:

Code	Title	Credits
CPSC 1101	Introduction to Computing ¹	3
MATH 1171	Calculus I	4
MATH 1172	Calculus II	4
MATH 2231	Discrete Mathematics	3
MATH 2235	Linear Algebra	3
MATH 2273	Multivariable Calculus	4
MATH 3336	Abstract Algebra	3
MATH 3371	Real Analysis	3
Select six 3000-level mathematics electives		18
Select two semesters of a laboratory science ²		6
Mathematics Capstone ³		
Total Credits		51

- ¹ An equivalent course may be substituted. Students who can demonstrate proficiency in a computer programming language can have this requirement waived by the department chair.
- ² Although physics is the usual science taken by majors in mathematics, another laboratory science may be substituted with permission of the chair.
- ³ All mathematics majors must complete a two-part Capstone Experience consisting of completion of the Senior Comprehensive Exam in Mathematics in the spring of their senior year and attendance at five or more Mathematics Department Colloquia (or equivalent) in their junior and senior years. Results are noted on the transcript as follows: Senior Comprehensive Exam in Mathematics “Passed with Distinction” or “Passed” or “Failed”; Capstone Experience in Mathematics: “Completed” or “Not Completed.”

Students who wish to double major in mathematics and another area are encouraged to meet with the chairs of the respective departments so that appropriate modifications to the requirements can be made to allow these students to graduate in four years. Popular double majors with mathematics include computer science, economics, and physics.

Mathematics majors are required to have a graphing calculator at least as powerful as a TI-84.

Honors Seminar

Students who take the MATH 4391 or MATH 4392 Honors Seminar receive three credits for one of their mathematics electives upon completion of one semester of MATH 4391 or MATH 4392. Students who complete both MATH 4391 and MATH 4392 earn six credits: the first semester counts as a 3-credit mathematics elective, while the second counts as a 3-credit free elective.

Students Interested in Teaching Mathematics in High School or Middle School

Students planning a career in secondary education should consult with the department chair, and with the Graduate School of Education and Allied Professions, as early as possible. Consult the catalog section for the Program in Education for information concerning requirements for the Five-Year Integrated Bachelor’s and Master’s Degree program in Secondary Education with Initial 7-12 Certification.

Plan of Study

The curriculum given below represents a typical option for completing the major in mathematics.

Course	Title	Credits
First Year		
Fall		
CPSC 1101	Introduction to Computing	3
MATH 1171	Calculus I	4
Other Courses		9
Credits		16
Spring		
MATH 1172	Calculus II	4
Other Courses		12
Credits		16
Second Year		
Fall		
MATH 2231	Discrete Mathematics	3
MATH 2273	Multivariable Calculus	4
Other Courses		9
Credits		16
Spring		
MATH 2235	Linear Algebra	3
Math Elective		3
Other Courses		9
Credits		15
Third Year		
Fall		
MATH 3336	Abstract Algebra	3
MATH 3371	Real Analysis	3
Laboratory Science		4
Other Courses		6
Credits		16
Spring		
Math Electives		6
Laboratory Science		4
Other Courses		6
Credits		16
Fourth Year		
Fall		
Math Electives		6

Other Courses	9
Credits	15
Spring	
Math Elective	3
Other Courses	9
Mathematics Comprehensive Exam	0
Credits	12
Total Credits	122

Mathematics Minor

For a 12- to 13-credit minor in mathematics, students complete the following:

Code	Title	Credits
MATH 1122	Applied Calculus II	3-4
or MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	
or MATH 1172	Calculus II	
Select three mathematics courses 2000-level or higher ¹		9
Total Credits		12-13

¹ No more than one of the following may be accepted as one of the three upper-level mathematics courses: ECON 3290, ECON 4380, PHYS 3324 or MEEG 4325. Math 2253 cannot count for both the Mathematics Minor and the Applied Statistics Minor.

The specific selection of courses must have the approval of the chair of the Department of Mathematics. If a student is placed out of second semester calculus, the student is exempted from the first requirement.

Modern Languages and Literatures

The study of modern languages, as well as cultures and literatures in their original languages, is an intellectual experience that allows students to recognize and embrace language and cultural diversity. Language learning goes beyond the development of linguistic skills; it fosters creativity, understanding, and inclusion, while promoting the development of critical thinking skills.

The Department of Modern Languages and Literatures stresses proficiency in all language skills, as well as the development of a cultural awareness, to prepare students for careers in business, communication, education, government, health sciences, social work, translation and interpreting, and related professions. Similarly, our varied coursework encourages the study of bi/multilingualism and bi/multiculturalism in the context of the United States and around the world. This work is locally and nationally crucial as there are over 300 languages spoken in the U.S. and at least 20% of the U.S. population speaks a language other than English.

The Department offers instruction in the following languages: Chinese, French, German, Hebrew, Italian, Portuguese, Russian, and Spanish. Currently, majors and minors are available in French, German, Italian, and Spanish, and an individually-designed major is possible in Chinese.

In addition to its own programs, the Department of Modern Languages and Literatures courses contribute to programs across the University including: the International Studies program and the minor programs in Asian Studies, Communication Media Studies, Educational Studies,

Health Studies, Italian Studies, Judaic Studies, Latin American and Caribbean Studies, Peace and Justice Studies, Russian, East European, and Central Asian Studies, Visual and Performing Arts, and Women, Gender, and Sexuality Studies. Selected language courses may count toward the above programs. A limited number of courses taught in English may count toward specific majors and minors as well as a selection of courses offered by other departments. Please consult with the individual directors of the French, German, Italian and Spanish sections for a list of any relevant courses from outside the department not already listed in this section of the *Catalog*. Additionally, many of our courses fulfill the *Magis* Core Signature Elements.

Modern Languages and Literatures courses requiring a prerequisite may allow students with suitable life or academic experience from other institutions to be admitted by permission of the chair. Students who believe they have appropriate preparation may petition the chair for admission to desired courses.

Note: Education minors need a minimum of 30 credits in the language area, of which at least three credits must be in the area of literature and three in the area of culture and civilizations.

Language Core Requirements

As part of the *Magis* Core curriculum, at least one semester of a second language must be taken at Fairfield University by all students, complemented by either a second language course in the same language or a second math course. Note that students must first complete a language placement exam before registering for the course in order to continue in the same language that was previously studied. Additionally, students may choose to complete their *Magis* Core literature requirement in a language course other than one taught in English. Students may also take language courses to fulfill the *Magis* Core Signature Elements such as Social Justice, Writing Across the Curriculum, and Interdisciplinary course work.

Core Mission Statement

We seek to develop global citizens who will respectfully engage across languages and cultures. We promote social justice through linguistic and cultural understanding, embracing multiple points of view beyond boundaries.

Student Learning Goals and Objectives

The study of modern languages, cultures, and literatures is crucial in an increasingly globalized world. Linguistic and cultural proficiency prepares students for a variety of professions including careers in business, media, education, politics, health sciences, and social work. The study of languages promotes empathy, appreciation for diversity, and cross-cultural understanding. Language is at the center of the liberal arts education at Fairfield University and beyond. Our rigorous curriculum develops our students' language skills, cultural knowledge, and real-world experience essential to success in academic, professional, and personal endeavors.

Through their study of languages, students will:

- Be able to read a passage of moderate difficulty in their chosen language
- Be able to communicate with a native speaker
- Learn grammatical structures which will facilitate oral and written expression in the language

- Become acquainted with the life, customs, and cultural traditions where the language is spoken

Language Specific Student Learning Outcomes (SLOs)

French

1. Express ideas in writing in all major time frames and moods with appropriate vocabulary, proper syntax, and few grammatical errors.
2. Express ideas orally in all major time frames and moods with appropriate vocabulary, proper syntax, and few grammatical errors.
3. Demonstrate the ability to analyze and synthesize texts and films, while considering political, social, historical, or cultural context.
4. Students completing the French major at Fairfield should reach the oral proficiency level of at least Intermediate High, and the written proficiency level of Advanced Low, following the ACTFL Guidelines.

German

1. Express ideas in writing in all major time frames and moods with appropriate vocabulary, proper syntax, and few grammatical errors.
2. Express ideas orally in all major time frames and moods with appropriate vocabulary, proper syntax, and few grammatical errors.
3. Demonstrate the ability to analyze, and synthesize, texts and films while considering political, social, historical, or cultural contexts.
4. Students completing the German major at Fairfield should reach the oral proficiency level of at least the Intermediate High, and the written proficiency level of Advanced Low, following the ACTFL Guidelines.

Italian

1. Analyze a variety of genres in film and literature.
2. Comment upon texts and films in written essays and oral discussions using critical terminology.
3. Appreciate the historical and cultural context of Italian literature and film.
4. Express ideas verbally and in writing with appropriate vocabulary and proper syntax and minimal grammatical errors.

Spanish

Students who successfully complete the Spanish major at Fairfield University will be able to:

1. Reach the advanced high ACTFL sub-level for speaking in accordance with the ACTFL guidelines
2. Reach the advanced high ACTFL sub-level for writing in accordance with the ACTFL guidelines
3. Demonstrate analytic, interpretive, and critical thinking skills with respect to literature, film, linguistics, and culture in the target language
4. Demonstrate participation in a cultural immersion in a Spanish-speaking community locally or abroad

Programs

- French Major
- French Minor
- German Major
- German Minor
- Italian Major

- Italian Minor
- Spanish Major
- Spanish Minor

Courses

Arabic

ARBC 1110 Elementary Modern Standard Arabic I **3 Credits**

The first course, the first of a two-semester sequence, teaches the essentials of phonology, script, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing in the standard means of communicating in the Arab world. Teaching is proficiency-based, implying that all activities within the courses are aimed at placing student learners in the context of the native-speaking environment.

ARBC 1111 Elementary Modern Standard Arabic II **3 Credits**

Prerequisite: ARBC 1110.

A continuation of ARBC 1110, this course teaches the essentials of phonology, script, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing in the standard means of communicating in the Arab world. Teaching is proficiency-based, implying that all activities within the courses are aimed at placing student learners in the context of the native-speaking environment.

ARBC 2210 Intermediate Modern Standard Arabic I **3 Credits**

Prerequisite: ARBC 1111.

This course, the first in a two-semester sequence, continues to build upon the skills acquired in the first-year course. Emphasis will be placed upon improving grammar, listening comprehension, and speaking and reading skills. Students will gain confidence in conversing with native speakers on a variety of topics, will be able to write more complex texts on everyday themes, and will acquire the skills to read uncomplicated authentic texts, such as newspaper articles on familiar topics.

ARBC 2211 Intermediate Modern Standard Arabic II **3 Credits**

Prerequisite: ARBC 2210.

A continuation of ARBC 2210, this course continues to build upon the skills acquired in the first-year course. Emphasis will be placed upon improving grammar, listening comprehension, and speaking and reading skills. Students will gain confidence in conversing with native speakers on a variety of topics, will be able to write more complex texts on everyday themes, and will acquire the skills to read uncomplicated authentic texts, such as newspaper articles on familiar topics.

ARBC 3990 Independent Study **3 Credits**

Students undertake readings and studies in a specialized area of Arabic language and culture, under the direction of a staff member. Designed to fill the special needs of specific students, this course is offered at the discretion of the department chair. Enrollment by permission only.

Chinese

CHIN 1110 Elementary Chinese I **3 Credits**

Attributes: ANMC Asian Studies Elective

Designed for students with no prior experience with Chinese or whose placement scores are in the range for this course level. This course, the first of a two-semester sequence, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Language cultures are explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

CHIN 1111 Elementary Chinese II**3 Credits****Attributes:** ANMC Asian Studies Elective**Prerequisite:** CHIN 1110.

This course, a continuation of CHIN 1110, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Language cultures are explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

CHIN 2210 Intermediate Chinese I**3 Credits****Attributes:** ANMC Asian Studies Elective**Prerequisite:** CHIN 1111.

This course, the first of a two-semester sequence, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. The language cultures are explored through a wide variety of materials (literary texts, press articles, films, etc). Students attend three classes per week and do mandatory online work determined by the instructor.

CHIN 2211 Intermediate Chinese II**3 Credits****Attributes:** ANMC Asian Studies Elective**Prerequisite:** CHIN 2210.

This course, a continuation of CHIN 2210, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. The language cultures are explored through a wide variety of materials (literary texts, press articles, films, etc.). Students attend three classes per week and do mandatory online work determined by the instructor.

CHIN 2220 Advanced Chinese**3 Credits****Attributes:** ANMC Asian Studies Elective**Prerequisite:** CHIN 2211.

This course will continue to build on work completed through the intermediate level Chinese. All four skills: reading, listening, reading, and writing, will be further strengthened, but with emphasis on consolidating conversational skills and improving reading confidence. Upon completion of the course, students should be able to use integrated skills and cultural strategies to speak with some fluency on everyday conversational topics, read lengthier and more complex materials, write short but accurate compositions on computers using Chinese software, and develop a more sophisticated sense about the language and the culture.

CHIN 2221 Reading China**3 Credits****Attributes:** ANMC Asian Studies Elective**Prerequisite:** CHIN 2211.

This course has the twin goals of increasing reading proficiency in Chinese language and exploring Chinese culture. Topics are selected from four main areas: Chinese Geography (e.g. city, countryside, landscape), Chinese Life (e.g. festivals, popular culture, everyday living), Chinese Society (e.g. family, social problems, internet use), and Chinese History and Thought (e.g. history, literature, myth, and philosophy). Students also learn how to use different resources and online tools to read and research China-related subjects on their own. Required readings and assignments are in Chinese.

CHIN 2250 Modern China Through Fiction and Film**3 Credits****Attributes:** ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, MELT Magis Core Exploration: Literature

This course is a study of various cultural aspects of modern China in the 20th century through reading translated fiction as well as films. Students explore topics such as modernity, nationalism, individualism, gender, and cultural identity in the modern cultural-historical context. Also will be discussed are issues particular to fiction and film as representational modes: How do fiction and film narrate history and the complex Chinese experience? How have they both been shaped by and contributed to the socio-cultural transformations? And how do they represent the increasingly diversified cultural and social landscape of contemporary China? Crosslisted with ENGL 1180.

CHIN 3990 Independent Study**3 Credits**

Students undertake readings and studies in a specialized area of Chinese under the direction of a staff member. Designed to fill the special needs of specific students, this course is offered at the discretion of the department chair. Enrollment by permission only.

French

FREN 1110 Elementary French I**3 Credits****Attributes:** MWAC Magis Core: Writing Across Curriculum

Designed for students with no prior experience with French or whose placement scores are in the range for this course level. This course, the first of a two-semester sequence, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Language cultures are explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

FREN 1111 Elementary French II**3 Credits****Attributes:** MWAC Magis Core: Writing Across Curriculum**Prerequisite:** FREN 1110.

This course, a continuation of FREN 1110, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Language cultures are explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

FREN 2210 Intermediate French I**3 Credits****Attributes:** MWAC Magis Core: Writing Across Curriculum**Prerequisite:** FREN 1111.

This course, the first of a two-semester sequence, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. The language cultures are explored through a wide variety of materials (literary texts, press articles, films, etc). Students attend three classes per week and do mandatory online work determined by the instructor.

FREN 2211 Intermediate French II**3 Credits****Attributes:** LCEL LACS Minor: Elective, MWAC Magis Core: Writing Across Curriculum**Prerequisite:** FREN 2210.

This course, a continuation of FREN 2210, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. The language cultures are explored through a wide variety of materials (literary texts, press articles, films, etc). Students attend three classes per week and do mandatory online work determined by the instructor.

FREN 2219 French Syntax and Expression**3 Credits****Attributes:** MWAC Magis Core: Writing Across Curriculum**Prerequisite:** FREN 2211.

This course provides a rigorous review of French grammar and syntax and examines the critical differences between English and French. The goals of this course are to prepare students for further advanced courses, and to use French more accurately by practicing the specifics of grammar and syntax. Furthermore, the students will examine and use the French language in varying levels of discourse and registers, ranging from everyday speech to short narratives. To achieve these goals, we will examine contemporary, historical and literary readings, which contain the grammar and syntax under study and insure that they are studied in context.

FREN 2220 Topics in Language and Culture**3 Credits****Prerequisite:** FREN 2211.

This course improves proficiency in written and oral expression by focusing on topics in French language and culture. Students develop advanced writing and speaking skills while concentrating on grammar, style, and appropriateness. Weekly compositions, based primarily on the genres or topics studied allow students to identify and correct grammatical mistakes. Students present research in class in French. Films and various cultural artifacts (proverbs, songs, historical materials) familiarize students with idiomatic French.

FREN 2230 Topics in French Classical Theater**3 Credits****Attributes:** MELT Magis Core Exploration: Literature

FREN 2230 focuses on the history and study of French Classical Theater of the 17th century. Besides learning the history of French theater, you will also learn about the various literary genres and versification, as you read two classical plays in their entirety. Some of the class time will be devoted to the study of complex and advanced grammar and syntax, which you will practice by completing weekly assignments. All class lectures and discussions will be in French.

FREN 3251 Culture and Civilization of France and the Francophone World I**3 Credits****Prerequisite:** FREN 2211.

This course explores France and French-speaking people in a cultural, social, and historical context. Students use multimedia, Internet, and audio-visual resources extensively and submit frequent oral and written reports.

FREN 3252 Culture and Civilization of France and the Francophone World II**3 Credits****Prerequisite:** FREN 2211.

This course explores the regions and people that comprise the francophone world in a cultural, social, and historical context. Students use multimedia, Internet, and audio-visual resources extensively and submit frequent oral and written reports.

FREN 3265 French Translation Workshop**3 Credits****Prerequisite:** FREN 2219 or FREN 2220 or FREN 2230.

In this course, students develop expertise in the art and craft of translation. The course presents terminology, advanced grammar analysis, and procedures that assist the translator in describing and solving translation problems. It uses real and simulated case studies in a variety of fields including commercial correspondence, tourism, food, transportation, telecommunications, social science, and literature. Students practice with native script, giving attention to individual interests and majors, using French-to-English and English-to-French translations. The class, which is conducted in both languages, uses human, computer-based, and print resources.

FREN 3267 French Commercial Culture**3 Credits****Prerequisite:** FREN 2219 or FREN 2220 or FREN 2230.

This introduction to the business practices and economic situation of France in the context of the European Union emphasizes commercial vocabulary and business situations presented through extensive use of authentic material and documents. This course, which is of particular interest to students seeking a career in international business or international affairs, uses multimedia, Internet, and audio-visual resources extensively, and includes regular practice in speaking and writing.

FREN 3271 Contemporary French Press and Media**3 Credits****Prerequisite:** FREN 2219 or FREN 2220 or FREN 2230.

Students read and discuss articles from representative magazines and newspapers in French, as well as reports from television news broadcasts and the Internet. The course considers how the media and technology are shaping French society in the 21st century and discusses a wide range of topics such as politics, education, religion, the arts, science, privacy, and censorship. Students complete frequent oral and written reports.

FREN 3980 Internship**3 Credits****Prerequisite:** FREN 2219 or FREN 2220 or FREN 2230.

The internship program gives students first-hand experience in the fields of translation, interpretation, cataloging, public relations, advertising, teaching, etc., in the language of their specialization. Department members, who agree to guide the endeavor, supervise student work. When required by a faculty supervisor, an evaluation of student interns may be required from the institution where students work. The student's work should demand no less than one full day per week, or its equivalent.

FREN 3990 Independent Study**3 Credits****Prerequisite:** FREN 2219 or FREN 2220 or FREN 2230.

Students undertake readings and studies in a specialized area of French, under the direction of a member of faculty. Designed to fill the special needs of specific students, this course is offered at the discretion of the department chair. Enrollment by permission only.

FREN 4301 Survey of Literature in French I**3 Credits****Attributes:** MELT Magis Core Exploration: Literature**Prerequisite:** FREN 2219 or FREN 2220 or FREN 2230.

This course presents a chronological view of French literature, emphasizing the most important writers and major literary movements and themes. Students will consider varied genres from the Middle Ages through the 17th century.

FREN 4302 Survey of Literature in French II**3 Credits****Attributes:** MELT Magis Core Exploration: Literature**Prerequisite:** FREN 2219 or FREN 2220 or FREN 2230.

This course presents a chronological view of French literature, emphasizing the most important writers and major literary movements and themes. Students will study the forces unleashed by the Revolution and considers the development of modern French literature.

FREN 4305 French and Francophone Women Writers**3 Credits****Attributes:** MELT Magis Core Exploration: Literature, WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** FREN 2219 or FREN 2220 or FREN 2230.

The course explores a wide range of literary genres produced by women writers from France and the francophone world, investigating women's issues such as race, gender, class, status, and power within the historical, political, and cultural contexts of their regions of origin. The course introduces French feminist theories. Students read and conduct discussions in French and complete frequent oral and written assignments.

FREN 4366 Film and Literature in French**3 Credits****Attributes:** MELT Magis Core Exploration: Literature**Prerequisite:** FREN 2219 or FREN 2220 or FREN 2230.

This course examines the relationship between film and literature.

Students view the film version of each work, which serves as a basis for class discussion. The course requires frequent oral and written works.

FREN 4999 Capstone Seminar**3 Credits****Prerequisite:** Senior standing.

Majors in French participate in an interdisciplinary seminar in the spring of their senior year. The focus of this seminar varies according to the professor, but possible topics include European Film, The Grand Tour, Immigration in Europe, Capital Cities, Language Teaching and Technology, Europe and America. Students research their capstone papers in the target language and present the final work in English and French. The instructor may, in some cases, evaluate work in the target language in consultation with colleagues in that area of expertise in the department. Seminar is conducted in English.

German

GRMN 1110 Elementary German I**3 Credits****Attributes:** MWAC Magis Core: Writing Across Curriculum

Designed for students with no prior experience with German or whose placement scores are in the range for this course level. This course, the first of a two-semester sequence, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Language cultures are explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

GRMN 1111 Elementary German II**3 Credits****Prerequisite:** GRMN 1110.

This course, a continuation of GRMN 1110, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Language cultures are explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

GRMN 2210 Intermediate German I**3 Credits****Prerequisite:** GRMN 1111.

This course, the first of a two-semester sequence, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. The language cultures are explored through a wide variety of materials (literary texts, press articles, films, etc). Students attend three classes per week and do mandatory online work determined by the instructor.

GRMN 2211 Intermediate German II**3 Credits****Prerequisite:** GRMN 2210.

This course, a continuation of GRMN 2210, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. The language cultures are explored through a wide variety of materials (literary texts, press articles, films, etc). Students attend three classes per week and do mandatory online work determined by the instructor.

GRMN 2220 Topics in Language and Culture**3 Credits****Prerequisite:** GRMN 2211.

This course improves proficiency in written and oral expression by focusing on particular topics in German language and culture. Students develop advanced writing and speaking skills while concentrating on grammar, style, and appropriateness. Weekly compositions, based primarily on the genres studies (short story, theater, memoir, essay) allow students to identify and correct grammatical mistakes. Students present speeches in class and conduct situational dramas such as job interviews, television reporting, courtroom trials, debates in German. Films and various cultural artifacts (comic strips, proverbs, songs) familiarize students with idiomatic German.

GRMN 2230 Business German**3 Credits****Prerequisite:** GRMN 2211.

This course will present you with an introduction to the German business world, the larger context within which it is nestled (political/economical system) and provide you with a basic, practical set of tools (vocabulary, cultural knowledge) to help you function in various business settings. The course curriculum is designed around discussions of economic and political issues and around "hands-on" experience with practical everyday situations, which you will practice in role-plays /group work (phone etiquette, basic sales dialogs, contact with customers) and by completing written assignments (resume, e-mails, business letters, etc.).

GRMN 3240 German Children's & Youth Literature**3 Credits****Attributes:** MELT Magis Core Exploration: Literature**Prerequisite:** GRMN 2211.

This course focuses on the representation of childhood in juvenile literature in various genres (songs, stories, nursery rhymes, fairy tales, novels). The readings encompass traditional children's literature, and contemporary works dealing with similar themes plus issues of identity and self-realization. We will read and reflect on literary and cultural forms of children's stories and fairy tales written by authors such as Grimm, Busch, Hoffmann, Kästner and Hartling. Language and writing skills will be enhanced through detailed study of the texts as well as producing a storybook for children in German. The class is taught in German.

GRMN 3241 German Cinema**3 Credits****Attributes:** MELT Magis Core Exploration: Literature**Prerequisite:** GRMN 2211.

German filmmakers are known for their artistic expression and reaction to social and political trends that concern the country and its citizens. This course deals with major developments of German cinema throughout the twentieth century and will give students an overview of major movements, important directors, genres, and actors in the history of German film, as well as socio-political matters facing Weimar and Nazi Germany, post-war West and East German states, and unified Germany. Students will be introduced to the tools of film analysis, cinematic codes, and techniques such as narration, mise-en-scène, cinematography, sound, editing, and how these affect the viewer.

GRMN 3251 German Civilization and Culture I**3 Credits****Prerequisite:** GRMN 2211.

This course examines the main currents of German culture and civilization through lectures, films, the Internet, and literary and cultural readings. Students complete frequent oral and written reports. Conducted in German, this course requires frequent oral and written reports.

GRMN 3252 German Civilization and Culture II**3 Credits****Prerequisite:** GRMN 2211.

This course examines German immigration, especially to the United States, considering in-depth the German-American experience through lectures, films, the Internet, and literary and cultural readings. Conducted in English, this course requires frequent oral and written reports.

GRMN 3262 Survey of German Literature**3 Credits****Attributes:** MELT Magis Core Exploration: Literature**Prerequisite:** GRMN 2211.

This course offers an overview of German works and literary movements from the Middle Ages to 1945, providing students with the fundamentals of literary analysis in the genres of poetry, drama, novellas, novels, short stories, and film. The course requires frequent oral and written reports.

GRMN 3980 Internship**3 Credits****Prerequisite:** GRMN 2211.

The internship program gives students first-hand experience in the fields of translation, interpretation, cataloging, public relations, advertising, teaching, etc., in the language of their specialization. Department members, who agree to guide the endeavor, supervise student work.

When required by a faculty supervisor, an evaluation of student interns may be required from the institution where students work. The student's work should demand no less than one full day per week, or its equivalent.

GRMN 3990 Independent Study**3 Credits****Prerequisite:** GRMN 2211.

Students undertake readings and studies in a specialized area of German under the direction of a staff member. Designed to fill the special needs of specific students, this course is offered at the discretion of the department chair. Enrollment by permission only.

GRMN 4999 Capstone Seminar**3 Credits****Prerequisite:** Senior standing.

Majors in German participate in an interdisciplinary seminar in the spring of their senior year. The focus of this seminar varies according to the professor, but possible topics include European Film, the Grand Tour, Immigration in Europe, Capital Cities, Language Teaching and Technology, Europe and America. Students research their capstone papers in the target language and present the final work in English and German. The instructor may, in some cases, evaluate work in the target language in consultation with colleagues in the area of expertise in the department. Seminar is conducted in English.

Hebrew

HEBR 1110 Elementary Hebrew I**3 Credits****Attributes:** JST Judaic Studies Minor

Designed for students with no prior experience with Hebrew or whose placement scores are in the range for this course level. This course, the first in a two-semester sequence, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Language cultures are explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

HEBR 1111 Elementary Hebrew II**3 Credits****Attributes:** JST Judaic Studies Minor**Prerequisite:** HEBR 1110.

This course, a continuation of HEBR 1110, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Language cultures are explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

HEBR 2210 Intermediate Hebrew I**3 Credits****Attributes:** JST Judaic Studies Minor**Prerequisite:** HEBR 1111.

This course, the first in a two-semester sequence, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. The language cultures are explored through a wide variety of materials (literary texts, press articles, films, etc.). Students attend three classes per week and do mandatory online work determined by the instructor.

HEBR 2211 Intermediate Hebrew II**3 Credits****Attributes:** JST Judaic Studies Minor**Prerequisite:** HEBR 2210.

This course, a continuation of HEBR 2210, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. The language cultures are explored through a wide variety of materials (literary texts, press articles, films, etc.). Students attend three classes per week and do mandatory online work determined by the instructor.

Italian

ITLN 1110 Elementary Italian I**3 Credits**

Designed for students with no prior experience with Italian or whose placement scores are in the range for this course level. This course, the first in a two-semester sequence, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. The culture of Italy is explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

ITLN 1111 Elementary Italian II**3 Credits****Prerequisite:** ITLN 1110.

This course, a continuation of ITLN 1110, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. The culture of Italy is explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

ITLN 2210 Intermediate Italian I**3 Credits****Attributes:** ISIT Italian Studies: Italian, MWAC Magis Core: Writing Across Curriculum**Prerequisite:** ITLN 1111.

This course, the first in a two-semester sequence, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. Italian culture is explored through a wide variety of materials including literary texts, press articles, and films. Students attend three classes per week and do mandatory online work determined by the instructor.

ITLN 2211 Intermediate Italian II**3 Credits****Attributes:** ISIT Italian Studies: Italian, MWAC Magis Core: Writing Across Curriculum**Prerequisite:** ITLN 2210.

This course, a continuation of ITLN 2210, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. Italian culture is explored through a wide variety of materials including literary texts, press articles, and films. Students attend three classes per week and do mandatory online work determined by the instructor.

ITLN 2262 Rome in the Cultural Imagination**3 Credits**

Attributes: ASML American Studies: Language, ISIF Italian Studies: Italy-Focused, ITEN Italian Course Taught in English, MELT Magis Core Exploration: Literature

A center of artistic, cultural, religious, and political power, Rome has captivated the imagination of artists, politicians, and thinkers over its long history. Paradoxically, it is both a destination for religious pilgrimage as well as a center of licentiousness. This course, which considers Rome as both a city and an idea, follows the city's long trajectory through magnificence and decay to focus in a particular way on the impressions of 19th- and 20th- century American travelers, many of whom were artists, writers, and filmmakers. This course is conducted in English.

ITLN 2271 Italian Cinema**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused, ISIT Italian Studies: Italian, ITEN Italian Course Taught in English, MEVP Magis Core Exploration: VPA This survey of Italian films as textual, cultural, and historical artifacts analyzes movements such as neorealism, *commedia all'italiana*, the spaghetti western, and new Italian cinema through the works of selected directors. The course follows a chronology from the silent period to present day, with special emphasis on the "golden ages" of Italian cinema, neo-realism of the postwar period, the 1960s' comedy of manners, and the new Italian cinema of the 1980s and 1990s. Students analyze the works of Rossellini, De Sica, Fellini, Visconti, Germi, Antonioni, Wertmüller, Leone, Pasolini, Moretti, Benigni, and others. Crosslisted with FTMA 2271.

ITLN 2289 Dante**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies, E_BF English Literature Before 1800, ISIF Italian Studies: Italy-Focused, ISIT Italian Studies: Italian, ITEN Italian Course Taught in English, MELT Magis Core Exploration: Literature, MWAC Magis Core: Writing Across Curriculum This course examines the works of Dante Alighieri, including the *Vita nuova*, in addition to the "Inferno," "Purgatorio," and "Paradiso" from the *Divine Comedy*. Students are introduced to the political, linguistic, theological, and poetic ideas that make Dante's works not only significant in the medieval context, but also continue to challenge and inform modern debates. This course, which is conducted in English, counts towards the core requirement in literature. Crosslisted with ENGL 1150. Previously ITLN 3289.

ITLN 2290 Italian American Cinema**3 Credits**

Attributes: ASGW American Studies: Gateway, ISIF Italian Studies: Italy-Focused, ISIT Italian Studies: Italian, ITEN Italian Course Taught in English, MEVP Magis Core Exploration: VPA, MWAC Magis Core: Writing Across Curriculum

This course investigates salient aspects of Italian American cinema, including the representation of Italian Americans, works directed by Italian American directors, and roles played by Italian American actors. It also examines the difference in roles and representation for men and women in this subgroup of American society, with particular consideration given to the ethnic roots of these differences. Throughout the semester we will examine the ways in which film displays Italian ethnicity in the United States. The course also analyzes the profound influence of Italian cinema on the film-making of Italian American screenwriters and directors. This class is taught in English. Crosslisted with FTMA 2290. Previously ITLN 3290.

ITLN 2291 Boccaccio's Decameron in Translation**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused, ISIT Italian Studies: Italian, ITEN Italian Course Taught in English, MELT Magis Core Exploration: Literature, WSGF Women, Gender, and Sexuality Studies: Gender Focused Written just a few years after the Black Death swept through Florence in 1348, Giovanni Boccaccio's *Decameron* offers poignant testimony to the resilience of the human spirit in the wake of immeasurable loss. In this class we will follow Boccaccio's troupe of 10 young men and women as they fill their days singing, dancing, playing games, and telling tales. We will analyze Boccaccio's stories in terms of gender, class, and authorship, and see if his crafty wives and hypocritical clerics still have the power to shock and delight their modern readers.

ITLN 3219 Italian for Professional Applications**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused, ISIT Italian Studies: Italian
Prerequisite: ITLN 2211.

This is a language course designed to give students who have completed Intermediate Italian the grammatical, lexical, and cultural literacy to engage in professional transactions in Italian. Students will gain a cross-cultural understanding of business communication in Italian through the introduction and refinement of pertinent grammar and vocabulary. As a class, we will research notable Italian industries, including fashion, food, and tourism, and analyze their commercial appeal in Italy and abroad. Students will also become familiar with Italy's political, industrial, and financial institutions, while keeping abreast of current events that affect Italian commerce.

ITLN 3220 Topics in Language and Culture**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused

Prerequisite: ITLN 2211.

This course improves proficiency in written and oral expression by focusing on particular topics in Italian language and culture. Students develop advanced writing and speaking skills while concentrating on grammar, style, and appropriateness. Weekly compositions, based primarily on the genres studied (short story, theater, memoir, essay) allow students to identify and correct grammatical mistakes. Students present speeches in class and conduct situational dramas such as job interviews, television reporting, courtroom trials, and debates in Italian. Films and various cultural artifacts (comic strips, proverbs, songs) familiarize students with idiomatic Italian.

ITLN 3222 Made in Italy**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused, ISIT Italian Studies: Italian
Prerequisite: ITLN 2211.

Made in Italy, a term that indicates the uniqueness of Italy in *abbigliamento* (clothing), *agroalimentare* (food), *arredamento* (furniture) and *automobili* (automobiles), dates to the 1980s. This course seeks to further our understanding of Italian culture by investigating the reasons for the popularity and preeminence of products made in Italy. Designers have ensured Italy's prominence in the world of fashion. Pasta, prosciutto, and olive oil are synonymous with Italy, the birthplace of the Slow Food movement. Innovative design, both interior and exterior, is another hallmark of Italian excellence. Italy has produced both high performing, luxury cars and more economical modes of transportation. Conducted in Italian.

ITLN 3233 Creative Writing in Italian**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused, ISIT Italian Studies: Italian
Prerequisite: ITLN 2211.

This course will explore the craft of fiction, touching on both its theory and practice. Students will begin by examining some masters of prose in order to discuss key elements of fiction writing (plot, character, point of view, and style). They will consider the panorama of modern and contemporary Italian fiction, from the novella to the historical novel, coming-of-age fiction to the postmodern immigrant narrative. Students will develop individual creative projects, which will be shared with their workshop classmates and revised in cooperation with the instructor.

ITLN 3240 Language of Food in Italian Culture**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused, ISIT Italian Studies: Italian
Prerequisite: ITLN 2211.

"Dimmi ciò che mangi e ti dirò chi sei... Tell me what you eat, and I will tell you what you are." Perhaps more than any other modern nation, Italy is defined by and celebrated for its food. Exports such as vino, pizza, and gelato, so quintessentially Italian, are now readily available across the globe. But what does food mean to Italians, and how does it reflect, magnify, and shape their collective identity? In this course, students will explore references to food and gastronomy in Italian literature, television, cinema, and art. We will investigate how Italians past and present have used food to talk about mechanisms of social belonging, disparity, and alienation. Beginning with today's celebrity chefs and moving back to Dante and the origins of Italian literature, we will learn about the historical forces that influenced Italy's evolving culinary traditions while honing our Italian language skills.

ITLN 3253 Contemporary Italian Culture**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused, ISIT Italian Studies: Italian
Prerequisite: ITLN 2211.

This course examines aspects of contemporary Italian culture in the arts, film, music, media, and literature. Students analyze the debates that inform the political, social, and cultural dimensions of Italian society today. Readings include magazine and newspaper articles, print advertisements, novels, short stories, and comic books. Students view television news reports, soap operas, commercials, and movies, and listen to various types of contemporary Italian music. The course is conducted in Italian.

ITLN 3255 The Novella**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused, MELT Magis Core Exploration: Literature
Prerequisite: ITLN 2211.

This course analyzes the most successful genre in Italian literature, the novella (short story), as it evolved from the medieval era through the Renaissance to present day. Students read selections from Boccaccio, Basile, Bandello, Verga, Pirandello, Deledda, Morante, Moravia, Calvino, and others. The course is conducted in Italian.

ITLN 3257 Theatre in Italy: Comedy**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused, MELT Magis Core Exploration: Literature, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: ITLN 2211.

From the erudite satires of the humanists to the political farces of contemporary playwrights, Italian comedy has always done more than just entertain. In this course we will study dramatic works by some of Italy's most prominent authors (Machiavelli, Aretino, Goldoni, Pirandello, et al.) and explore the development of comic theater in Italy from the Renaissance to the present. We will weigh the social function of humor in Italian theater, along with issues relating to gender, power, and performance. We will focus on the literary and historical dimensions of these texts, but also use these lively comedies to hone our reading, writing, and oral skills in Italian. To that end, we will watch clips of the plays, regularly perform scenes together in class, and even experiment with improvised "commedia dell'arte" scenarios.

ITLN 3330 Redefining the Cosmos**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused, MELT Magis Core Exploration: Literature

Prerequisite: ITLN 2211.

The Italian Renaissance has traditionally been understood as the very laboratory of Modernity. In a time where new and revolutionary ideas about art, politics and science took shape, Europe faced an extraordinary challenge: how to integrate into "the Renaissance experiment" the new natural and human experience that opened up with the discovery of the New World. Italy produced an extraordinarily heterogeneous body of work that stemmed from these voyages: that is, a "literature of discovery." This course will explore this literature, which includes epic poems, popular cantari, travelogues, historical and geographical treatises, as well as epistolary collections. Previously ITLN 4330.

ITLN 3980 Internship**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused

The internship program gives students first-hand experience in the fields of translation, interpretation, cataloging, public relations, advertising and teaching in the language of their specialization. Department members, who agree to guide the endeavor, supervise student work. When required by a faculty supervisor, an evaluation of student interns may be required from the institution where students work. The student's work should demand no less than one full day per week, or its equivalent.

ITLN 3990 Independent Study**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused, ISIT Italian Studies: Italian
 Students undertake readings and studies in a specialized area of Italian, under the direction of a staff member. Designed to fill the special needs of specific students, this course is offered at the discretion of the department chair. Enrollment by permission only.

ITLN 4999 Capstone Seminar**3 Credits**

Prerequisite: Senior standing.

Majors in Italian participate in an interdisciplinary seminar in the spring of their senior year. The focus of this seminar varies according to the professor, but possible topics include European Film, The Grand Tour, Immigration in Europe, Capital Cities, Language Teaching and Technology, Europe and America. Students research their capstone papers in the target language and present the final work in English and Italian. The instructor may, in some cases, evaluate work in the target language in consultation with colleagues in the area of expertise in the department. Seminar is conducted in English.

Portuguese

PORT 1110 Elementary Brazilian Portuguese I **3 Credits**

Designed for students with no prior experience with Portuguese or whose placement scores are in the range for this course level. This course, the first in a two-semester sequence, is designed to present the student with the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Cultures are explored through a variety of media. The course will broaden the students' understanding of the cultures of the different countries where Portuguese is spoken, especially Brazil.

PORT 1111 Elementary Brazilian Portuguese II **3 Credits**

Attributes: LCEL LACS Minor: Elective

Prerequisite: PORT 1110.

This course, a continuation of PORT 1110, is designed to present the student with the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Cultures are explored through a variety of media. The course will broaden the students' understanding of the cultures of the different countries where Portuguese is spoken, especially Brazil.

PORT 2210 Intermediate Brazilian Portuguese I **3 Credits**

Attributes: LCEL LACS Minor: Elective

Prerequisite: PORT 1111.

This course, the first in a two-semester sequence, continues to build upon the skills acquired in the first-year sequence. The course focuses on increasing the development of communication and comprehension skills while exploring in more depth the complexity of the Brazilian Portuguese language. Emphasis is placed on the development of listening, speaking, reading, and writing skills, as well as the development of cultural literacy. Cultural emphasis is placed on both Brazil and the Lusophone world.

PORT 2211 Intermediate Brazilian Portuguese II **3 Credits**

Attributes: LCEL LACS Minor: Elective

Prerequisite: PORT 2210.

This course, a continuation of PORT 2210, continues to build upon the skills acquired in the first-year sequence. The course focuses on increasing the development of communication and comprehension skills while exploring in more depth the complexity of the Brazilian Portuguese language. Emphasis is placed on the development of listening, speaking, reading, and writing skills, as well as the development of cultural literacy. Cultural emphasis is placed on both Brazil and the Lusophone world.

Russian

RUSN 1110 Elementary Russian I **3 Credits**

Attributes: RECS Russian, Eastern European, and Central Asian Studies, RSLG Russian Studies Minor: Language

Designed for students with no prior experience with Russian or whose placement scores are in the range for this course level. This course, the first in a two-semester sequence, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Language cultures are explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

RUSN 1111 Elementary Russian II **3 Credits**

Attributes: RECS Russian, Eastern European, and Central Asian Studies, RSLG Russian Studies Minor: Language

Prerequisite: RUSN 1110.

This course, a continuation of RUSN 1110, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Language cultures are explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

RUSN 2210 Intermediate Russian I **3 Credits**

Attributes: RECS Russian, Eastern European, and Central Asian Studies, RSLG Russian Studies Minor: Language

Prerequisite: RUSN 1111.

This course, the first in a two-semester sequence, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. The language cultures are explored through a wide variety of materials (literary texts, press articles, films, etc). Students attend three classes per week and do mandatory online work determined by the instructor.

RUSN 2211 Intermediate Russian II **3 Credits**

Attributes: RECS Russian, Eastern European, and Central Asian Studies, RSLG Russian Studies Minor: Language

Prerequisite: RUSN 2210.

This course, a continuation of RUSN 2210, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. The language cultures are explored through a wide variety of materials (literary texts, press articles, films, etc). Students attend three classes per week and do mandatory online work determined by the instructor.

Spanish

SPAN 1110 Elementary Spanish I **3 Credits**

Attributes: MWAC Magis Core: Writing Across Curriculum

Designed for students with no prior experience with Spanish or whose placement scores are in the range for this course level. This course, the first in a two-semester sequence, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Language cultures are explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

SPAN 1111 Elementary Spanish II **3 Credits**

Attributes: MWAC Magis Core: Writing Across Curriculum

Prerequisite: SPAN 1110.

This course, a continuation of SPAN 1110, teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Language cultures are explored through a variety of media. Students attend three classes per week and do mandatory online work determined by the instructor.

SPAN 2210 Intermediate Spanish I**3 Credits****Attributes:** MWAC Magis Core: Writing Across Curriculum**Prerequisite:** SPAN 1111.

This course, the first in a two-semester sequence, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. The language cultures are explored through a wide variety of materials (literary texts, press articles, films, etc). Students attend three classes per week and do mandatory online work determined by the instructor.

SPAN 2211 Intermediate Spanish II**3 Credits****Attributes:** LCEL LACS Minor: Elective, MWAC Magis Core: Writing Across Curriculum**Prerequisite:** SPAN 2210.

This course, a continuation of SPAN 2210, prepares students to continue the study of language on a more advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. The language cultures are explored through a wide variety of materials (literary texts, press articles, films, etc). Students attend three classes per week and do mandatory online work determined by the instructor.

SPAN 2220 Topics in Language and Culture**3 Credits****Attributes:** LCEL LACS Minor: Elective, MWAC Magis Core: Writing Across Curriculum**Prerequisite:** SPAN 2211.

This course improves proficiency in written and oral expression by focusing on particular topics in Spanish language and culture. Students develop advanced writing and speaking skills while concentrating on grammar, style, and appropriateness. Weekly compositions, based primarily on the genres studied (short story, theater, memoirs, essay) allow students to identify and correct grammatical mistakes. Students present speeches in class and conduct situational dramas such as job interviews, television reporting, courtroom trials, debates in Spanish. Films and various cultural artifacts (comic strips, proverbs, songs) familiarize students with idiomatic Spanish.

SPAN 2222H Advanced Spanish for Heritage Speakers**3 Credits****Attributes:** MWAC Magis Core: Writing Across Curriculum, SPME Spanish Major or Minor Elective**Prerequisite:** Placement exam.

This course is directed at heritage speakers of Spanish, that is, students with personal background and prior instruction in Spanish who already possess functional communication abilities in the language. It will prepare students for upper-division literature, culture, linguistics, and translation courses by focusing on the development of advanced reading, writing, and oral abilities in Spanish. Emphasis will be placed on the main stages of the writing process through continuous practice inside and outside of the classroom. The class will use news articles, films, literary works, and other cultural texts. It will be conducted entirely in Spanish. Previously SP 0220H; SPAN 2220H

SPAN 3225 Spanish and English in Contrast**3 Credits****Attributes:** LCLC LACS Minor: Latin America and Caribbean Studies, MWAC Magis Core: Writing Across Curriculum**Prerequisite:** SPAN 2220.

This class offers an in-depth review and study of the more problematic aspects of Spanish grammar for English speakers and provides students with the essentials of their own native grammar necessary to comprehend the similarities between English and Spanish.

SPAN 3231B Career-Oriented Spanish for Business**3 Credits****Attributes:** BUEL Business Elective, LCEL LACS Minor: Elective, SPME Spanish Major or Minor Elective**Prerequisite:** SPAN 2220.

This course aims to give post-intermediate students of Spanish a solid foundation of business vocabulary, basic business and cultural concepts, and situational practice that will prepare them to succeed in today's growing Spanish-speaking business world. It will incorporate a wide array of real-life situations and problems that will integrate all four language skills: speaking, reading, writing and listening. One of the main objectives of this course is to turn students into potential professionals by improving their critical thinking and problem-solving skills necessary in today's globalized business world.

SPAN 3231N Career-Oriented Spanish for Nursing and Health Studies**3 Credits****Attributes:** HSTE Health Studies: Traditions, Delivery, and Ethics, LCEL LACS Minor: Elective, SPME Spanish Major or Minor Elective**Prerequisite:** SPAN 2220.

This to further develop Spanish skills in the four modes: speaking, listening, writing and reading to compliment health, pre-med and nursing studies at a post-intermediate level. In addition to an advanced course in Spanish grammar and vocabulary curated to the health studies needs, we will also explore the following topics through in-class presentations, role play, readings, and authentic texts from the Spanish-speaking world: Cultural competency, Lifespan issues, Bilingual health care systems, Health assessment in Spanish, and Patient teaching. Open to students interested in health professions, pre-med, nursing, etc.

SPAN 3245 Analysis and Interpretation of Hispanic Literature**3 Credits****Attributes:** LCEL LACS Minor: Elective, MWAC Magis Core: Writing Across Curriculum**Prerequisite:** SPAN 2220.

The course provides students with the fundamentals of literary analysis in the genres of poetry, narrative, theater, and film. It uses materials from around the Hispanic world to present a broad historical-cultural context for further reading and to sharpen the skills of analysis, argumentation, speaking, and writing. Focused on a literary study whose critical terms derive from the structure of literature itself (plot, scene, shot, verse, etc.), the course includes a survey of the periods of literary history. Students complete critical papers.

SPAN 3251 Spanish Civilization and Culture**3 Credits****Attributes:** SPME Spanish Major or Minor Elective**Prerequisite:** SPAN 2220.

This course presents the main currents of Spanish civilization by means of lectures and student participation in written and oral reports. Studies of the geography, history, literature, and fine arts of Spain underscore class discussions.

SPAN 3253 Spanish-American Civilization**3 Credits****Attributes:** DEIE Diversity, Equality, and Inclusion Elective, LCEL LACS Minor: Elective, LCSC LACS Minor: Spanish Culture and Literature**Prerequisite:** SPAN 2220.

This course presents a general view of Spanish-American civilization from pre-Columbian times to the present. Participants study the culture, social history, and politics of Spanish-America through select literary readings, articles, documentaries, films, newspapers, and Internet research. The course includes a special topic covering the globalization in Latin America and its impact in the 21st century. Students complete exams, oral presentations, written papers, and a final paper.

SPAN 3271 Hispanic Film**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, GDFT Graphic Design: Film and Television, LCEL LACS Minor: Elective, LCSC LACS Minor: Spanish Culture and Literature, MEVP Magis Core Exploration: VPA
Prerequisite: SPAN 2220.

In this course we examine Latin American and Latinx films to see how artists use cinema to capture their realities, create worlds, challenge stereotypes and social norms, and further complicate stories beyond commercial cinemas. Through consistent practice with the written word and manipulating film images, we examine the crucial importance of self-representation, and diversity of perspectives in front of and behind the camera. Through analysis and application, we explore Latin American cinemas as highly political and culturally-entrenched vehicles as they circulation in the world film landscape.

SPAN 3285 Introduction to Spanish Linguistics**3 Credits**

Attributes: MWID Magis Core: Writing in the Discipline

Prerequisite: SPAN 2220.

This course is an introduction to the scientific study of language, with a focus on Spanish. It particularly aims at both the descriptive and applied levels. At the descriptive level, it will focus on the understanding of the mechanisms of the language in various areas: how sounds are articulated and work within a system (phonetics and phonology); how small units with meaning are combined to form words (morphology); how words are combined to form sentences (syntax); how meaning is attached to the different units, and how meaning operates at different levels (semantics). At the applied level, it will also explore topics such as linguistic variation, second language acquisition, bilingualism, and the situation of Spanish in the United States. Taught in Spanish.

SPAN 3286 Languages and Identities: Sociolinguistic Approaches to Spanish in the U.S.**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, SPME Spanish Major or Minor Elective

Prerequisite: SPAN 2220 or SPAN 2220H.

While the increased visibility of Spanish has surprised some in recent decades, people have been speaking Spanish in what is now the US for hundreds of years. This course offers an introduction to sociolinguistics, i.e., the study of the language in relation to social factors, with a focus on Spanish in the US. Particular emphasis is placed on social and political issues that impact the use and representation of Spanish. Taught in Spanish.

SPAN 3980 Internship**3 Credits**

Prerequisite: Junior standing.

The internship program gives students first-hand experience in the fields of translation, interpretation, cataloging, public relations, advertising, teaching, etc., in the language of their specialization. Department members, who agree to guide the endeavor, supervise student work. When required by a faculty supervisor, evaluation of student interns may be required from the institution where students work. The student's work should demand no less than one full day per week, or its equivalent.

SPAN 3990 Independent Study**3 Credits**

Prerequisite: Junior standing.

Students undertake readings and studies in a specialized area of Spanish, under the direction of a staff member. Designed to fill the special needs of specific students, this course is offered at the discretion of the department chair. Enrollment by permission only.

SPAN 4302 Remembering the Spanish Civil War Through Contemporary Literature and Film**3 Credits**

Attributes: MELT Magis Core Exploration: Literature, SPME Spanish Major or Minor Elective

Prerequisite: SPAN 3245.

This course examines the recent investigative and cultural expression of events of the Spanish Civil War (1936-39), Franco Dictatorship (1939-75), and Transition to Democracy (1975-82). This cultural production parallels a push to physically excavate hundreds of Civil-War mass graves. Much like the demands to recover family members' bodies from these graves, an explicit social justice agenda is motivating novelists, playwrights, and filmmakers while they excavate the memory of these events. Through the study of contemporary Spanish literature and film, we examine the complex relationships between politics, social justice, cultural production, and the push to "recover" Spain's historical memory.

SPAN 4305 Popular Culture in Latin America**3 Credits**

Attributes: LCEL LACS Minor: Elective, LCSC LACS Minor: Spanish Culture and Literature

Prerequisite: SPAN 3245.

This course examines the interaction among mass, elite, traditional, and indigenous art forms, their relationship with the dynamics of national/cultural identity in Latin America in the 19th and 20th centuries, and globalization. Forms of expression include oral poetry and narrative; the folletín (19th-century melodramas by installment) to 20th-century "fotonovelas," "radionovelas," and "telenovelas"; broadsides; comics; musical and political movements such as neo-folklore, new song, Nueva Trova, and Rock Latino; artistic movements such as Mexican muralist; traditional and popular crafts; cooking; popular dance; and film.

SPAN 4306 Cuban Film: A Close Look at the Revolution**3 Credits**

Attributes: LCEL LACS Minor: Elective, MELT Magis Core Exploration: Literature, MWID Magis Core: Writing in the Discipline, SPME Spanish Major or Minor Elective

Prerequisite: SPAN 3245.

This class investigates topics in Cuban history, culture, and politics, by focusing on the impact of the Cuban Revolution on society as presented through one of the strongest contemporary Cuban cultural artifacts: Cuban film and film about Cuba. Since 1959 film has played a crucial role in officially narrating, shaping, critiquing and questioning the Revolution. We will analyze how film continues to serve as a space to reflect on the complexities of Cuban society, and how social media and technology is now challenging the limits of Cuban film, and possibly of the Revolution itself.

SPAN 4307 Translation Theory and Practice: Spanish and English**3 Credits**

Attributes: LCEL LACS Minor: Elective, SPME Spanish Major or Minor Elective

Prerequisite: SPAN 3245.

This course offers an introduction to the field of Translation Studies, both from theoretical and practical perspectives. Great emphasis will be placed on the translation process through continuous practice inside and outside of the classroom. Likewise, metalanguage and key concepts from translation theory will be progressively introduced through readings to facilitate the critical reflection and discussion of translation problems and solutions. The course will be taught in Spanish.

SPAN 4309 Bilingualism in the Spanish-Speaking World 3 Credits
Attributes: SPME Spanish Major or Minor Elective
Prerequisite: SPAN 3245.

The theme of this course is the issue of bilingualism, analyzed from three different angles: sociolinguistic, psycholinguistic, and educational. Bilingualism is a natural and widespread phenomenon, and research on this area has been growing over the last years in various fields, such as Applied Linguistics, Psychology, Sociology, or Education. Approximately half of the world population speaks two or more languages, and current research also shows cognitive advantages for those who speak more than one language. This course will offer students a critical overview of this phenomenon from the three perspectives mentioned above. The course will be conducted in Spanish.

SPAN 4311 Glory, Splendor, and Decay: Spanish Golden Age Literature 3 Credits
Attributes: MELT Magis Core Exploration: Literature
Prerequisite: SPAN 3245.

This course studies the most important literary manifestations of the 16th and 17th centuries' Golden Age Spanish culture, with emphasis on Cervantes, Tirso de Molina, Lope de Vega, Quevedo, Góngora, and Calderón de la Barca.

SPAN 4341 20th Century Spanish Literature 3 Credits
Attributes: MELT Magis Core Exploration: Literature
Prerequisite: SPAN 3245.

This course examines works and literary movements from the early part of the 20th century (Generation of '98) to present times. Representative authors include Unamuno, Baroja, Valle-Inclán, García Lorca, J.R. Jiménez, Cela, Laforet, Delibes, and Matute.

SPAN 4346 Contemporary Spanish Theatre 3 Credits
Attributes: MELT Magis Core Exploration: Literature
Prerequisite: SPAN 3245.

This course examines several current themes in contemporary Spanish theatre. One topic is how Spanish theatre has engaged with the memory of historical moments such as the Spanish Civil War (1936-39), the ensuing Franco dictatorship (1939-75), and terrorism under democratic rule, particularly the post-9/11 terrorist bombings in Madrid. While reading a selection of contemporary Spanish plays, we will study the strategies used by playwrights to evoke or avoid the historical memory of these events.

SPAN 4353 Spanish-American Narrative 3 Credits
Attributes: LCEL LACS Minor: Elective, LCSC LACS Minor: Spanish Culture and Literature, MELT Magis Core Exploration: Literature
Prerequisite: SPAN 3245.

This critical analysis and discussion of key words of the narrative genre emphasizes the 20th-century development of the novel and short story. Authors include Azuela, Quiroga, Borges, Bombal, Somers, Cortázar, García Márquez, Fuentes, Ferré, and Allende. The course also considers experimental writing, the short story of fantasy, testimonio, and others, and requires critical papers and oral reports. Open to juniors and seniors only.

SPAN 4357 The Spanish Novel 3 Credits
Attributes: MELT Magis Core Exploration: Literature
Prerequisites: SPAN 3245, junior standing.

This course studies the novel of Spain from its first tentative manifestation with the picaresque through its major development with Cervantes and into the 20th century, emphasizing the works of more important writers.

SPAN 4359 Culture, Civilization, and Literature in the Spanish-American Caribbean Region 3 Credits

Attributes: DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, LCEL LACS Minor: Elective, LCSC LACS Minor: Spanish Culture and Literature, MELT Magis Core Exploration: Literature, PJST Peace and Justice Studies

Prerequisites: SPAN 3245, junior standing.

This study and explanation of distinctive elements of Puerto Rico, Cuba, Dominican Republic, and Central American countries focuses on the fusion of indigenous, Black, and Hispanic as manifestation in the Spanish-American Caribbean Region. Students will read, study, and critically analyze relevant documents, and cultural materials from pre-Columbian populations until the contemporary period.

SPAN 4360 Dictatorships and Revolutionary Movements in Contemporary Latin America 3 Credits

Attributes: LCEL LACS Minor: Elective, LCSC LACS Minor: Spanish Culture and Literature, MELT Magis Core Exploration: Literature

Prerequisite: SPAN 3245.

This course will analyze various revolutionary movements in Latin America as well as the dictatorships that emerged in early 20th Century and ended almost at the turn of the century. We will discuss the new "neo-socialist" governments that have emerged in 21st Century Latin America since the end of the Socialist Block (1990s), under the dominant global economy. In this class we will read, analyze, and discuss critical essays and literature (narrative, poetry, and testimonies), and other cultural forms (such as fiction and documentary films, art, music, etc).

SPAN 4371 Images of Latin American Indians 3 Credits

Attributes: LCEL LACS Minor: Elective, LCSC LACS Minor: Spanish Culture and Literature

Prerequisites: SPAN 3245, junior standing.

This course examines the vision of Latin American Indians from the first letters of the "discoverers" and conquistadores (Colón, Cortés, Bernal Díaz del Castillo), and missionaries (Bartolomé de las Casas) through relevant novels, short stories, and films of the 19th and 20th centuries. To understand the post-discovery vision of the Indians, this course also studies the major pre-Columbian civilization of Mesoamerica and the Andean region. Authors include: Matto de Turner, Icaza, Arguedas, Castellanos, and others.

SPAN 4391 Introduction to Translation and Interpreting Studies, Spanish <> English 3 Credits

Attributes: SPME Spanish Major or Minor Elective

Corequisite: SPAN 4392.

Prerequisite: Placement exam.

This course offers an exploration of key principles, main schools of thought, and fundamental controversies in translation and interpreting theory. It will provide a conceptual foundation for students to draw on when describing, planning, assessing, and justifying their translations. English-Spanish translations will be used to discuss theoretical concepts. The course will be taught in English and Spanish.

SPAN 4392 Non-Specialized Translation Practice, Spanish <> English**3 Credits****Attributes:** SPME Spanish Major or Minor Elective**Corequisite:** SPAN 4391.**Prerequisite:** Placement exam.

This course offers advanced intensive translation practice of non-specialized, non-fiction, non-literary texts. It will focus on the different steps of the translation process and it will emphasize detection and solving of translation problems through continued practice and reflection. Translation from Spanish into English will be prioritized, but translation from English into Spanish will also be practiced. The course will be taught in English and Spanish.

SPAN 4393 Computer-Assisted Translation Tools, Spanish <> English**3 Credits****Attributes:** SPME Spanish Major or Minor Elective**Corequisite:** SPAN 4394.**Prerequisite:** SPAN 4391, SPAN 4392.

This course offers a hands-on introduction to computer-assisted translation tools used in the translation industry with a particular emphasis on SDL Trados Studio. Students will learn how to translate and review using SDL Trados Studio and how to manage terminological data using SDL Multiterm through the complexions of various English-Spanish translation tasks which mirror professional practice. The course will be taught in English and Spanish.

SPAN 4394 Commercial and Legal Translation, Spanish <> English**3 Credits****Attributes:** SPME Spanish Major or Minor Elective**Corequisite:** SPAN 4393.**Prerequisite:** SPAN 4391, SPAN 4392.

This course offers an introduction to the specifics of commercial and legal translation through advanced intensive translation practice of specialized commercial and legal texts. Translation from Spanish into English will be prioritized, but translation from English into Spanish will also be practiced. The course will be taught in English and Spanish.

SPAN 4395 Medical Translation, Spanish <> English**3 Credits****Attributes:** SPME Spanish Major or Minor Elective**Corequisite:** SPAN 4396.**Prerequisite:** SPAN 4393, SPAN 4394.

This course offers an introduction to the specifics of medical translation through advanced intensive translation practice of specialized medical texts. Translation from Spanish into English will be prioritized, but translation from English into Spanish will also be practiced. The course will be taught in English and Spanish.

SPAN 4396 Community Interpreting, Spanish <> English**3 Credits****Attributes:** SPME Spanish Major or Minor Elective**Corequisite:** SPAN 4395.**Prerequisite:** SPAN 4393, SPAN 4394.

This course offers an introduction to interpreting in community settings, emphasizing medical and legal contexts. Sight translation, consecutive interpreting, and simultaneous interpreting will be practiced. The course will be taught in English and Spanish.

SPAN 4999 Capstone Seminar**3 Credits****Attributes:** LCEL LACS Minor: Elective**Prerequisite:** Senior standing.

This course is the senior capstone, in which every senior Spanish major during the spring semester of their senior year must complete a research paper for the major. The topic varies according to the professor teaching the capstone that semester. Enrollment by permission only.

Faculty

Professors

Carolan
Farrell
Johnson
Rankin

Associate Professors

Adrada-Rafael, *chair*
Díaz
Gasca Jiménez
Goldfield

Assistant Professors

Añón Suárez
Crognale (Visiting)
Gaskill (Visiting)

Assistant Professors of the Practice

Erotopoulos
Rigo de Alonso
Rodríguez Cortés
Wilkinson

Instructors of the Practice

Arango-Martín

Lecturers

Arce
Brea
Bunn
Eliasoph, Y.
Kelso
Mairech
Mini de Neri
Morabito
Pavon
Scarfone
Syssoeva
Zanelli
Zuñiga

Faculty Emeriti

Campos
Garcia-Devesa
Hill
Sourieau
Webster

Contributing Faculty Members

Xiao

French Major

Requirements

For a 30-credit major in French, students complete the following:

Code	Title	Credits
Select at least 7 courses taught in French starting from FREN 2210 Intermediate French I ¹		21
Select 2 additional courses from the department's French offerings or from the list of approved courses in other departments		6
Select one capstone seminar taught in English		3
Total Credits		30

¹ These will initially depend on placement and may include approved courses from study abroad partner institutions (list available upon request).

Students select their course of study from a variety of offerings including courses on grammar and syntax with emphasis on composition, translation, business French, the cultures of France and francophone countries, literature, and film. French majors also have the opportunity to apply for internships that count towards the major. Students are encouraged to study abroad at our affiliate in Aix-en-Provence, France, either during their junior year or in the summer. The final course for the French major must be taken at Fairfield University.

All majors are urged to work closely with an advisor of their choice, as soon as possible, to plan a program of study.

The following list of courses taught in English has been approved to count toward the French major and minor:

Code	Title	Credits
AHST 1120	Medieval Art: Catacombs to Cathedrals	3
AHST 1152	Modern Art	3
ENGL 1030	Fairy Tales	3
ENGL 1140	Caribbean Literature: History, Culture, and Identity [*]	3
HIST 2230	Early Modern France	3
PHIL 2209	Existentialism	3
PHIL 3307	Descartes	3

^{*} May require some additional work in French to be determined by the French advisor.

French Minor

For a 15-credit minor in French, students complete the following:

Code	Title	Credits
Select at least 4 courses taught in French starting from FREN 2210 Intermediate French I ¹		12

Select 1 additional course from the department's offerings in French or English, or from the list of approved courses in other departments	3
Total Credits	15

¹ These will initially depend on placement and may include approved courses from study abroad (list available upon request).

Students select their course of study from a variety of offerings including courses on grammar and syntax with emphasis on composition, translation, business French, the cultures of France and francophone countries, literature, and film. French minors also have the opportunity to apply for internships that count towards the minor. Students are encouraged to study abroad at our affiliate in Aix-en-Provence, France, either during their junior year or in the summer.

Students select their courses in consultation with a departmental advisor.

The following list of courses taught in English has been approved to count toward the French major and minor:

Code	Title	Credits
AHST 1120	Medieval Art: Catacombs to Cathedrals	3
AHST 1152	Modern Art	3
ENGL 1030	Fairy Tales	3
ENGL 1140	Caribbean Literature: History, Culture, and Identity [*]	3
HIST 2230	Early Modern France	3
PHIL 2209	Existentialism	3
PHIL 3307	Descartes	3

^{*} May require some additional work in French to be determined by the French advisor.

German Major

Requirements

For a 30-credit major in German, students complete the following:

Code	Title	Credits
Select at least 8 courses taught in German from GRMN 2210 Intermediate German I and above ¹		24
Select up to 1 course taught in English, either from the department's offerings or from the list of approved courses in other departments		3
Select one capstone taught in English		3
Total Credits		30

¹ This may include GRMN 2210 or approved courses from study abroad partner institutions (list available upon request).

German majors also are encouraged to study abroad with Fairfield's program in Berlin, Germany or Salzburg, Austria during their junior year or in the summer. The final course for the German major must be taken at Fairfield University.

The following list of courses taught in English has been approved to count toward the German major and minor:

Code	Title	Credits
AHST 1191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems & Outcomes	3
ENGL 1130	Literature of the Holocaust	3
HIST 1112	Germany Between Dictatorship and Democracy	3
HIST 2210	The Third Reich	3
HIST 2212	Modern Germany: From Reich to Republic	3
HIST 3304	The Holocaust in History and Memory	3
MUSC 1124	Bach and Beethoven	3
PHIL 3311	Kant	3
PHIL 3317	Heidegger	3

German Minor

For a 15-credit minor in German, students complete the following:

Code	Title	Credits
Select at least 4 courses taught in German from GRMN 2210 Intermediate German I and above. ¹		12
Select 1 additional course from the department's offerings in German or English, or from the list of approved courses in other departments		3
Total Credits		15

¹ This may include GRMN 2210 or approved courses from study abroad partner institutions (list available upon request).

Students select their courses with a departmental advisor.

The following list of courses taught in English has been approved to count toward the German major and minor:

Code	Title	Credits
AHST 1191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems & Outcomes	3
ENGL 1130	Literature of the Holocaust	3
HIST 1112	Germany Between Dictatorship and Democracy	3
HIST 2210	The Third Reich	3
HIST 2212	Modern Germany: From Reich to Republic	3
HIST 3304	The Holocaust in History and Memory	3
MUSC 1124	Bach and Beethoven	3
PHIL 3311	Kant	3
PHIL 3317	Heidegger	3

Italian Major

Requirements

For a 30-credit major in Italian, students complete the following:

Code	Title	Credits
Select at least 7 courses taught in Italian ¹		21
Select 2 additional courses from the department's offerings in Italian or English, or from the list of approved courses in other departments		6
Select one capstone seminar taught in English		3
Total Credits		30

¹ This may include courses, taught in Italian, beginning with ITLN 2210 and/or approved courses from study abroad partner institutions (list available upon request).

Students select their course of study from a variety of offerings including courses on creative writing, contemporary culture and film, food, Italian American cinema, Made in Italy, the short story, literature of the New World, theater, and Dante (which is offered in translation; majors are encouraged to do their written work in Italian). Italian majors also have the opportunity to apply for internships that count towards the major. Students are encouraged to study abroad at our affiliate in Florence during the sophomore or junior year or in the summer. The final course for the Italian major must be taken at Fairfield University.

All majors are urged to work closely, as soon as possible, with an advisor of their choice to plan a program of study.

The following list of courses taught in English has been approved to count toward the Italian major and minor:

Code	Title	Credits
AHST 1112	Roman Art and Archaeology: Colosseum to Catacombs	3
AHST 1130	Early Renaissance Art in Italy	3
AHST 1191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems & Outcomes	3
ENGL 1150/ITLN 2289	Dante	3
ITLN 2262	Rome in the Cultural Imagination	3
FTMA/ITLN 2271	Italian Cinema	3
FTMA/ITLN 2290	Italian American Cinema	3
ITLN 2291	Boccaccio's Decameron in Translation	3
HIST 2203	European Society in the Middle Ages	3
HIST 2222	The Roman Revolution	3
HIST 2223	Roman World in Late Antiquity, 284-642 CE	3
RLST 2443	The Papacy	3

Learning Outcomes

Students majoring in Italian will exhibit competency in the following areas:

1. Express ideas in writing in all major time frames and moods with appropriate vocabulary, proper syntax, and few grammatical errors.
2. Express ideas orally in all major time frames and moods with appropriate vocabulary, proper syntax, and few grammatical errors.
3. Demonstrate the ability to analyze, and synthesize, texts and films while considering political, social, historical, or cultural context.

Italian Minor

For a 15-credit minor in Italian, students complete the following:

Code	Title	Credits
Select at least 4 courses taught in Italian ¹		12
Select 1 additional course from the department's offerings in Italian or English, or from the list of approved courses in other departments		3
Total Credits		15

¹ This may include courses, taught in Italian, beginning with ITLN 2210 and/or approved courses from study abroad partner institutions (list available upon request).

Students select their courses in consultation with a departmental advisor.

The following list of courses taught in English has been approved to count toward the Italian major and minor:

Code	Title	Credits
AHST 1112	Roman Art and Archaeology: Colosseum to Catacombs	3
AHST 1130	Early Renaissance Art in Italy	3
AHST 1191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems & Outcomes	3
ENGL 1150/ITLN 2289	Dante	3
ITLN 2262	Rome in the Cultural Imagination	3
FTMA/ITLN 2271	Italian Cinema	3
FTMA/ITLN 2290	Italian American Cinema	3
ITLN 2291	Boccaccio's Decameron in Translation	3
HIST 2203	European Society in the Middle Ages	3
HIST 2222	The Roman Revolution	3
HIST 2223	Roman World in Late Antiquity, 284-642 CE	3
RLST 2443	The Papacy	3

Spanish Major

Requirements

For a 30-credit major in Spanish, students complete the following:

Code	Title	Credits
SPAN 2220	Topics in Language and Culture ¹	
SPAN 3245	Analysis and Interpretation of Hispanic Literature	
SPAN 4999	Capstone Seminar ²	
For the major, at least 3 of the courses must be at the 4000-level (including the Capstone SPAN 4999).		
There are six required courses and four electives.		
Select one course from each of the areas below for the 4000-level courses/and or elective.		
Area 1: Peninsular (Spanish) Literature and Culture		
SPAN 3251	Spanish Civilization and Culture	

SPAN 4302	Remembering the Spanish Civil War Through Contemporary Literature and Film
SPAN 4311	Glory, Splendor, and Decay: Spanish Golden Age Literature
SPAN 4341	20th Century Spanish Literature
SPAN 4346	Contemporary Spanish Theatre
SPAN 4357	The Spanish Novel
Area 2: Latin American Literature and Culture	
SPAN 3253	Spanish-American Civilization
SPAN 3271	Hispanic Film
SPAN 4305	Popular Culture in Latin America
SPAN 4306	Cuban Film: A Close Look at the Revolution
SPAN 4353	Spanish-American Narrative
SPAN 4359	Culture, Civilization, and Literature in the Spanish-American Caribbean Region
SPAN 4360	Dictatorships and Revolutionary Movements in Contemporary Latin America
SPAN 4371	Images of Latin American Indians
Area 3: Linguistics, Translation Studies, and Spanish for Specific Purposes	
SPAN 2222H	Advanced Spanish for Heritage Speakers
SPAN 3225	Spanish and English in Contrast
SPAN 3231B	Career-Oriented Spanish for Business
SPAN 3231N	Career-Oriented Spanish for Nursing and Health Studies
SPAN 3285	Introduction to Spanish Linguistics
SPAN 3286	Languages and Identities: Sociolinguistic Approaches to Spanish in the U.S.
SPAN 4307	Translation Theory and Practice: Spanish and English
SPAN 4309	Bilingualism in the Spanish-Speaking World

¹ Students who received their high school education in Spanish, in a Spanish-speaking country, may not take [SPAN 2220](#). However, they must still take 30 credits for the major or 15 credits for the minor.

² Students must take this course during the fall semester of their senior year.

Notes:

- SPAN 2220 Topics in Language and Culture is a prerequisite for all subsequent Spanish classes. After taking SPAN 2220 students may take all remaining 3000-level courses (required and elective) at any time and in any order.
- SPAN 3245 Analysis and Interpretation of Hispanic Literature is a prerequisite for all other 4000-level classes.
- Spanish Majors must take at least three 4000-level courses, including the capstone.
- All of the above required courses, except the four additional electives, must be taken at Fairfield University and not abroad. Courses taken abroad will count as electives.
- Some three-credit internships may be applied toward one of the four elective courses.

Study Abroad

Major requirements may include approved courses from study abroad partners, and ultimately the final approval for said courses resides with the Spanish Faculty. Please consult with a Spanish faculty member before registering for courses abroad. Students are encouraged to study abroad in a Spanish speaking country. In order to have courses taken abroad count toward the Spanish major or minor, two conditions must be met:

1. The courses are taught entirely in Spanish.
2. The content is related to some aspect of Latin American or Spanish culture, history, linguistics, politics, or literature.

Spanish Minor

For a 15-credit minor in Spanish, students complete the following:

Code	Title	Credits
SPAN 2220	Topics in Language and Culture ¹	3
SPAN 3245	Analysis and Interpretation of Hispanic Literature	3
Select three upper-level Spanish electives ²		9
Total Credits		15

¹ Students who received their high school education in Spanish, in a Spanish-speaking country, may not take SPAN 2220. However, they must still take 30 credits for the major or 15 credits for the minor.

² These electives may include any Spanish course beyond SPAN 2211 taught at Fairfield University, courses taken abroad, or the coordinated seminar with instructor approval. At least one of these electives must be a 4000-level course.

Notes:

- It is strongly recommended that all minors also take SPAN 3285 Introduction to Spanish Linguistics. SPAN 2220 Topics in Language and Culture is a prerequisite for all subsequent Spanish classes. After taking SPAN 2220 students may take all remaining 3000-level courses (required and elective) at any time and in any order.

Study Abroad

Minor requirements may include approved courses from study abroad partners, and ultimately the final approval for said courses resides with the Spanish Faculty. Please consult with a Spanish faculty member before registering for courses abroad. Students are encouraged to study abroad in a Spanish speaking country. In order to have courses taken abroad count toward the Spanish major or minor, two conditions must be met:

1. The courses are taught entirely in Spanish.
2. The content is related to some aspect of Latin American or Spanish culture, history, linguistics, politics, or literature.

Peace and Justice Studies

The Peace and Justice Studies Program is an expression of the Jesuit educational commitment to the values of peace and justice. The program is based on the principle that true peace is not only the absence of hostilities but also requires the establishment of a just social order. Accordingly, the minor provides students with an opportunity to participate in the systematic study of a variety of issues in world peace

and social justice. It challenges students to give thoughtful consideration to how we might create change and develop a vision for the future.

Student Learning Outcomes

Students completing the Program will have the opportunity to:

1. Identify the injustice, inequity, or oppression that is embedded in particular social, political or economic structures.
2. Explain how the concept or practice of activism is integral to peace and justice.
3. Demonstrate skills in oral or written communication regarding critical social issues.
4. Analyze critical questions about assumptions, biases, and worldviews.
5. Apply knowledge, awareness, or skills to problems of inequity and oppression.

Programs

- Peace and Justice Studies Minor

Courses

PJST 2400 Community Engagement, Social Justice, and Social Change

3 Credits

Attributes: PJST Peace and Justice Studies

This course will introduce students to frameworks for responsible and ethical community engagement, including assets-based approaches and strategies for contributing to social justice and social change. Students will challenge and problematize the paradigms of community service, charity, and volunteerism, while exploring participatory and justice-oriented strategies for social change. Students will design a community-engaged project or initiative as a part of the course, with guidance and coaching from their peers and course instructors.

PJST 3980 Internship

3 Credits

This internship provides students in the minor with the opportunity to understand, through direct participation, how citizens organize to empower their communities and promote policies that will benefit them. Interns are placed with community and governmental organizations in the greater Bridgeport area; some placements include advocacy work in the state legislature in Hartford. The internship requires a journal and final reflection paper based on analysis of the site experience and its relationship to peace and justice. Enrollment by permission only.

PJST 4999 Capstone Research Seminar

3 Credits

This course creates a context for integrating and reflecting on experiences and knowledge acquired in the program by providing students the opportunity to examine how their major connects to the values and practices of peace and justice. Students undertake a major research project focused on applying their practical engagement with peace and justice issues to broader theoretical frameworks with attention to contemplating a vision for change in the future. The course is built around student-led discussion and an in-depth research project that analyzes an issue from the student's major area of study through the lens of peace and justice.

Faculty

Director

Melissa Quan (Center for Social Impact)

Coordinating Faculty

Adair (History)

Canuel (Center for Social Impact)

Cook (Sociology & Anthropology; International Studies)

Drake (Philosophy)

Hohl (History)

Labinski (Philosophy)

Purushotham (History)

Williams (Religious Studies)

Contributing Faculty

Davenport (Philosophy)

Farrell (Modern Languages & Literatures)

Garcia Iommi (Politics)

Garvey (English)

Jackson (Applied Ethics)

King (History)

Kris (Nursing)

Leatherman (Politics)

McFadden (History)

Oliver (Social Work)

Petrino (English)

Rodrigues (Sociology & Anthropology)

Peace and Justice Studies Minor

For a 15-credit minor in Peace and Justice Studies, students complete the following:

Code	Title	Credits
Select four electives in Peace and Justice Studies		12
PJST 4999 or PJST 2400	Capstone Research Seminar Community Engagement, Social Justice, and Social Change	3
Total Credits		15

Students pursuing a peace and justice studies minor may also elect PJST 3980 Internship. This internship provides students in the minor with the opportunity to understand, through direct participation, how citizens organize to empower their communities and promote policies that will benefit them. Interns are often placed with community organizations in the greater Bridgeport area and some placements include advocacy work in the state legislature in Hartford. The internship is currently an elective and not required of students in the minor.

Peace and Justice Studies Electives

Below are examples of courses that fulfill the elective requirement. This list is suggestive only. Numerous other courses may also serve as electives; consult with the director for additional information.

Code	Title	Credits
AETH 2276	Ethical Dimensions of Global Business Practices	3

AETH 2283	Environmental Justice	3
AETH 2284	Environmental Ethics	3
ANTH 2015	Refugees and Culture	3
BLST 1101	Black Lives Matter	3
COMM 3245	Identities, Discourse, and Social Change	3
ECON 3225	Applied Environmental Economics	3
ENGL 1130	Literature of the Holocaust	3
ENGL 1140	Caribbean Literature: History, Culture, and Identity	3
HIST 2245	Feminism in the United States	3
HIST 2257	Who Built America? Working People in America	3
HIST 2265	History of the Indian Subcontinent: Colonialism, Nationalism, and Democracy, c.1857 to Today	3
HIST 2274	Historical Perspectives on Contemporary Global Crises	3
INTL 1051/POLI 1104	Introduction to International Relations	3
PHIL 2260	Social and Political Philosophy	3
PHIL 2282	Violence and the Sacred	3
POLI 2257	Northern Ireland: Politics of War and Peace	3
POLI 2336	Politics of Race, Class, and Gender	3
RLST 2335	Liberation Theology	3
RLST 2662	Afro-Caribbean and African American Religions: Shout, O Children!	3
SOCI 1135	Race, Gender, and Ethnic Relations	3
SOCI 2100	American Class Structure	3
SOCI 2215	Death Penalty in America	3
SPAN 4359	Culture, Civilization, and Literature in the Spanish-American Caribbean Region	3

Philosophy

According to Plato's Socrates, the love of wisdom (*philosophia*) begins in wonder. In the nearly 2,500 years since Plato made this observation, philosophy has evolved into a vocation of incessant questioning in which nothing is taken for granted. Today, philosophers from a variety of traditions and spheres of inquiry continue to grapple with the field's most enduring questions, questions like: Who am I? Why am I here? What is the nature of reality? How do I know? What should I do? The Department of Philosophy invites students to take up this vocation by introducing them to its history and aiding them in cultivating the critical and creative thinking necessary for its study.

The Department of Philosophy has adopted the following Student Learning Goals:

1. The ability to identify arguments and provide counter-arguments
2. The critical engagement with and the questioning of one's assumptions
3. The thoughtful integration of action with values
4. The existential risking of crisis and transformation through self-reflection
5. The acceptance of the invitation of philosophy to wonder at the big questions

The Department of Philosophy has also adopted the following Student Learning Outcomes:

1. Thinking Skills: Students should be able to construct (or re-construct) a philosophical argument, both verbally and in writing. They should be able to anticipate and clearly articulate counter-arguments. Students should be able to recognize and question their own assumptions/prejudices. Students should be able to frame questions aware that what is asked often determines the response.
2. Reading Skills: Students should be able to interpret texts and to recognize and reflect on textual ambiguities. Students should be able to discern the steps of a philosophical argument, as well as the stated and (more importantly) unstated presuppositions of the argument.
3. Writing Skills: Students should be able to write logically compelling arguments in a clear, concise, and well-ordered manner.
4. Familiarity with some of the central philosophical questions in the history of philosophy (broadly construed): Students should have a rudimentary knowledge of the history of philosophical questions and their attendant concepts and arguments, and be able to recognize versions of these questions in contemporary philosophical discussions. Students should be able to recognize and articulate alternative perspectives to the problems and claims with which they are confronted in contemporary life.
5. Students should be able to reflect critically on philosophical questions in the context of their own lives.

Programs

- Leadership Ethics Minor
- Philosophy Major
- Philosophy Minor

Courses

LETH 3980 Leadership Ethics Internship

3 Credits

Prerequisite: Junior standing.

This course provides CAS majors and minors with an opportunity to foster professional and intellectual development through relevant internships. Students will engage in and reflect critically upon a work experience with businesses, industry, government, non-profits, or education. The experience is designed to integrate the student's academic pursuits, personal and intellectual development, and career preparedness through an ongoing reflective process that includes weekly journaling, group meetings, and assigned readings. Its aim, broadly, is to give students the tools to apply ethical theory to their work experiences, and to gain experience in developing the skills of ethical leadership.

PHIL 1101 Introduction to Philosophy

3 Credits

This course is a topical introduction to philosophy. The aim of the course is to introduce students to the vocation of wonder and questioning by engaging students in discussions about some of the basic questions of philosophy. Students will read texts from historical and contemporary writers, and will be asked to develop their own skills of thinking, reading, and writing critically.

PHIL 2200 Ancient Philosophy

3 Credits

Prerequisite: PHIL 1101.

In this course we will investigate how the earliest practitioners of Western philosophy conceived of their own activity. The word philosophy stems from two ancient Greek words and means, literally, 'love of wisdom.' A lover of wisdom is one who pursues wisdom rather than possesses it; consequently, we can think of ancient philosophers as founding a history of inquiry into questions whose relevance for human beings ensures their persistence, questions like: What is the nature of the universe? What can be known? and What in any given situation is the right thing to do?

PHIL 2201 Medieval and Renaissance Philosophy

3 Credits

Prerequisite: PHIL 1101.

This course will examine texts from representative thinkers from Augustine of Hippo in the period of the post-Constantinian Empire to Thomas More in the Renaissance, all sharing the new conception of philosophy. For Christians, as well as for Muslims and Jews, the enterprise of philosophy took on new motivation: the understanding of one's faith, and addressed new problems, not considered by the ancient Greeks and Romans.

PHIL 2202 Modern Philosophy

3 Credits

Prerequisite: PHIL 1101.

In light of the development and success of the new mechanistic science in the 17th and 18th centuries philosophers began to reexamine such fundamental philosophical topics as the nature of the human mind, the relationship between the mind and body, the source and scope of human knowledge, the existence of a divine being, and the source and nature of morality. In this course we will trace the development of philosophical thought in the writings of modern philosophers such as Bacon, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Reid, and Kant.

PHIL 2204 20th Century Philosophy

3 Credits

Prerequisite: PHIL 1101.

This course presents a coherent picture of the main currents of contemporary philosophy in the Western and the non-Western tradition: phenomenology and existentialism, pragmatism and analytic philosophy, Marxism and dialectic materialism, and philosophy of history and culture.

PHIL 2205 Ancient Medicine & Philosophy

3 Credits

Attributes: HSTE Health Studies: Traditions, Delivery, and Ethics

Prerequisite: PHIL 1101.

The various methods for investigating the human body have been subject to foundational questions of scientific investigation, religious sanction, social condemnation and philosophical impasse. In this class, we will look at the way in which Ancient Greek medical practitioners and philosophers took up these investigations, negotiated problems of method, and profoundly influenced the ways we talk about, think about and treat the body today.

PHIL 2206 Philosophical Perspectives on Women in Classical Literature

3 Credits

Attributes: WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: PHIL 1101.

Ancient Greek and Latin literature presented its audience with a cast of characters who continue to enjoy social, political and cultural currency. Antigone and Oedipus, Helen and Paris, Cassandra and Prometheus have all had a hand in shaping western thought about the natures of beauty and freedom, the limits of human knowledge, and the role of law. In this course we will focus specifically upon the literary characterizations of women found throughout the ancient Greek and Latin worlds.

PHIL 2209 Existentialism**3 Credits****Attributes:** FREN French Course Taught in English**Prerequisite:** PHIL 1101.

The word existentialism describes a particular attitude toward the creation of meaning out of an inherently meaningless existence. Despite the diversity within the tradition, the existentialists of the 19th and 20th century often address questions pertaining to human freedom and responsibility, values and nihilism, anguish and affirmation, authenticity, and the absurd. This course traces how existentialism has answered these questions. In so doing, students are encouraged to rethink the foundation of their own existence and personal values, while understanding the implications of Dostoyevsky's "If God is dead, then everything is permitted" and Sartre's "Man is condemned to be free."

PHIL 2210 Phenomenology**3 Credits****Attributes:** CAOT Catholic Studies: Non-Religious Studies**Prerequisite:** PHIL 1101.

This course introduces students to phenomenology. Considered by many to be the most important theoretical movement of the 20th-Century, phenomenology is both a philosophical tradition and a method. From its founder Edmund Husserl to authors like Heidegger, Merleau-Ponty, Sartre, Derrida, and Levinas, to more recent voices in broader gender and race discussions, phenomenology still has significant influence today in existentialism, hermeneutics, and deconstruction. Students will engage in questions such as these: What is phenomenology? How is it practiced? What distinguishes this method from other approaches? What are its key contributions?

PHIL 2215 Philosophy of Science**3 Credits****Prerequisite:** PHIL 1101.

Science and philosophy have always proceeded hand in hand, with the major figures in Western science being heavily influenced by the philosophy of their times and the major figures in Western philosophy heavily influenced by the science of their times. In this course we will explore the interconnections between philosophy and science. In doing so we will find some of the most deep, difficult, and fundamental questions there are, but with the "lens of science," so to speak, focusing these questions more sharply than they are often otherwise focused.

PHIL 2216 Philosophy and Biology of Evolutionary Theory**3 Credits****Prerequisite:** PHIL 1101.

This course explores the question of evolutionary theory from the perspectives of philosophy and biology. From the biological perspective, the course focuses on genetics, adaptive evolution, neutral evolution, the genetic impact of selection on populations, the origin and maintenance of genetic variation, the importance of development in evolution, the expression of variation, and coevolution. From the philosophical perspective, the course focuses on evolution as theory and ideology, the critique of the adaptationist program, evolution and contingency, typological versus population thinking, and the developmental systems critique. Crosslisted with BIOL 1095.

PHIL 2217 Logic**3 Credits****Prerequisite:** PHIL 1101.

This course provides a basic acquaintance with prevailing systems and methods of logic, notably traditional (Aristotelian) and modern (standard mathematical) logics.

PHIL 2218 Philosophy and Biochemistry of Food and Eating Practices**3 Credits****Prerequisite:** PHIL 1101.

An essential and necessary component of our daily lives, food offers itself as one of the most interesting topics of cultural and scientific discussion. This course is designed to analyze food and eating practices from the twofold perspective of philosophy and biochemistry. The intersections of philosophy and biochemistry will be highlighted in topics such as "Food as Art" (juxtaposing the aesthetic and biomolecular properties of food) and "Food in Culture" (contrasting how societies prepare and eat food with the nutrition and technology of food science). To accomplish our learning goals and spur lively discussions, we will combine a lecture with activities such as trips to farms, museums, American "terroirs", guest lectures, and in-class laboratory activities. Crosslisted with CHEM 1072.

PHIL 2220 Philosophy of Religion**3 Credits****Attributes:** CAOT Catholic Studies: Non-Religious Studies**Prerequisite:** PHIL 1101.

This course inquires into the nature of religion in general from the philosophical point of view. That is, it employs the tools of critical analysis and evaluation without a predisposition to defend or reject the claims of any particular religion.

PHIL 2221 The Question of Theology**3 Credits****Attributes:** CAOT Catholic Studies: Non-Religious Studies**Prerequisite:** PHIL 1101.

19th- and 20th-century continental philosophy calls into question the traditional understanding of religion, God, transcendence, incarnation, sacrifice, responsibility, evil, and ritual. This course explores the transformation of the traditional understanding of these ideas in the wake of thinkers such as Hegel, Kierkegaard, Nietzsche, Heidegger, Bataille, Lacan, Levinas, Girard, Nancy, Derrida, and Marion.

PHIL 2222 Evil**3 Credits****Prerequisite:** PHIL 1101.

This course explores the problem of evil from the perspectives of theology and philosophy. The course considers God and evil, classical theodicies (reasonable justifications of God before the prevalence of evil), modern philosophical accounts of evil, social evil, and the possibility of belief in the face of evil. Within the context of these subjects, the course addresses the following questions: What is evil? What are the roots of evil? What effect does an individual's understanding of evil have on their understanding of the human being, of God, and of religion? What is our responsibility in the face of evil?

PHIL 2223 The Problem of God**3 Credits****Attributes:** CAOT Catholic Studies: Non-Religious Studies**Prerequisite:** PHIL 1101.

This course studies the problem of the existence of God, including the metaphysical and epistemological issues entailed therein, as developed by such thinkers as Augustine, Anselm, Aquinas, Descartes, Hume, Spinoza, Kant, and Hartshorne.

PHIL 2224 Critical Thinking**3 Credits****Prerequisite:** PHIL 1101.

This course is designed to help students use the fundamentals of logic and rational discourse to sharpen and focus their argumentative abilities, to better evaluate claims for both soundness and validity, to identify bias and rhetorical devices, and to become more responsible social and political agents through enhanced analytic thinking.

PHIL 2230 Philosophy of Self and Subjectivity**3 Credits****Prerequisite:** PHIL 1101.

In 446 BCE, the Greek poet Pindar crafted this line: "What is someone? What is someone not? A person is the dream of a shadow." What does it mean to be a self or a subject? While most people would claim to know themselves, it is not always entirely clear what a "self" is. This course examines the development and parameters of the self and subjectivity through the lens of major philosophical figures. First using a historical approach, then applying methods from contemporary schools of thought, the course investigates the self as both an anchor of security and source of complexity.

PHIL 2240 Introduction to Asian Philosophies**3 Credits****Attributes:** ANMC Asian Studies Elective, INEL International Studies Elective**Prerequisite:** PHIL 1101.

This course provides a philosophical overview of the major philosophical traditions that originate in Indian and China, including significant philosophical responses and contributions to them from throughout greater Asia. These traditions include, but are not limited to, Hinduism, Buddhism, Confucianism, and Daoism. Emphasis is given to philosophical exegesis of texts and practices; some comparison with Western traditions may also be included.

PHIL 2241 Confucianism**3 Credits****Attributes:** ANMC Asian Studies Elective, INEL International Studies Elective**Prerequisite:** PHIL 1101.

Confucianism is a reflective tradition that for over 2500 years has shaped social norms and moral values in East Asia. It underlies traditional political theory and religious practice and remains the template for social interactions. In this course we examine the Confucian tradition through its major figures and primary texts, from the Analects of Confucius (551-479 BCE) to the writings of contemporary Confucians. Emphasis is given to drawing out the philosophical content of Confucian thought by engaging both traditional commentaries and recent philosophical interpretations. We also assess the appropriateness of regarding certain practices and institutions as Confucian.

PHIL 2242 Yoga: Philosophy and Practice**3 Credits****Attributes:** ANMC Asian Studies Elective

This course engages in careful, critical and caring inquiry regarding yogic perspectives on the mind, body, consciousness, happiness, individual/social well-being, and human flourishing. It aims to do so by introducing students to the philosophical study of yoga through responsible engagement with its theoretical principles, its embodied practices, and the questions that the globalization of yoga raises for its development in the future. The course will explore these questions in an experiential, comparative, and interdisciplinary way.

PHIL 2245 Death, Dying, and the Meaning of Life**3 Credits**

One thing is for certain: we will all at some point die. How are we to live our lives in light of this fact? Does death rob our lives of meaning, or might it actually provide meaning to our lives? How do advances in end of life care affect our view of both death and life? How might our examination of these questions illuminate broader ethical and policy issues? This course will explore these and other related questions. **Prerequisite:** PHIL 1101

PHIL 2250 Ethical Theory**3 Credits****Prerequisite:** PHIL 1101.

This course presents an in depth examination of how moral judgments are justified. The history of philosophy has led to a number of different theoretical frameworks that seek to set out methods for moral justification. We examine several of these methods and reflect upon how they support and/or contradict each other and what is at stake when moral systems conflict. In addition to examining the writings of philosophers such as Plato, Aristotle, Hobbes, Kant, Nietzsche, Mill, and Rawls, students will be asked to consider how these theoretical frameworks apply in actual cases.

PHIL 2251 Ethical Theories in America**3 Credits****Attributes:** ASPH American Studies: Philosophy, ASUP American Studies Upper Level**Prerequisite:** PHIL 1101.

This course examines the growth and development of ethical theory in America. America's first philosophers, Jonathan Edwards, Benjamin Franklin, Thomas Jefferson, et al, distinguished their philosophies in terms of religious, political, and social values. This ethical stance became a tradition in America. The course examines this tradition in the writings of representative American philosophers.

PHIL 2252 Philosophy as a Way of Life**3 Credits****Prerequisite:** PHIL 1101.

This course examines the idea that philosophy should guide us in living good lives, a prominent view among ancient Greek and Roman philosophers. The course covers the question of what it is to live well or flourish as a human being, as well as spiritual exercises that are meant to assist one in living well or flourishing, including practices of meditation, writing, and manual labor. Our goal is not only to understand the competing positions of these authors, but also to determine whether philosophy as a way of life might have a role to play in the contemporary world.

PHIL 2255 Leadership Ethics Seminar**3 Credits****Prerequisites:** Two 2000- or 3000-level philosophy courses, junior standing.

What does it mean to be a "real" leader? How are we to understand the relationship between leadership and the common good? What might inspire ethical leadership in the world today? The goal of this seminar is to synthesize and build upon your work in leadership ethics. To this end, students will be invited to explore and articulate your own philosophical responses to the following difficult questions: What makes a leader credible? What does it mean to influence another responsibly? What is power? How might leaders work for justice? To help in this endeavor, students will read some of the ways that philosophers have wrestled with these questions. Readings will challenge us to think critically about our own assumptions regarding the nature and importance of leadership. This critical process will encourage students to determine the qualities they hope to embody as a leader in the future.

PHIL 2260 Social and Political Philosophy**3 Credits****Attributes:** DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies**Prerequisite:** PHIL 1101.

This course analyzes the writings of leading social and political thinkers, with special consideration of the movements of protest and dissent.

PHIL 2263 The Concept of Human Rights**3 Credits****Attributes:** DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, PJST Peace and Justice Studies**Prerequisite:** PHIL 1101.

Bosnia, Somalia, Guatemala, the Holocaust: The notion of human rights and accusations of human rights violations are a constant presence in our political environment and in the formulation of U.S. foreign policy. This course follows the emergence of this concept from the political and ethical thought of the Greeks, to the Enlightenment, to the explicit formulation of "human rights" in the 20th century as a guiding principle of international relations.

PHIL 2264 Philosophy of Law**3 Credits****Attributes:** PACJ Public Administration Criminal Justice**Prerequisite:** PHIL 1101.

This course examines the major questions of legal philosophy, the nature of legal rights and legal duties, the definition of law, and the grounds of legal authority.

PHIL 2265 Philosophy and Economic Anthropology**3 Credits****Attributes:** DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, PMMP Philosophy Major: Major Philosopher**Prerequisite:** PHIL 1101.

This course examines the economy from philosophical and anthropological perspectives. We will investigate why people produce and exchange things, why they seek to amass things in some circumstances and give them away in others, and how our modern understandings of value, debt, and rationality emerged.

PHIL 2266 Philosophy, Catholic Social Teaching and the Economy**4 Credits****Attributes:** MSJ2 Magis Core: Social Justice II, MWAC Magis Core: Writing Across Curriculum**Prerequisite:** PHIL 1101.

This course will read the work of 20th-century German and French thinkers alongside Catholic social teaching. This reading will provide the resources to call into question the paradigm of neoclassical economic theory (coupled with the ascendancy of neoliberalism), and to open up the possibility of a different future, one that is driven by convictions about how a human being and a human community can flourish.

PHIL 2267 (De)Colonizing the Human**3 Credits****Attributes:** BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies**Prerequisite:** PHIL 1101.

This course approaches the problem of colonialism and coloniality, as well as the task of decolonization from a philosophical perspective. As such, attention will be paid to generating the problem space and question sets needed to de-naturalize the everyday colonial structures that shape our human condition.

PHIL 2268 Critical Race Theory**3 Credits****Attributes:** BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies**Prerequisite:** Two courses in philosophy.

Although race can be considered as one of several physical features of an individual, this course will investigate the recent research and literature in the field of Critical Race Theory that critiques this purely biological conception. For the purpose of understanding how race functions in our socio-political world, this body of work treats the concept as a social construction, drawing heavily on the phenomenological and existential traditions. Pertinent themes like lived experience, authenticity, and racial privilege will be explored using key texts (by Jean-Paul Sartre, Franz Fanon, Lewis Gordon, and Robert Bernasconi, to name a few). Previously PHIL 3360.

PHIL 2269 Contemporary Black Feminism**4 Credits****Attributes:** DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies, WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** PHIL 1101.

This course will serve as an introduction to Contemporary Black Feminisms. Readings will provide occasion to discuss the history of black feminism, black feminist epistemologies and praxis, and black feminist theory. We will consider the reception of these concepts in the U.S., exploring especially race but also gender as central to the development of and resistance to western forms of thought.

PHIL 2270 Aesthetics**3 Credits****Prerequisite:** PHIL 1101.

The course examines aesthetic experience and concepts like imitation, expression, and psychic distance, considers the relationships among the various arts, and explores the role of art in life.

PHIL 2272 Philosophy of Film**3 Credits****Prerequisite:** PHIL 1101.

Philosophy of film is one of the leading branches of philosophical aesthetics. While informed by and partly related to disciplines such as film studies, film theory, and film criticism, philosophy of film privileges a cognitive approach to the interpretation and study of film, an approach according to which film might be seen as doing philosophy per se, thus providing an original contribution to the overall philosophical panorama. The course begins with a critical overview of the most significant ontologies of film. Such a discussion is then followed, in the second and third units, by the exploration of issues pertaining to both the tradition of film studies and to the aforementioned cognitivist tradition. Among the issues considered, specific attention is given to the question of narrative, to emotions and film, and to the relation between fiction and nonfiction. A last unit will instead open the discussion to the relation between film and television and, more speculatively, to the future of film in the age of digital technologies.

PHIL 2281 Philosophies of Love and Sex**3 Credits****Attributes:** WSGF Women, Gender, and Sexuality Studies: Gender Focused
Prerequisite: PHIL 1101.

This course examines some of the major trends within traditional and feminist philosophies of love and sex. Possible topics include the nature of erotic love, the construction of sexual activity, and the social/political reality of pornography and prostitution.

PHIL 2282 Violence and the Sacred**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies, PJST Peace and Justice Studies, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: PHIL 1101.

Is religion essentially violent? How have religious principles been used to justify abuse? Who suffers the physical and spiritual effects of this hostility? What actions might we take in response to such suffering? This course examines the intersection of violence and the sacred, especially as it has emerged and been confronted within the Catholic/Christian tradition. Attention is paid to the works of both traditional and feminist philosophers. Possible topics include: child abuse, domestic violence, and racial violence.

PHIL 2283 Philosophy and Pornography**3 Credits**

Attributes: WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: PHIL 1101.

This course examines some of the major trends within traditional and feminist philosophies of pornography. Possible topics include the nature of pornography, the relationship between pornography and the construction of sexual desire, and the social/political consequences of pornography in our communities. Students must be at least 18 years of age.

PHIL 2284 The Sexual Life**3 Credits**

Attributes: WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: PHIL 1101.

Sex is one of the most significant forces at work in the world today. However, people rarely get together to openly and critically question what we think about sex and how our thinking influences the ways we understand our selves and each other.

PHIL 2285 Women and Horror**3 Credits**

Attributes: WSGC Women, Gender, and Sexuality Studies: Gender Component, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: PHIL 1101.

This course takes up the complicated genre of horror in light of the feminist tradition of philosophy. It can in many cases reinforce problematic gender stereotypes, but it can also provoke a rethinking of the myths and assumptions about women's experiences today. This course is both an exercise in philosophical questioning as well as a study of the horror genre.

PHIL 2900 Special Topics (Shell)**3 Credits**

Prerequisite: PHIL 1101.

This course explores a specific topic in the discipline of philosophy, in an effort to deepen students' vocations of incessant questioning not only by exploring a specific thinker, question, or historical period, but also by further developing their own thinking, reading, and critical writing skills.

PHIL 3300 Plato**3 Credits**

Prerequisite: Two courses in philosophy.

This course covers central ontological and epistemological themes in selected early, middle, and late Platonic dialogues, paying particular attention to Plato's inclination to identify virtue with knowledge.

PHIL 3301 Aristotle**3 Credits**

Prerequisite: Two courses in philosophy.

This course introduces Aristotle through a selection of his works, exploring their relation to other works, their place in the scheme of the sciences, and thoroughly investigating their subject matter.

PHIL 3304 Aquinas**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies, ISIF Italian Studies: Italy-Focused

Prerequisite: Two courses in philosophy.

This course focuses on Aquinas's most mature work, *Summa Theologiae*. This work exemplifies the Christian intellectual reaction to Islamic Aristotelianism, while at the same time bearing witness to Thomas's belief in the unity of truth. The course examines and analyzes such questions as the existence and intelligibility of God, the nature and powers of the human composite, human destiny, the human act, good and evil, providence and freedom, natural law, and the virtues.

PHIL 3307 Descartes**3 Credits**

Attributes: FREN French Course Taught in English

Prerequisite: Two courses in philosophy.

Three years after he finished college, Descartes got stuck in a snowstorm on his way to fight in a war. Alone in his room, he reflected on his education, coming to believe that many of the things he had been taught in college were pretty dubious. He also realized that he had believed many things all his life without giving thought to his reasons for believing them. He decided the best thing he could do was rid himself of all his old beliefs and then, relying only on his own mind, replace them with only those beliefs for which he could find good reasons. This course discusses the development and results of Descartes' search for truth.

PHIL 3310 Hume**3 Credits**

Prerequisite: Two courses in philosophy.

This course offers an in-depth understanding of the philosophy of David Hume. Hume, one of the most interesting (and influential) of the 18th-century philosophers, made major contributions to our understanding of causation, morality, and the mind, to name just a few. Hume began with principles that seemed quite plausible but, taking these ideas to their logical conclusions, arrived at a philosophy that is, to say the least, surprising.

PHIL 3311 Kant**3 Credits**

Prerequisite: Two courses in philosophy.

Almost everyone recognizes that through experience the human mind is shaped by the world. Immanuel Kant, however, argued for the revolutionary claim that the world is shaped by the human mind. In developing this position Kant was led to formulate a radical view concerning the nature of space and time. It also led him to draw striking conclusions about our knowledge of ourselves, objects, causation, God, freedom, and immortality: conclusions that changed philosophy forever. In this class we will study Kant's revolution in philosophy.

PHIL 3314 Nietzsche**3 Credits**

Prerequisite: Two courses in philosophy.

This course deals with the thought of one of the leading philosophical figures of the 19th century, Friedrich Nietzsche. In terms of both style and content, Nietzsche was an innovator who called into question the traditional notions of science, systematic knowledge, ethics, and culture as such. The task of the course is to examine several themes central to Nietzsche's work, among them the will to power, the perspectival approach to truth, the concept of genealogy, the revaluation of values, eternal recurrence, and the death of God.

PHIL 3317 Heidegger**3 Credits**

Prerequisite: Two courses in philosophy.

This course explores the work of Martin Heidegger (1889-1976), one of the most influential philosophers of the 20th century. It primarily takes the form of a close reading of *Being and Time* (1927) and *The Origin of the Work of Art* (1936). The course hinges on Derrida's reading of Heidegger's existential analysis of death.

PHIL 3321 Knowledge**3 Credits****Prerequisite:** Two courses in philosophy.

The focus of this course is to examine the fundamental questions concerning human knowledge. For example: What is knowledge? Can I know anything? Do I know something because I can trace it back to some indubitable foundation or because it fits together with everything else like a piece of a jigsaw puzzle? Can I have knowledge without being able to say how I know it? Do men and women know things in different ways? Is knowledge something I can gain on my own or is knowledge essentially a social activity?

PHIL 3323 Philosophy of Mind**3 Credits****Prerequisite:** Two courses in philosophy.

This course acquaints students with the most recent philosophical theories on the workings of the mind. Although it emphasizes philosophical theories of the mind, it also pays close attention to the philosophical implications of recent research in sciences such as psychology and neuroscience. This is an exciting topic; join us on this quest to address the Delphic dictum: Know Thyself!

PHIL 3331 Philosophy of Language**3 Credits****Prerequisite:** Two courses in philosophy.

This course introduces the student to the philosophy of language: its themes, complexities and problems. Employing a historical approach, the course surveys key philosophers who investigate the meaning, source and structure of language. Typically their primary question investigates various ways that the human person, while immersed within a context, understands language. After a brief investigation of ancient and medieval thinkers, the course focuses on a number of modern and contemporary figures who represent the mainstream discussion of the philosophy of language, including representatives of both analytic and continental traditions.

PHIL 3340 Critical Theory**3 Credits****Prerequisite:** Two courses in philosophy.

This course examines the 20th century philosophical movement of cultural critique arising out of the association of German Jewish scholars known as the Frankfurt School. Central problems within this movement include the persistence of violence within human reason, the various forms and forces of ideology, the relation of political activity to artistic activity, the proper undertaking of immanent social critique, and the possibility of freedom in societies that are increasingly authoritarian. Representative thinkers within this field include Theodor Adorno, Max Horkheimer, Herbert Marcuse, Erich Fromm, and Walter Benjamin.

PHIL 3350 Advanced Topics in Ethics**3 Credits****Prerequisite:** Two courses in philosophy.

This course examines questions pertaining to the status and content of morality, such as the following. Are there universal moral truths, and what makes them true? Is morality objective, or is it constructed by communities or individuals? What makes an action right or wrong? What reasons do we have to be moral? This course examines competing answers to such questions and considers philosophical defenses of them.

PHIL 3360 Critical Race Theory**3 Credits**

Attributes: BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies

Prerequisite: Two courses in philosophy.

Although race can be considered as one of several physical features of an individual, this course will investigate the recent research and literature in the field of Critical Race Theory that critiques this purely biological conception. For the purpose of understanding how race functions in our socio-political world, this body of work treats the concept as a social construction, drawing heavily on the phenomenological and existential traditions. Pertinent themes like lived experience, authenticity, and racial privilege will be explored using key texts (by Jean-Paul Sartre, Franz Fanon, Lewis Gordon, and Robert Bernasconi, to name a few).

PHIL 3990 Independent Study**1-3 Credits****Prerequisite:** Two courses in philosophy.

Upon request and by agreement with an individual professor in the department, a student may conduct a one-semester independent study on a specific philosophical topic.

PHIL 4999 Capstone Experience**3 Credits****Prerequisite:** Two courses in philosophy.

This course is the culminating experience in a student's study of philosophy at Fairfield University. Students will be asked to reflect on their philosophical writings and activities over the course of their study, to synthesize and expand a selection of these, to critically and collegially engage with other students for the mutual improvement of their philosophical projects, and to prepare for a philosophical life after graduation regardless of their career choices. Open to philosophy majors and minors only.

Faculty

Professors

Brill

Keenan, *chair (interim)*

Associate Professors

Bayne

Drake

Labinski

Assistant Professors

Bentley (Visiting)

Bnefsi

Botti (Visiting)

Cooney

Davenport (Visiting)

Funes Maderey

Harrison (Visiting)

Lin

Sheff (Visiting)

Stevenson

Assistant Professor of the Practice

Fernandez

Smith, J.

Lecturers

Corcoran
Lott
Merritt
Paone

Faculty Emeriti

DeWitt
Long
Naser
Newton

Leadership Ethics Minor

For a 15-credit minor in leadership ethics, students complete the following:

Code	Title	Credits
PHIL 1101	Introduction to Philosophy	3
PHIL 2224	Critical Thinking	3
PHIL 2255	Leadership Ethics Seminar	3
Select two additional ethics-designated courses ¹		6
Total Credits		15

¹ One ethics-designated course may be from another department or program, i.e. Applied Ethics, Honors, etc.

Leadership Ethics Electives

Ethics designation is granted by the Philosophy department and confirms the following:

1. A majority of course content concentrates on at least one of the following: the history of ethics; logic and critical thinking; ethical theory and/or its contemporary applications.
2. The course places emphasis on at least two of the essential concepts of ethical leadership: character, influence, power, justice, and the common good.

Code	Title	Credits
PHIL 2205	Ancient Medicine & Philosophy	3
PHIL 2206	Philosophical Perspectives on Women in Classical Literature	3
PHIL 2210	Phenomenology	3
PHIL 2217	Logic	3
PHIL 2222	Evil	3
PHIL 2224	Critical Thinking	3
PHIL 2230	Philosophy of Self and Subjectivity	3
PHIL 2250	Ethical Theory	3
PHIL 2252	Philosophy as a Way of Life	3
PHIL 2260	Social and Political Philosophy	3
PHIL 2263	The Concept of Human Rights	3
PHIL 2264	Philosophy of Law	3
PHIL 2281	Philosophies of Love and Sex	3
PHIL 2282	Violence and the Sacred	3
PHIL 3300	Plato	3
PHIL 3301	Aristotle	3

PHIL 3314	Nietzsche	3
PHIL 3340	Critical Theory	3
PHIL 3350	Advanced Topics in Ethics	3
PHIL 3360	Critical Race Theory	3

Philosophy Major

Requirements

For a 33-credit major in philosophy, students complete the following:

Code	Title	Credits
PHIL 1101	Introduction to Philosophy	3
PHIL 2217	Logic	3
Select one additional 2000-level Philosophy course		3
Select one of the following courses which provide an intensive study of a major philosopher and emphasize primary sources:		3
PHIL 3300	Plato	
PHIL 3301	Aristotle	
PHIL 3304	Aquinas	
PHIL 3307	Descartes	
PHIL 3310	Hume	
PHIL 3311	Kant	
PHIL 3314	Nietzsche	
PHIL 3317	Heidegger	
Select six additional 2000- or 3000-level elective courses in Philosophy ¹		18
PHIL 4999	Capstone Experience	3
Total Credits		33

¹ At least three of these must be 3000-level courses. Two may be 2000- or 3000-level Applied Ethics courses.

Philosophy Minor

For a 15-credit minor in philosophy, students complete the following:

Code	Title	Credits
PHIL 1101	Introduction to Philosophy	3
Select one 2000-level Philosophy course		3
Select three additional Philosophy courses with departmental guidance ¹		9
Total Credits		15

¹ At least one of these must be a 3000-level Philosophy course. One may be a 2000- or 3000-level Applied Ethics course.

Physics

Physics is the study of how the world works: from fiber optic communications to the CCD chips in your phone; from bridges to radio antennas; from subatomic particles to stars and galaxies; physicists study it all.

The educational objectives of the Department of Physics are:

1. To train students to become critically thinking problem solvers.
2. To develop students' mathematical, computational, and laboratory skills to understand and solve scientific problems.
3. To prepare students for entrance into the technological and non-technical work forces.

To accomplish these objectives, physics students are guided to an understanding of physical laws and their applications; students learn to think logically and develop their problem-solving abilities; students develop experimental skills and become knowledgeable in the use of instrumentation; and students receive instruction in advanced mathematical and analytical techniques and in the use of computers and numerical modelling. The applied component of the physics curriculum focuses on laser technology, applications in biology and medicine, the Earth system, and nanotechnology and materials science. Students learn the fundamental physical processes that constitute the basis of modern technology and engineering. We strongly encourage students to work with our faculty members on research ranging from astronomy to geophysics and from black holes to high energy physics. Finally, students will complete a Senior Capstone Project which is an integrative project, chosen by our students and executed with the help of a faculty mentor. Here, students will apply their classroom knowledge to concrete challenges at the forefront of physics. Past capstones, for example, have focused on quantum computing, detecting early-stage cancer, monitoring the earth's ionosphere using low-frequency radio receivers, advanced microscopy, solar flare detection, and energy absorption in ocean canyons. All physics majors automatically earn a minor in mathematics.

Whether your interest is teaching high school, working in a high-tech company, or continuing on to graduate school and a research career, our combination of a solid classroom foundation and student research will give you an outstanding starting point for your future career. Physics graduates can pursue graduate studies in any sub-field of physics and related fields such as engineering, follow industrial careers in research and development in corporate or industrial environments, or pursue professional careers in such fields as physics, engineering, computer science, finance, medicine, biology, architecture, patent/high-tech law, and science teaching, just to name a few.

Programs

The physics major is broken into two parts. First, there are a block of foundational classes that all physics majors are required to complete. In addition, by the start of their junior year, every student must select an academic track to pursue. The track you pick determines the remaining courses required by the physics major. While it is possible to change tracks later, not every course is offered annually which can make it difficult to fulfill changing major requirements.

To fulfill the physics major, students must complete the following foundation classes:

Physics Major, Foundation Classes

and one of the following tracks:

- Physics Major, General Physics Track
- Physics Major, Education Track
- Physics Major, Health Studies Track

The department also offers a 16-credit minor:

Physics Minor

Provision for Physics Advanced Placement Exam C

Students who have passed the AP Physics I exam with a score of 4 or 5 will receive credit for PHYS 1145. Students who pass the AP Physics C: Mechanics exam with a score of 4 or 5 need not take PHYS 1171 and may begin with PHYS 1172 in the spring. Students who have passed both AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism exams with scores of 4 or 5 may advance directly to the sophomore physics course, PHYS 2285 Modern Physics, without taking the PHYS 1171 and PHYS 1172 prerequisites. Note: Per the general Advanced Placement policy of the University, only 4 credits are awarded toward graduation for having passed the two AP Physics C exams. Students who do not take PHYS 1171 and PHYS 1172 under this provision will need to take one additional elective in physics in order to complete the required number of credits for the major in physics.

Courses

PHYS 1071 Physics of Light, Color, and Vision 3 Credits

Attributes: EDCG Educational Studies Cognate, MSID Magis Core: Interdisciplinary

This course explores the principles of light and its interaction with matter, focusing on the physics underlying color perception and its applications in art and technology. The course examines topics such as the nature of light as electromagnetic waves, optics, and the electromagnetic spectrum. Students will analyze the formation of colors in natural phenomena, materials, and artistic contexts, such as painting, photography, and digital media. Students will also learn how light theories evolved. Activities and demonstrations will provide opportunities to investigate light and color phenomena (e.g., illusions, diffraction), enhancing our understanding and appreciation of the visual and artistic world.

PHYS 1076 Physics of Sound and Music 3 Credits

Attributes: EDCG Educational Studies Cognate, MSID Magis Core: Interdisciplinary

Designed for the non-science major, this course examines the physical principles in the production of sound, with an emphasis on sound produced by musical instruments. Topics include the nature of wave motion as produced by vibrating strings and organ pipes, harmonic content, musical scales and intervals, and the mechanism of the hearing process. The course applies concepts to the construction and characteristics of musical instruments and to the design of auditoriums and concert halls.

PHYS 1077 Science and Technology for Future Presidents 3 Credits

Attributes: EDCG Educational Studies Cognate, MSJ1 Magis Core: Social Justice I

This interdisciplinary exploration provides introductory knowledge of the physics of sound waves and the combination of waves in music. This foundation expands into an exploration the elements of musical theory and composition, including studying the brain's perception of sound and the physiological response to music. Students will continue to study acoustics, sound engineering, and musical instrument design, including the use of specific materials, structures, and electronic components for the enhancement of sound. While this class does contain mathematical elements, class time will prioritize interactive, project-based activities that demonstrate how the physical concepts are linked to the other studied disciplines.

PHYS 1078 Nature of the Universe**3 Credits****Attributes:** MSID Magis Core: Interdisciplinary

This course, intended for non-science majors, reviews the scientific field of cosmology, or the nature of the physical universe, from a historical perspective. Beginning with the ancients, the course traces the development of cosmological principles through the Greek and Egyptian era of Aristotle, C. Ptolemy, and others; the 16th and 17th centuries of Copernicus, Galileo, and Newton; and the cosmology of the 20th century based upon Einstein's theories of relativity coupled with several fundamental observations. This leads to an examination of the current model of the universe, which is based upon the Big Bang theory.

PHYS 1087 Fundamentals of Astronomy**3 Credits**

This course introduces students who are not majoring in science to the principal areas, traditional and contemporary, of astronomy. Traditional topics include a historical background to astronomy, telescopes, the sun, the moon, the major and minor planets, comets, and meteors. After discussing these subjects in detail, the course covers areas appropriate to modern astronomy such as the composition and evolution of stars, star clusters, quasars, pulsars, black holes, and cosmological models.

PHYS 1089 Physics of Sport**3 Credits****Attributes:** EDCG Educational Studies Cognate, MSID Magis Core: Interdisciplinary, SPEL Sports Media Elective

This course introduces concepts from science, particularly physics, by using illustrations from a wide variety of sports. For example, it explains why a baseball curves, why gears work on a bike, the speeds obtainable by a windsurfer or skier or tennis ball or arrow, how scuba divers survive, and a wide variety of other sports phenomena from football, golf, skiing, climbing, sailing, skating, baseball, scuba, fishing, sky-diving and so forth. The association of sports with motion, forces, and energy is explained by scientific reasoning and analysis. The course includes a small laboratory/experiential component that illustrates the scientific method, where various examples of sports are made quantitative, using readily available equipment.

PHYS 1090 Physics of the Atmosphere, Ocean, and Climate**3 Credits**

Attributes: EDCG Educational Studies Cognate, EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective, MSID Magis Core: Interdisciplinary

This introductory course presents the physical processes that lead to the atmospheric, oceanic, and climate phenomena we experience in our everyday lives. During the first half of the semester, students will learn how simple physics can explain the current state of the atmosphere, ocean, and climate, and during the second half of the semester, students will learn how the atmosphere, ocean, and climate undergo changes due to both Earth's natural variations and human impacts. A full-day field trip, table-top experiments, and climate models will be used to illustrate concepts from class. Only a knowledge of algebra will be assumed.

PHYS 1093 Energy and Environment**3 Credits****Attributes:** EDCG Educational Studies Cognate, EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective

This course introduces students not majoring in the natural sciences to topics relating to work, energy, and power, and explores many of the environmental consequences resulting from our use of energy. The course examines the finite nature of fossil fuels as well as many alternative energy sources including solar energy, wind, tidal, and geothermal energy, nuclear fission, and nuclear fusion. Students will use arithmetic and simple algebra.

PHYS 1145 General Physics for Life Sciences I**3 Credits****Corequisite:** PHYS 1145L.

Designed for students in the health sciences, this algebra-based introductory physics course covers classical mechanics of rigid bodies and fluids. Topics covered include Newton's laws of motion, the conservation of energy and momentum, simple harmonic motion, basic wave properties, and static and dynamic fluids. This course stresses conceptual understanding and problem-solving skills for health science students.

PHYS 1145L General Physics for Life Sciences I Lab**1 Credit****Fee:** \$120 Science Lab Fee**Corequisite:** PHYS 1145.

This lab course engages students in experimental measurements spanning the areas of mechanics and thermal stresses on matter, with the objective of training students in experimental measurements, data manipulation and analysis, error analysis, deductive thinking, and instrumentation, providing depth to students' understanding of the phenomena taught in PHYS 1145. Specific experimental measurements include accelerated motion, periodic motion, gravitational force, ballistics, conservation of energy, fluids, and ideal gas law. This course trains students in experimental measurements, data analysis, error analysis, deductive thinking, and instrumentation.

PHYS 1146 General Physics for Life Sciences II**3 Credits****Corequisite:** PHYS 1146L.**Prerequisite:** PHYS 1145.

A continuation of PHYS 1145, this course covers the basic concepts of electric forces and fields, potentials, magnetic forces and fields, induction, DC circuits, and optics. This course stresses conceptual understanding and problem-solving skills for health science students.

PHYS 1146L General Physics for Life Sciences II Lab**1 Credit****Fee:** \$120 Science Lab Fee**Corequisite:** PHYS 1146.

This laboratory provides students with a greater understanding of electromagnetic phenomena, wave phenomena, and optics, and supports PHYS 1146. Measurements of microscopic quantities, like the charge and mass of the electron, give students an opportunity to explore the structure of matter. Other experiments involve the physics of electrical currents, electric properties of bulk matter, magnetic fields and their effect on beams, wave phenomena, and the nature of light and its interaction with optical materials. This course trains students in experimental measurements, data analysis, error analysis, deductive thinking, and instrumentation.

PHYS 1171 General Physics I**3 Credits****Corequisite:** PHYS 1171L.**Prerequisite:** MATH 1141 or MATH 1171 (concurrency allowed).

This is a calculus-based introductory physics course for physics, mathematics, chemistry, and engineering majors. In it, students will cover the foundations of classical mechanics, including linear and vector motion, Newtonian mechanics, energy, momentum, rotational motion, static equilibrium, and waves. Note: Biology majors should take PHYS 1145.

PHYS 1171L General Physics I Lab**1 Credit****Fee:** \$120 Science Lab Fee**Corequisite:** PHYS 1171.

This lab course engages students in experimental measurements spanning the areas of mechanics and thermal stresses on matter, with the objective of training students in experimental measurements, data manipulation and analysis, error analysis, deductive thinking, and instrumentation, providing depth to students' understanding of the phenomena taught in PHYS 1171. Specific experimental measurements include accelerated motion, periodic motion, gravitational force, ballistics, conservation of energy, fluids, and rotational dynamics. This course trains students in experimental measurements, data analysis, error analysis, deductive thinking, and instrumentation.

PHYS 1172 General Physics II**3 Credits****Corequisite:** PHYS 1172L.**Prerequisites:** MATH 1142 or MATH 1172 (concurrency allowed); PHYS 1171.

This course is a continuation of PHYS 1171 and covers electricity and magnetism, light, and optics. Topics covered include electric fields and their sources, magnetic fields and their sources, simple electric circuits, wave motion, reflection and refraction of light, and geometrical optics. Note: Biology majors should take PHYS 1146.

PHYS 1172L General Physics II Lab**1 Credit****Fee:** \$120 Science Lab Fee**Corequisite:** PHYS 1172.

This laboratory provides students with a greater understanding of electromagnetic phenomena, wave phenomena, and optics, and supports PHYS 1172. Measurements of microscopic quantities, like the charge and mass of the electron, give students an opportunity to explore the structure of matter. Other experiments involve the physics of electrical currents, electric properties of bulk matter, magnetic fields and their effect on beams, wave phenomena, and the nature of light and its interaction with optical materials. This course trains students in experimental measurements, data analysis, error analysis, deductive thinking, and instrumentation.

PHYS 2212 Circuit Analysis and Analog Systems**3 Credits****Corequisite:** PHYS 2212L.**Prerequisite:** PHYS 1172.

This course introduces students to the theory and practice of basic electronics and linear/analog circuitry. Topics include Kirchhoff's laws and applications; resistor circuits; concepts of capacitive and inductive reactance; impedance calculation using vector and complex notation; DC, AC, and transient circuit behavior; operation of basic solid state devices (diodes, junction transistors, FETs, SCRs); operational amplifiers; active and passive filters; feedback techniques; and frequency dependent effects. The basic laws and theorems of circuit analysis are introduced.

PHYS 2212L Circuit Analysis and Analog Systems Lab**1 Credit****Fee:** \$120 Science Lab Fee**Corequisite:** PHYS 2212.

Students learn the use of basic laboratory test equipment such as the digital volt-ohm-amp meter, function generator, oscilloscope, and frequency counter. Bread boarding techniques are utilized to assemble and test various linear/analog circuits. Simulation software is introduced.

PHYS 2255 Introduction to Astrophysics**3 Credits****Prerequisite:** PHYS 2285.

This course is an introduction to modern astronomy and astrophysics. Starting from basic physical principles, we will begin with a number of practical problems in observational astronomy: the location of stars in the sky, optical telescopes and detectors, and measuring the brightness of stars and galaxies. From here, we will go on to discuss the formation, evolution, and death of stars and how these astronomical processes have influenced the world around us. Finally, we will end with a discussion of cosmological evolution from the big bang onward.

PHYS 2265 Introduction to Geophysical Fluid Dynamics**3 Credits****Attributes:** MSID Magis Core: Interdisciplinary**Prerequisite:** PHYS 1172.

This course presents the field of geophysical fluid dynamics. After an overview of Earth's energy balance, students will spend the first half of the semester learning dynamics and consider how Earth's rotation alters large-scale flows in the ocean and atmosphere. After a study of the circulation of the ocean and the atmosphere, students will learn how the ocean and atmosphere couple to create the climate system, including the current climate system as well as natural and anthropogenic variations in the climate system. Students will gain experience in creating computational models of the ocean, atmosphere, and climate.

PHYS 2285 Modern Physics**3 Credits****Prerequisite:** PHYS 1172.

This course introduces modern physics, i.e., the physics of the 20th century. The basic ideas that led to the formulation of quantum mechanics together with Einstein's theories of relativity provided a means to explore many new aspects of the physical world. This course examines the discovery of quanta of energy; Einstein's Special Theory of Relativity; the Bohr model of the atom; wave mechanics, angular momentum, and spin; various aspects of quantum mechanics that explain much of the subatomic world; and aspects of atomic and nuclear physics including solid-state physics and superconductivity. The course also examines several of the major experimental observations that support and confirm these new theories. Previously PS 0285.

PHYS 2285L Modern Experimental Methods Lab**2 Credits****Fee:** \$120 Science Lab Fee**Prerequisite:** PHYS 2285.

This course offers lab experience in modern experimental methods and techniques. It involves lab investigation of fundamental concepts in modern physics including atomic, nuclear, solid-state, x-ray, acoustic, superconductivity, and quantum physics. Lab procedures emphasize hands-on work with basic experimental equipment such as vacuum systems, power supplies, electronics and instrumentation, detectors, diagnostic techniques, computer interfaces, data acquisition and control, hardware and software, etc. This lab course gives students maximum opportunity to work on their own with minimum supervision.

PHYS 2286 Modern Physics II: Applications of Quanta and Relativity**3 Credits****Prerequisite:** PHYS 2285.

This course applies the theory and phenomenology studied in Modern Physics (Quanta and Relativity) to a wide variety of phenomena and applications. The quantum and relativistic realm will be used to clarify topics in the structure of matter and energy from the smallest to the largest times and scales of the universe. Topics include moving from classical physics to quantum statistics, and basic structural, thermal, electronic, magnetic, and energy properties of matter up to relativistic limits. Applied topics include lasers, superconductivity, semiconductor devices, quantum optics, nanomaterials, nuclear power, applied sciences, and engineering.

PHYS 3215 Computational Physics**3 Credits****Prerequisite:** PHYS 2285.

In this course students will learn numerical methods to solve scientific problems and to integrate the use of the computer into their research. The course will cover numerical methods to solve integrals, differential equations, partial differential equations, systems of linear equations, and to model random processes. Problems that will be solved in this class include: Laplace equation, chaotic pendulum, Schrodinger's equation, and magnetic and electric field calculations. The programming languages that will be used in this course are high level languages, such as C and C++, whose basic syntax will be taught in class.

PHYS 3222 Modern Optics**3 Credits****Corequisite:** PHYS 3222L.**Prerequisite:** PHYS 2285.

Starting with a review of electromagnetic wave theory and the differential wave equation, this course covers the propagation of light from a scattering and an electromagnetic wave phenomena point of view. The course investigates superposition, polarization, interference, and diffraction in detail and discusses the photon theory of light along with the photoelectric effect. The course covers the basic theory of coherence with its contemporary application to lasers and additional selected topics in applied optical devices, stressing the application of theory to devices and observations.

PHYS 3226 Classical Mechanics**3 Credits****Prerequisite:** PHYS 1172.

The formulation of classical mechanics represents a major milestone in our intellectual and technological history as the first mathematical abstraction of physical theory from empirical observations. This achievement is rightly accorded to Isaac Newton, who first translated the interpretation of various physical observations into a compact mathematical theory. More than three centuries of experience indicate that mechanical behavior in the everyday domain can be understood from Newton's theories. Topics in this course include elementary dynamics in one and two dimensions, gravitational forces and potentials, free and forced harmonic oscillations, central fields and the motions of planets and satellites, Lagrange's and Hamilton's equations, small oscillations, and normal mode analysis. Previously PHYS 2226.

PHYS 3241 Thermal and Statistical Physics**3 Credits****Prerequisite:** PHYS 2285.

Thermodynamics, viewed primarily as the science that deals with energy transformations and the relationships between properties of systems, is a fairly modern science. As its name implies, thermodynamics deals with heat and power; originally, this now broad subject dealt almost exclusively with heat engines. This course begins with a review of the three fundamental laws of thermodynamics. Additional topics include the kinetic theory of gasses and modern statistical mechanics.

PHYS 3271 Electricity and Magnetism**3 Credits****Prerequisites:** MATH 2251, PHYS 1172.

This lecture course covers the foundations of electric and magnetic phenomena. Topics include electrostatics and the concepts of the electric field, flux, and potential; Coulomb's law and Gauss's law and their applications; vector and scalar fields and vector operators; electric energy of systems of charges; dipole fields and Laplace's equation; moving charges and currents; Ampere's law; and magnetic fields and forces.

PHYS 3324 Mathematical Methods of Physics**3 Credits**

This course provides a foundation in mathematical methods required for pursuing advanced physics courses. Two areas of focus of the course are developing a geometric perspective, and symbolic computation with Mathematica. Students apply methods often used in physics, including power series, complex functions, linear algebra, and vector analysis. Students will solve example physics equations such as heat flow, and the wave equation using curvilinear coordinates, Fourier series, Fourier transforms, Bessel functions and Legendre polynomials, and complex analysis.

PHYS 3385L Advanced Lab in Physics**3 Credits****Fee:** \$120 Science Lab Fee**Prerequisite:** PHYS 2285 and PHYS 2285L.

This is an advanced laboratory class that builds on the skills learned in PHYS 2285L (Modern Lab). Whereas Modern Lab emphasized working with common experimental equipment, Advanced Lab emphasizes data collection and analysis techniques, as well as introducing you to more specialized experimental equipment. Students are also expected to take more responsibility for the planning and execution of their experiments than in previous classes.

PHYS 3386 Quantum Physics**3 Credits****Prerequisites:** MATH 3332, PHYS 2226, PHYS 2285.

This course introduces students to the physical concepts and mathematical formulations of non-relativistic quantum mechanics. Topics include the Schrodinger wave equation, Fourier techniques and expectation values, operator formalism, angular momentum, central forces, matrix representations, and approximation methods.

PHYS 3388 Elementary Particles and Nuclear Physics**3 Credits****Prerequisite:** PHYS 3386.

This course begins with a review of elementary particles, their properties and classification, and their nuclear and electromagnetic interactions. It proceeds with the study of bound nuclear systems, conditions for nuclear stability, and radioactive decay modes. The course concludes with an examination of particle accelerators and other nuclear experimental facilities.

PHYS 4900 Special Topics (Shell)**3 Credits**

This course covers the following content: condensed matter physics, numerical analysis and computational physics, and wave phenomena and quantum phenomena. Condensed matter topics include mechanical, thermal, and electric properties of matter; magnetism; superconductivity; and magnetic resonance. Topics in numerical analysis and computational physics include solutions of differential equations, boundary value and eigenvalue problems, special functions and Gaussian quadrature, and matrix operations. Topics in wave phenomena include electric and mechanical oscillators, coupled oscillators, transverse and longitudinal waves, waves on transmission lines, and electromagnetic waves. Quantum phenomena include advanced topics in quantum mechanics with applications in the structure of nuclei, atoms, molecules, metals, crystal lattices, semiconductors, and superconductors.

PHYS 4971 Physics Research I**0-4 Credits**

This course requires theoretical, experimental, and/or computational research with a faculty member. All students interested in conducting research should obtain the consent of the professor supervising their research prior to registering for this course.

PHYS 4972 Physics Research II**0-4 Credits**

This course requires theoretical, experimental, and/or computational research with a faculty member. All students interested in conducting research should obtain the consent of the professor supervising their research prior to registering for this course.

PHYS 4973 Physics Research III **0-4 Credits**

This course requires theoretical, experimental, and/or computational research with a faculty member. All students interested in conducting research should obtain the consent of the professor supervising their research prior to registering for this course.

PHYS 4974 Physics Research IV **0-4 Credits**

This course requires theoretical, experimental, and/or computational research with a faculty member. All students interested in conducting research should obtain the consent of the professor supervising their research prior to registering for this course.

PHYS 4975 Physics Research V **0-4 Credits**

This course requires theoretical, experimental, and/or computational research with a faculty member. All students interested in conducting research should obtain the consent of the professor supervising their research prior to registering for this course.

PHYS 4976 Physics Research VI **0-4 Credits**

This course requires theoretical, experimental, and/or computational research with a faculty member. All students interested in conducting research should obtain the consent of the professor supervising their research prior to registering for this course.

PHYS 4990 Independent Study **1 or 2 Credits**

This course provides opportunities to physics majors in their junior year, and to sophomores by permission of the department Chair, to pursue independent studies in selected areas of physics, under the mentorship of a faculty member. The course aims to guide students in using the methods of scientific inquiry to explore subjects in an area of mutual interest to the student and teacher. In the process, students will get personal attention and hands-on experience, and will develop further their analytical and experimental skills.

PHYS 4998 Theoretical/Experimental Capstone **1-4 Credits**

Attributes: MWID Magis Core: Writing in the Discipline

Prerequisite: Senior standing.

This course provides opportunities for intensive investigation, experimental or theoretical, of selected topics at an advanced level under the guidance of a faculty member. Participation in this course is required of all seniors.

PHYS 4999 Theoretical/Experimental Capstone **1-4 Credits**

Attributes: MWID Magis Core: Writing in the Discipline

Prerequisite: Senior standing.

This course provides opportunities for intensive investigation, experimental or theoretical, of selected topics at an advanced level under the guidance of a faculty member. Participation in this course is required of all seniors.

Faculty

Professors

Biselli, *chair*
Winn

Associate Professors

Nazarian

Assistant Professors

Aguirre
Gozar

Visiting Assistant Professors

Multunas

Assistant Professors of the Practice

Sharp

Lecturers

Cordery
Granucci
Henry
Kuhn

Faculty Emeriti

Beal
Hadjimichael

Physics Major

To fulfill the physics major, students must complete the foundation classes:

Physics Major, Foundation Classes

and one of the following tracks:

- Physics Major, General Physics Track
- Physics Major, Education Track
- Physics Major, Health Studies Track

Physics Major, Foundation Classes

Requirements

For a major in physics, all students complete the following courses, regardless of which track they select:

Code	Title	Credits
CHEM 1171 & 1171L	General Chemistry I and General Chemistry I Lab	4
CHEM 1172 & 1172L	General Chemistry II and General Chemistry II Lab	4
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4
MATH 2251	Ordinary Differential Equations	3
PHYS 1171 & 1171L	General Physics I and General Physics I Lab	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab	4
PHYS 2285	Modern Physics	3
PHYS 2285L	Modern Experimental Methods Lab	2
PHYS 3215	Computational Physics	3
PHYS 3226	Classical Mechanics	3
PHYS 3241	Thermal and Statistical Physics	3

PHYS 3271	Electricity and Magnetism	3
PHYS 4998 & PHYS 4999	Theoretical/Experimental Capstone and Theoretical/Experimental Capstone	4
Physics Elective		3
Total Credits		55

While not normally taken by physics majors, MATH 1171, MATH 1172, and MATH 2273 will also satisfy their corresponding MATH 1141, MATH 1142, and MATH 2243 calculus requirements.

Any Physics class at the 2000 level or higher and not otherwise required by the major may be used to satisfy the Physics Elective requirement(s).

Plan of Study

The final plan of study depends on the Track you select. The following introductory classes, however, are the same for all tracks.

Course	Title	Credits
First Year		
Fall		
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
PHYS 1171	General Physics I	3
PHYS 1171L	General Physics I Lab	1
Core Curriculum		6
Free Elective		3
Credits		17
Spring		
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
PHYS 1172	General Physics II	3
PHYS 1172L	General Physics II Lab	1
Core Curriculum		6
Free Elective		3
Credits		17
Second Year		
Fall		
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4
PHYS 2285	Modern Physics	3
Core Curriculum		6
Free Elective		3
Credits		16
Spring		
MATH 2251	Ordinary Differential Equations	3
PHYS 2285L	Modern Experimental Methods Lab	2
PHYS 3215	Computational Physics	3
PHYS 3226	Classical Mechanics	3
Core Curriculum		3
Physics Elective		3

Core	
Credits	17
Total Credits	67

Physics Major, General Physics Track

Requirements

The General Physics track is a traditional physics major which provides students with the background needed to pursue advanced degrees in the physical sciences or jobs in science, engineering, or a host of other careers that require strong quantitative skills.

Students on the General Physics Track must complete the following classes:

Code	Title	Credits
MATH 3332 or PHYS 3324	Partial Differential Equations Mathematical Methods of Physics	3
PHYS 3385L	Advanced Lab in Physics	3
PHYS 3386	Quantum Physics	3
Physics Electives		6
Total Credits		15

Plan of Study

Course	Title	Credits
First Year		
Fall		
CHEM 1171	General Chemistry I	3
CHEM 1171L	General Chemistry I Lab	1
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
PHYS 1171	General Physics I	3
PHYS 1171L	General Physics I Lab	1
Core Curriculum		6
Credits		18
Spring		
CHEM 1172	General Chemistry II	3
CHEM 1172L	General Chemistry II Lab	1
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
PHYS 1172	General Physics II	3
PHYS 1172L	General Physics II Lab	1
Core Curriculum		6
Credits		18
Second Year		
Fall		
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4
PHYS 2285	Modern Physics	3
Core Curriculum		6
Free Elective		3
Credits		16

Spring		
MATH 2251	Ordinary Differential Equations	3
PHYS 2285L	Modern Experimental Methods Lab	2
PHYS 3324	Mathematical Methods of Physics	3
PHYS 3226	Classical Mechanics	3
Core Curriculum		3
Credits		14
Third Year		
Fall		
PHYS 3241	Thermal and Statistical Physics	3
PHYS 3271	Electricity and Magnetism	3
Physics Elective		3
Core Curriculum		3
Free Elective		3
Credits		15
Spring		
PHYS 3215	Computational Physics	3
PHYS 3385L	Advanced Lab in Physics	3
Physics Elective		3
Core Curriculum		6
Credits		15
Fourth Year		
Fall		
PHYS 3386	Quantum Physics	3
PHYS 4998	Theoretical/Experimental Capstone	2
Core Curriculum		3
Free Electives		6
Credits		14
Spring		
PHYS 4999	Theoretical/Experimental Capstone	2
Free Elective		9
Physics Elective		3
Credits		14
Total Credits		124

Physics Major, Education Track

Requirements

The Education track is designed for students interested in becoming high-school physics teachers. The requirements are designed to assist students who wish to pursue the Education minor, the 5-year integrated degree program, or a M.Ed. elsewhere.

Students on the Education Track must complete the following classes:

Code	Title	Credits
EDUC 2201	Explorations in Education	3
MATH 2217	Statistics I	3
Physics Core Course (Educational Cognate)		3
PHYS 3222	Modern Optics	3
PHYS 3385L	Advanced Lab in Physics	3
Total Credits		15

Plan of Study

Course	Title	Credits
First Year		
Fall		
CHEM 1171	General Chemistry I	3
CHEM 1171L	General Chemistry I Lab	1
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
PHYS 1171	General Physics I	3
PHYS 1171L	General Physics I Lab	1
Core Curriculum		6
Credits		18
Spring		
CHEM 1172	General Chemistry II	3
CHEM 1172L	General Chemistry II Lab	1
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
PHYS 1172	General Physics II	3
PHYS 1172L	General Physics II Lab	1
Core Curriculum		6
Credits		18
Second Year		
Fall		
EDUC 2201	Explorations in Education	3
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4
PHYS 2285	Modern Physics	3
Core Curriculum		6
Credits		16
Spring		
MATH 2217	Statistics I	3
MATH 2251	Ordinary Differential Equations	3
PHYS 2285L	Modern Experimental Methods Lab	2
PHYS 3226	Classical Mechanics	3
Core Curriculum		3
Credits		14
Third Year		
Fall		
PHYS 3241	Thermal and Statistical Physics	3
PHYS 3271	Electricity and Magnetism	3
Core Curriculum		6
Free Elective		3
Credits		15
Spring		
PHYS 3215	Computational Physics	3
PHYS 3222	Modern Optics	3
PHYS 3385L	Advanced Lab in Physics	3
Core Curriculum		3
Free Elective		3
Credits		15

Fourth Year**Fall**

PHYS 4998	Theoretical/Experimental Capstone	2
Physics Core Course (Education Cognate)		3
Physics Elective		3
Core Curriculum		3
Free Elective		3

Credits	14

Spring

PHYS 4999	Theoretical/Experimental Capstone	2
Free Electives		12

Credits	14

Total Credits	124

Physics Major, Health Studies Track

Requirements

The Health Studies track is designed for students with an interest in pursuing a career in the health sciences, including medical, PA, dental, or veterinary schools. Students in this track will generally also want to investigate the Health Studies program.

Code	Title	Credits
MATH 2217 or PHYS 3324	Statistics I Mathematical Methods of Physics	3
PHYS 3222	Modern Optics	3
CHEM 2271 & 2271L	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 2272 & 2272L	Organic Chemistry II and Organic Chemistry II Lab	4
CHEM 3361 & 3361L	Physical Chemistry I and Physical Chemistry I Lab	4
Total Credits		18

Plan of Study

Course	Title	Credits
First Year		
Fall		
CHEM 1171	General Chemistry I	3
CHEM 1171L	General Chemistry I Lab	1
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
PHYS 1171	General Physics I	3
PHYS 1171L	General Physics I Lab	1
Core Curriculum		6
Credits		18
Spring		
CHEM 1172	General Chemistry II	3
CHEM 1172L	General Chemistry II Lab	1
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
PHYS 1172	General Physics II	3

PHYS 1172L	General Physics II Lab	1
Core Curriculum		6

Credits	18

Second Year**Fall**

CHEM 2271	Organic Chemistry I	3
CHEM 2271L	Organic Chemistry I Lab	1
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4

PHYS 2285	Modern Physics	3

Core Curriculum		3

Free Elective		3

Credits	17

Spring

CHEM 2272	Organic Chemistry II	3
CHEM 2272L	Organic Chemistry II Lab	1
MATH 2251	Ordinary Differential Equations	3
PHYS 2285L	Modern Experimental Methods Lab	2
PHYS 3226	Classical Mechanics	3
Free elective		3

Credits	15

Third Year**Fall**

PHYS 3241	Thermal and Statistical Physics	3
PHYS 3271	Electricity and Magnetism	3

Core Curriculum		6

Free Elective		3

Credits	15

Spring

MATH 2217 or PHYS 3324	Statistics I or Mathematical Methods of Physics	3
PHYS 3215	Computational Physics	3
PHYS 3222	Modern Optics	3

Core Curriculum		6

Credits	15

Fourth Year**Fall**

CHEM 3361	Physical Chemistry I	3
CHEM 3361L	Physical Chemistry I Lab	1

PHYS 4998	Theoretical/Experimental Capstone	2

Core Curriculum		3

Free Electives		6

Credits	15

Spring

PHYS 4999	Theoretical/Experimental Capstone	2

Physics Elective		3

Core Curriculum		3

Free Electives		6

Credits	14

Total Credits	127

Physics Minor

Requirements

To earn a 16-credit minor in physics, students complete the following:

Code	Title	Credits
PHYS 1171 & 1171L	General Physics I and General Physics I Lab	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab	4
PHYS 2285	Modern Physics ¹	3
PHYS 2285L	Modern Experimental Methods Lab	2
One additional 2000- or 3000-level physics course		3
Total Credits		16

¹ Substitution of the Modern Physics course must be approved by the chair.

Note: Biology and chemistry majors can minor in physics by taking two lecture courses and one laboratory course beyond the requirements of their major. Engineering majors can minor in physics by taking one lecture course and one laboratory course beyond the requirements of the major.

Politics

The Department of Politics offers a vibrant program that prepares students for careers and leadership positions in local, national and international affairs, law, business, finance, politics, teaching, research, non-profit organizations, consulting, public administration, journalism and other fields. The program also offers excellent preparation for many graduate and professional degree programs. Our curriculum allows students to study each of the major subfields of political science – American politics, comparative politics, international relations and political theory, while also offering valuable avenues for professional development, including internships, service learning, study-abroad, and research methods.

The politics curriculum offers students the option of grouping their electives thematically, including courses focused on law and justice, power and political action, and globalization and inequality. Students complete their major with one or more culminating seminars that prepares them for professional writing, research, analysis, and presentation. During this seminar, students work closely with a faculty member in their area of expertise. Politics majors can also complete complementary and extremely focused interdisciplinary Minors in Campaigns and Elections, Humanitarian Action, Public Administration, and U.S. Government.

Through its internship director, the Politics Department works with students to identify and prepare for internships in local and state government, non-governmental organizations, the judiciary, political campaigns, businesses, law firms, and other locations. Special opportunities are also available with Congress, federal agencies, and international organizations via the Washington Internship Semester (POLI 3982) in Hartford with the Connecticut State Legislature (POLI 3981), and with organizations and businesses in locations around the world through Fairfield's study abroad programs.

Politics professors are also closely involved with the American Studies, Asian Studies, Black Studies, Environmental Studies, International Business, International Studies, Irish Studies, Humanitarian Action, Latin American and Caribbean Studies, Peace and Justice Studies, Women, Gender and Sexuality Studies and other interdisciplinary programs. Many Politics courses count toward majors or minors in these programs. Many Politics courses also fulfill requirements in the *Magis* Core curriculum, including the Interdisciplinary, Social Justice, Social Science, Writing Across the Curriculum, and Writing in the Discipline requirements. The programs to which Politics courses contribute are included in their course descriptions.

In its entirety, the curriculum of the department is designed to achieve the following student learning outcomes. By majoring in Politics students will:

- (1) understand fundamental political science terms, concepts and major theoretical frameworks;
- (2) demonstrate familiarity with core political institutions, governing systems, and their operation;
- (3) critically apply theories and concepts; and
- (4) utilize primary and secondary source material to support arguments and/or conduct research.

Programs

- Politics Major
- Politics Minor
- Campaigns and Elections Minor
- U.S. Government Minor

Courses

POLI 1101 Introduction to American Politics **3 Credits**

Attributes: ASGW American Studies: Gateway, ASPO American Studies: Politics, PMAP Politics Major: American Politics
Students examine the American political system: the design and operation of Congress, the Presidency, and the Supreme Court; American political culture; elections; the ability of the political system to deal with societal problems, and proposals for reform of the political system.

POLI 1102 Introduction to Comparative Politics **3 Credits**

Attributes: INEL International Studies Elective, PMCP Politics Major: Comparative Politics
This course introduces students to the exciting facts, concepts, and theories necessary to understand the structures and processes of diverse political systems that exist around the world. Comparing similarities and differences among the different political systems in prominent countries provides insights into current events and enabled students to address important questions about politics in specific countries and regions.

POLI 1103 Introduction to Political Ideas That Shape the World **3 Credits**

Attributes: PMPT Politics Major: Political Theory
This course introduces students to some of the most important ideas in political theory. It analyzes the Western political theories of Thomas Hobbes, Jean-Jacques Rousseau, John Locke, J.S. Mill, Karl Marx, and others, and compares and contrasts them to a variety of communitarian, socialist, and anarchist political theories.

POLI 1104 Introduction to International Relations**3 Credits**

Attributes: HACA Humanitarian Action Minor Context Course, PJST Peace and Justice Studies, PMIR Politics Major: International Relations

This course introduces students to important concepts, frameworks, events, and theories in International Relations and provides the tools need to improve their understanding of global politics both historically and today. The course familiarizes students with conceptual tools that can help them analyze, understand and address a variety of current international issues and policy challenges.

POLI 2102 City Politics**3 Credits**

Attributes: ASPO American Studies: Politics, ASTH American Studies Theme Course, PACG Public Administration City Government, PMAP Politics Major: American Politics

This course examines structures and processes of urban politics and considers the major participants and policy areas of urban political processes. It sets the evolution of urban areas in historical perspective, discusses major contemporary problems, and analyzes alternative solutions.

POLI 2103 Public Administration**3 Credits**

Attributes: ASPO American Studies: Politics, ASTH American Studies Theme Course, PMAP Politics Major: American Politics

Public administration is central to American government. It decides who gets what, when, and how at the local level. This course uses case studies, theoretical analyses, and skill-development activities to examines the practice and power of U.S. public administrators and the factors that impact their jobs and the effectiveness of their decisions. This course explores core public administration concepts, bureaucratic politics, organizational behavior, decision-making strategies, public management, and social issues; builds student knowledge and professional skills; and highlights the political, practical and managerial factors that affect public administration.

POLI 2104 American Presidency**3 Credits**

Attributes: ASGW American Studies: Gateway, ASPO American Studies: Politics, ASUP American Studies Upper Level, PMAP Politics Major: American Politics

This course examines President's role as chief executive, legislative leader, and administrative head of state, as well the expansion of presidential powers by 20th and 21st century presidents. It also explores differences and patterns among presidents in their domestic and foreign policy, explanations for these patterns and why some Presidents found more success, changes in Presidential primaries, nominating, conventions, and national elections, and how issues such as psychology, economic forces, political parties, "political time," and media impact the Presidency.

POLI 2105 The American Congress**3 Credits**

Attributes: ASPO American Studies: Politics, ASUP American Studies Upper Level, PMAP Politics Major: American Politics

This course examines the structure, rules, and procedures of Congress: the foremost national institution of political representation in American democracy. The course also explores the place of Congress place in contemporary American politics; its often-contentious relationship with the other parts of the national government, including the Presidency and Courts; and key theoretical approaches to the study of Congress as a deliberative body designed to produce national policy outcomes. Finally, the course will develop students' understanding of individual members of Congress: their relationship to constituents, their differing styles of representation, and the effects of race, gender, ideology, and money on their legislative work.

POLI 2106 Supreme Court I**3 Credits**

Attributes: ASPO American Studies: Politics, ASUP American Studies Upper Level, PMAP Politics Major: American Politics

This course examines the composition and operation of the Supreme Court, including how it reaches decisions. It also examines the relationship between the Court and the remainder of the political system; the political consequences of Court decisions; nomination and confirmation issues; and the Court's treatment of government power including Presidential authority, the commerce clause, taxing power, and relations between the branches.

POLI 2107 Supreme Court II**3 Credits**

Attributes: ASPO American Studies: Politics, ASUP American Studies Upper Level, PMAP Politics Major: American Politics

This course focuses on how the Constitution and the Supreme Court address issues related to individual freedoms. It examines Supreme Court decisions regarding civil liberties, including freedoms of speech, press, religion, and assembly. It also examines the rights of accused persons and the 14th amendment equal protection, emphasizing the political implications of these decisions as well as the political environment in which the Court functions.

POLI 2108 Political Parties and Interest Groups**3 Credits**

Attributes: ASPO American Studies: Politics, ASUP American Studies Upper Level, BSCC Black Studies Component Course, BSSS Black Studies: Social and Behavioral Sciences, PMAP Politics Major: American Politics

This course examines political parties, interest groups, and public opinion in terms of their impact on American politics, including who gets elected, what issues receive attention in Congress, and the content of legislation. The course considers: How responsive are decision makers in the American system to citizens' demands? What factors impact this responsiveness? What mechanisms do citizens have to express support for their policy preferences? What mechanisms exist that increase the chances of their policy preferences being enacted?

POLI 2109 American Public Policy**3 Credits**

Attributes: ASPO American Studies: Politics, ASUP American Studies Upper Level, PACG Public Administration City Government, PMAP Politics Major: American Politics

Public policy results from complex interactions between political actors, elected officials, bureaucrats, interest groups, political activists, corporations, citizens, the media, and governing structures and rules. The policy making process is the lifeblood of the American political system. This course explores current policy debates, key models and theories that seek to explain public policy, and the significant role politics plays in the policy making process. Students will learn how public policies are formulated, understand current tools and techniques used in making policy, and gain the ability to assess policy options.

POLI 2111 Media and Politics**3 Credits**

Attributes: ASPO American Studies: Politics, PMAP Politics Major: American Politics, SPEL Sports Media Elective

This course examines the impact of the media on the American political system and, conversely, how government attempts to influence the media for its purposes, and implications of the electronic media for a democratic and informed society. The course pays close attention to the media's impact on national elections and analyzes the media as an agent of political socialization.

POLI 2112 United States Environmental Politics and Policy 3 Credits

Attributes: ASPO American Studies: Politics, ASUP American Studies Upper Level, EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, EVSS Environmental Studies: Social Science, PAEP Public Administration Environment Policy, PMAP Politics Major: American Politics

This course examines the creation, content, and implementation of U.S. environmental policy. The first section examines the history of U.S. environmental politics, the policy process, and prominent theories that seek to explain that process. The second examines the role and occasional preferences of key institutions, including the President, Congress, courts, federal agencies, environmental groups, and corporations. The third section examines key current issues, including, air and water pollution, toxic chemicals, public lands, endangered species, climate change, risk assessments, and the use of economic tools to effect change.

POLI 2113 State and Local Government 3 Credits

Attributes: PMAP Politics Major: American Politics

This course examines the role of state and local governments within the United States. State and local governments are unique subnational governments with their own political culture and identity and very greatly within and across the American political system. This course explores the political processes and the institutions of state and local governments. The course highlights the multifaceted, and often difficult, issues facing sub-national governments; the philosophies of state and local governments; their responsibility and function regarding election administration and voting; and their role within the larger national government.

POLI 2114 Public Opinion and Polling 3 Credits

Attributes: PMAP Politics Major: American Politics

A central feature to American democracy is that the public has the opportunity to play an active role in governing. This course invites students to think about and reflect on the role of public opinion, the tools used to measure it, and its impact on policies and elections in American democracy. Students will examine what public opinion is, public's knowledge of politics, how citizens are socialized politically, group differences in public opinions, and various methods employed to measure public opinion. By the end of the course, students will be able to determine when and how public opinion influences various aspects of American politics.

POLI 2115 Campaigns and Elections 3 Credits

Attributes: PMAP Politics Major: American Politics

In a democratic political system, elections are the means by which the transition of power occurs. Thus, understanding the nature of American elections and campaigns is necessary to understand our political system. The class focuses on American elections: discussing how various actors seek to influence outcomes, the behavior of voters, the politics of election administration, and the laws that govern the rules to the game. Students will observe and analyze actual election activity as well as leading empirical research that seeks to shed light on this significant aspect of American democracy.

POLI 2120 Politics of Care 3 Credits

Attributes: ASGW American Studies: Gateway, HSSS Health Studies: Social Science, PJST Peace and Justice Studies, PMAP Politics Major: American Politics

Many current social crises have roots that stretch back decades, to the practice and normalization of American politics as divisive, polarized, transactional, and winner-take-all. This course explores an alternative view: the notion of "caring" in systematic political ethics, political practice, and policy. We address the relationship between care and democracy, community, justice, and the formulation of healthcare, immigration, social welfare, and economic policy. The course will help prepare students to be open-minded, ethical leaders, effective communicators, and caring professionals in diverse career settings including education, healthcare, public policy, business, law, humanitarian action, and criminal justice.

POLI 2121 Women in Politics 3 Credits

Attributes: PMAP Politics Major: American Politics

This course examines the role that women play in American politics. Students will examine prominent explanations for gender inequality, in general and within politics, and efforts to alter the role of women in politics. These discussions will provide the backdrop for studying the impact of gender on political behavior, seeking and holding office. Students will also analyze selected public policy issues on gender.

POLI 2122 Comparative Political Institutions 3 Credits

Attributes: PMCP Politics Major: Comparative Politics

The course introduces students to the comparative study of political institutions, which includes the study of formal and informal rules and organizations. Political institutions influence the behavior of citizens, voters and politicians, and ultimately the policy outcomes we observe. Students will think critically about the role that political institutions play in structuring competition for power within a polity. The course will take students through the design, maintenance and reform of political institutions. Some of the topics covered include Democracy, Autocracy & Development; Presidentialism V. Parliamentarism; Coalitions & Coalition Bargaining; Political Parties & Electoral Systems.

POLI 2250 European Politics and the European Union 3 Credits

Attributes: PMCP Politics Major: Comparative Politics

This course examines the history, operation and impact of the European Union (EU) as well as the key political institutions and dynamics of individual European countries, including Great Britain, France, and Germany. It considers the relationship between political culture and political systems and examines EU and national European approaches to addressing societal problems.

POLI 2251 Islam and Muslim Politics 3 Credits

Attributes: INEL International Studies Elective, IWSS Islamic World Studies: Social Sciences, PMCP Politics Major: Comparative Politics, RECS Russian, Eastern European, and Central Asian Studies

Islam is most often treated as a monolithic force when in fact the relationship between Islam, politics, and society is varied and dynamic. The course introduces students to the diverse pluralism of Islam-influenced practices in politics, education, charitable aid, and business, drawing on examples from many different countries and regions, including Asia, Europe, the Middle East, and North Africa.

POLI 2252 Politics in Africa**3 Credits**

Attributes: BSFC Black Studies Focus Course, BSSS Black Studies: Social and Behavioral Sciences, HACA Humanitarian Action Minor Context Course, INEL International Studies Elective, PMCP Politics Major: Comparative Politics

This course examines political patterns in Africa with an emphasis on the relationships between politics and culture, and politics and economy. Themes and concepts, not country studies, structure the course, which extracts patterns that are universal or typical in sub-Saharan Africa, examines the colonial legacy on which contemporary states build, and considers the political problematic that the colonial experience imparts with respect to cultural issues of identity, tribalism, and ethnicity in Africa. The course also examines the role of force and violence in consolidating political rule, the economic constraints that fetter Africa, and potential future developments in Africa's politics.

POLI 2253 Latin American Politics**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, LCEL LACS Minor: Elective, PMCP Politics Major: Comparative Politics

This course examines contemporary Latin American politics, with particular attention to the challenges and opportunities for democracy and human rights in the region. The course explores key historical developments, the challenges and opportunities presented by domestic and international dynamics in the region, the causes and consequences of democratic breakdowns in the past, the transition to democracy in the later part of the twentieth century, the difficulties several young democracies face today, and the continuous and uneven efforts to advance human rights in the region.

POLI 2255 Middle East Politics**3 Credits**

Attributes: INEL International Studies Elective, IWSS Islamic World Studies: Social Sciences, PJST Peace and Justice Studies, PMCP Politics Major: Comparative Politics

This course examines the modern Middle East by familiarizing students with the most significant contemporary problems and controversies in the region. Themes and concepts, not individual country studies, structure the course. Some of the topics covered are youth, war, revolution, oil, political Islam, economic reform, and the Arab spring.

POLI 2256 Asian Politics**3 Credits**

Attributes: ANMC Asian Studies Elective, PMCP Politics Major: Comparative Politics

This course examines the domestic politics of Asian countries. Asia is a vibrant region politically and economically and is very important to the United States for international security and economic stability. Given its importance, this course provides broad and essential knowledge about Asian nations. The course begins with historical background of various countries in Asia, and then examines politics in selected Asian countries. Country studies are intended to introduce major issues in comparative politics such as democracy, economic development, ideology and political conflict.

POLI 2257 Northern Ireland: Politics of War and Peace**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies, INEL International Studies Elective, PJST Peace and Justice Studies, PMCP Politics Major: Comparative Politics

This course focuses on "the Troubles" in Northern Ireland from 1969 to the present beginning with historical background that emphasizes England's role from the 17th century through the present. It examines the 20th century conflict primarily as a national liberation struggle against a sectarian regime in the North supported by England. The course follows a chronological format starting with the civil rights marches in the late 1960s, the state repression that followed and subsequent community responses including the hunger strikes and electoral campaigns. It concludes with the peace process and grassroots efforts by former paramilitaries from both Catholic and Protestant communities to work together on issues of common concern.

POLI 2258 Political Violence**3 Credits**

Attributes: HACA Humanitarian Action Minor Context Course, INEL International Studies Elective, PMCP Politics Major: Comparative Politics

This course offers a comparative study of political violence including civil war, terrorism, and separatist movements and explores a variety of theoretical and empirical approaches to violence. The course introduces students to core debates as well as cutting-edge research and includes several important single country studies.

POLI 2259 The Development Gap**3 Credits**

Attributes: INEL International Studies Elective, PJST Peace and Justice Studies, PMCP Politics Major: Comparative Politics

This course employs a comparative approach to studying the forces affecting development in developing countries. Examples and studies are drawn from Asia, Africa, Latin America, and the Middle East in order to examine the roots of wealth and poverty, obstacles to development, responses to globalization, and current debates over development prospects.

POLI 2260 Politics and Business in China**3 Credits**

Attributes: ANMC Asian Studies Elective, INEL International Studies Elective, PMCP Politics Major: Comparative Politics

This course offers an overview of China's recent economic development and its political system under a comparative political context. It provides a foundation that will enable the non-specialist to make informed use of China as a case in more general arguments and give the intended China specialist a solid footing from which to pursue more in-depth study of China's political and economic topics. The course takeaway is an understanding of how the Chinese government and the Chinese Communist Party work and organized, and what are the political, social, cultural, and ideological factors that stand behind its organizations.

POLI 2261 Authoritarianism and Film**3 Credits**

Attributes: MSID Magis Core: Interdisciplinary, PMCP Politics Major: Comparative Politics

Almost half of the world population lives under authoritarian or totalitarian regimes. Moreover, several democracies around the world are far from consolidated and exist at risk of democratic breakdowns. This interdisciplinary course combines politics and film studies to introduce students to the enduring phenomena of authoritarianism and totalitarianism. Political science furthers our understanding of the causes and enduring legacies of authoritarianism and totalitarianism. Film studies helps us understand how cinema communicates specific narratives in such a way that they strengthen or challenge these regimes.

POLI 2331 Introduction to Peace and Justice**3 Credits**

Attributes: ASGW American Studies: Gateway, ASPO American Studies: Politics, CAOT Catholic Studies: Non-Religious Studies, EDCG Educational Studies Cognate, INEL International Studies Elective, PJST Peace and Justice Studies, PMPT Politics Major: Political Theory

This course introduces students to the concepts of peace and justice, the connections between them, and the relationship of these concepts to the idea of faith. The course focuses on case studies beginning with an analysis of the crisis of America's cities and finds the causes in de-industrialization and its resulting poverty. In both cases, the course views poverty resulting from unjust economic and social structures including exaggerated military budgets at home and the militarization of developing countries. Examining these fundamental problems in peace and justice from a variety of perspectives, including Western liberalism, Marxism, and Catholicism, provides a theoretical basis for the study. Each of these traditions has its own perspective for understanding and responding to these problems. In this way the course provides an awareness of the major problems in peace and justice as well as an understanding of the different ways to think about them.

POLI 2332 Utopian Politics**3 Credits**

Attributes: PMPT Politics Major: Political Theory

This course examines the nature and function of utopian thinking and utopian communities. What is the value of utopian reflection? What forms of critical thinking and imaginative speculation does it enable? What are the limits to or dangers of utopian thought and practice? What kinds of challenges do utopian communities face? This course explores and critically assesses utopian and dystopian themes from recent and classic novels, political theory, science fiction, film, and popular culture. The course involves students in building model utopias that resolve major world problems.

POLI 2333 American Political Thought**3 Credits**

Attributes: ASGW American Studies: Gateway, ASPO American Studies: Politics, PMPT Politics Major: Political Theory

This course considers the philosophical roots of American political thought and the influence on the contemporary American mind and institutions of the American revolutionaries, constitution-makers, Federalists, Jeffersonians, Jacksonians, Alexis de Tocqueville, examiners of the welfare state, pragmatists, and key current voices. The course also explores challenges and reform of the American political system, via analytical lenses related to human nature, idealism, the Constitution and key Amendments, and nationalism.

POLI 2334 Sex, Sexuality, and Gender**3 Credits**

Attributes: ASGW American Studies: Gateway, ASPO American Studies: Politics, PJST Peace and Justice Studies, PMPT Politics Major: Political Theory, SPEL Sports Media Elective, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course focuses on how men and women ally together and separately to alter the landscape of sex, sexuality, and gender in the U.S. as part of a global wave of political change. The course examines how race, class, religion, age, disability, and other identity variables intersect with male and female, masculine and feminine, and the full range of sexualities in order to understand the theories and practices related to identity that shape twenty-first century politics.

POLI 2335 Modern Political Ideologies**3 Credits**

Attributes: PJST Peace and Justice Studies, PMPT Politics Major: Political Theory

This course primarily examines the political belief systems in the United States including conservatism, liberalism, democratic socialism, and others. It analyzes these "isms" with reference to democracy's ability to deal with the contemporary problems of American society. It also racism, authoritarianism, totalitarianism, and the basic political and economic ideas of Marx and Engels and the modifications made to their system by Lenin.

POLI 2336 Politics of Race, Class, and Gender**3 Credits**

Attributes: ASGW American Studies: Gateway, ASPO American Studies: Politics, BSCC Black Studies Component Course, BSSS Black Studies: Social and Behavioral Sciences, DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies, PMPT Politics Major: Political Theory, SPEL Sports Media Elective, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course investigates how race, class, and gender function in American political culture. Students explore how the theoretical ideas of central thinkers such as Thomas Jefferson, Martin Luther King Jr., and Susan B. Anthony shape the political practices of the people who express themselves in songs, speeches, art, and music. The focus on race, class, and gender enables students to engage with historically challenging questions about equality, freedom, individualism, republicanism, liberalism, and American exceptionalism from alternative perspectives. The course does so by assessing whether or not the contemporary Hip Hop movement can overcome the barriers of race, class, and gender.

POLI 2471 United Nations Security Council Crisis Simulation**3 Credits**

Attributes: HACA Humanitarian Action Minor Context Course, PMIR Politics Major: International Relations

This course provides students a hands-on learning experience by simulating a United Nations Security Council crisis in international peace and security. The objective is to introduce students to the challenges of global governance in light of the different perspectives they encounter representing different constituencies of the UN Security Council who come from diverse cultural, historical, and geopolitical regions of the world. A key goal of the course is to bring to light whether and how power disparities in the structure of the Council limit the effective representation of many countries and global South as a whole and the stakes in reform of the Security Council. Crosslisted with INST 2471.

POLI 2472 Politics of Humanitarian Action**3 Credits**

Attributes: HAFD Humanitarian Action Foundation Course, INEL International Studies Elective, PADE Public Administration Disaster and Emergency Management, PJST Peace and Justice Studies, PMIR Politics Major: International Relations

This course introduces students to complex humanitarian crises and the challenges of responding. Students explore why the often-troubled governance practices of humanitarian intervention makes this a highly contested, yet indispensable arena of global politics. The course examines enduring political and normative tensions at the core of the international humanitarian system run by states, non-governmental organizations (NGOs), the United Nations and its lead agencies, and increasingly, the private sector. Students use critical theories, ethical frameworks, and other skill sets to explore questions such as the accountability of humanitarian actors to the people they aid in risk-laden operational environments.

POLI 2473 Humanitarian and Disaster Response Field Training 3 Credits

Attributes: HASM Humanitarian Action Minor Skills/Method Course, PADE Public Administration Disaster and Emergency Management, PMIR Politics Major: International Relations

This course offers training in humanitarian action and disaster response in collaboration with local emergency response agencies and related regional, national, and global networks. Students acquire training and certification in humanitarian standards, become registered volunteers with the American Red Cross, learn from local FEMA Community Emergency Response Teams, and participate in immersion experiences and simulations on international humanitarian crises. The course contextualizes aid work through a range of critical, ethical and moral theories. The course first introduces competing paradigms, second explores principles and field training, and third concludes with intersectionality and other critical perspectives on responding to needs.

POLI 2474 International Environmental Policy 3 Credits

Attributes: EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, EVSS Environmental Studies: Social Science, INEL International Studies Elective, PAEP Public Administration Environment Policy, PMIR Politics Major: International Relations

This course examines important issues in the practice and study of international environmental policy. The course consists of four interrelated sections designed to provide the factual knowledge and conceptual frameworks required for working in this field: the process and difficulty of creating effective International environmental policy; factors that assist effective policy; history, trends, and actors; and key current issues including climate change, biodiversity, toxic pollution, trade and the environment, sustainable development, and environment and security, among others.

POLI 2475 Climate Change: International Policy and Politics 3 Credits

Attributes: EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, HACA Humanitarian Action Minor Context Course, MSID Magis Core: Interdisciplinary, PMIR Politics Major: International Relations

This course examines key political, scientific, and economic issues surrounding global climate change and international attempts to address it. Topics include the causes and impacts of climate change, policy-making under uncertainty, key technological, energy and economic issues, key actors and their interests, the history, creation, and content of international climate policy, obstacles to more effective international climate policy, and options for potentially increasing that effectiveness. Students will gain the ability to understand and analyze climate policy options at the global, national and local levels.

POLI 2476 United States Foreign Policy 3 Credits

Attributes: ASGW American Studies: Gateway, ASPO American Studies: Politics, INEL International Studies Elective, PMIR Politics Major: International Relations

How is foreign policy made in the United States? This course examines the impact of domestic and international actors and processes in the formation and conduct of United States foreign policy. It also provides historical background and explores contemporary issues in United States foreign policy, including key security, economic, and environmental issues as well U.S. promotion of democracy and human rights in different regions of the world, including Asia, Latin America, Western Europe, Africa, and the Middle East.

POLI 2477 Politics of the Global Economy 3 Credits

Attributes: INEL International Studies Elective, PMCP Politics Major: Comparative Politics

This course explores important issues and theories at the intersection of politics and economics in the international arena. Topics include globalization and its impacts; international trade policy and politics; financial relations among nations, including investment and monetary policies; relations between and among developed and developing countries; factors and policies that enhance, inhibit, or shape economic development in poor countries; and/or how different, important theories and analytical approaches attempt to explain economic interactions among countries.

POLI 2478 The Politics of International Law 3 Credits

Attributes: HACA Humanitarian Action Minor Context Course, INEL International Studies Elective, PJST Peace and Justice Studies, PMIR Politics Major: International Relations

This course provides an introduction to international law. It addresses questions such as: What is international law? What are the major sources? Who makes international law and how? Who is bound by it? What is its impact in different issue-areas? And why do states and other actors usually obey international law even though there is not a world government or police force to enforce it. The course also explores the content and effect of international law in different issue-areas, including human rights, the environment, and the use of military force. Students will also gain a practical overview to the United Nations system, including the Security Council, General Assembly, Secretariat, International Court of Justice, and several specialized agencies, such as UNICEF and UNDP.

POLI 2479 Threats to Global Security in the 21st Century 3 Credits

Attributes: HACA Humanitarian Action Minor Context Course, INEL International Studies Elective, PMIR Politics Major: International Relations

This course provides a comprehensive introduction to global security. It examines a variety of traditional and new security topics, including wars between states, civil wars, proliferation, environmental degradation, and famine. Students explore these topics through the lenses of major paradigms in International Relations (IR) theory, such as realism, liberalism, and constructivism, as well as perspectives drawn from critical theory, peace studies, and other literatures. In addition to learning to think about global security in a systematic and critical way, students will consider the political, ethical and social dimensions of threats to global security today.

POLI 2480 Border Politics 3 Credits

Attributes: HACA Humanitarian Action Minor Context Course, INEL International Studies Elective, PJST Peace and Justice Studies, PMIR Politics Major: International Relations

This course explores how border politics has evolved from historical practices of territoriality and the rise of the nation-state system, including the social construction of "imagined communities" and the boundaries that define them. Yet this system faces many challenges. Drawing from critical theories of identity, state formation, and intersectionality, students explore erosions of state sovereignty through globalization, climate change, crisis migration, refugee flows, asylum seekers, transnational crime, and terrorism. As case studies from the global north and south illustrate, states are increasingly turning to global and domestic disciplinary regimes to wall up, fence out, surveillance, detain, and deport the "other." Students examine these trends in the context of the moral, political, security, corporeal, and human rights questions at stake.

POLI 2481 International Human Rights**3 Credits**

Attributes: HACA Humanitarian Action Minor Context Course, INEL International Studies Elective, PJST Peace and Justice Studies, PMIR Politics Major: International Relations

This course explores human rights, actors, and advocacy in a global context. It covers the origin and development of international human rights, the need to apply and enforce legal obligations and establish accountability for human rights violators, and procedures used by the international community to contest human rights violations. In this context, students learn about the progress as well as gaps and erosions of human rights on a range of issues, such as women's rights, disability rights, or protection of human rights defenders in higher education. Students apply these understandings to strategic thinking and advocacy on human rights cases. Crosslisted with INST 2481.

POLI 2501 Research Methods**3 Credits**

Attributes: PAPS Public Administration Research Methods/Data Analysis, PMAP Politics Major: American Politics

This course examines how to study and think about policy and politics scientifically and in methodologically useful ways. Students learn how to identify research questions about the political world, generate meaningful measurements of the concepts being studied, create a research design for collecting data (i.e. evidence), construct testable hypotheses, conduct the necessary statistical analysis to test the hypotheses, interpret the results of the statistical analysis, and apply these results to the original theory of inquiry in a meaningful way.

POLI 2900 Special Topics (Shell)**3 Credits**

Attributes: PJST Peace and Justice Studies

This course offers a focused examination of a significant political issue or topic in American politics, public policy, political theory, comparative politics, or international relations. Content varies in successive offerings of this course. May be repeated for credit when topic varies.

POLI 3980 Internship**3 or 4 Credits**

Prerequisites: POLI 1101; two other politics courses.

Politics majors gain firsthand experience working off campus in fields related to their major. Typically, a three-credit internship requires 10 to 12 hours of work per week on site and could require a journal or paper. An on-site supervisor and a politics professor evaluate student work. Students must have a GPA of 3.0 or higher. Enrollment by departmental permission only.

POLI 3981 State Legislature Internship**6 Credits**

Prerequisites: POLI 1101; two other politics courses.

Politics majors participate in the Connecticut General Assembly Legislative Internship Program, where students become acquainted with the legislative process by serving as aides to a legislator. Students complete a required research paper. Students must have a GPA of 3.0 or higher. Enrollment by departmental permission only.

POLI 3982 Washington Semester Internship**3-9 Credits**

Prerequisites: POLI 1101; two other politics courses.

Politics majors work as interns in a variety of public and private sector positions in the nation's capital, giving them the opportunity to experience governmental problems firsthand and apply what they have learned. Students may earn up to nine credits for working as an intern, and may also take one or two classes (three credits each) that count toward the politics major or general electives. Students must have a GPA of 3.0 or higher. Enrollment by departmental permission only.

POLI 3990 Independent Study**1-4 Credits**

Prerequisites: POLI 1101; two other politics courses.

Upon request and by agreement with an individual professor in the department, a politics major may conduct a one-semester independent study on a defined research topic or field of study. Students must have a GPA of 3.0 or higher. Enrollment by departmental permission only.

POLI 3997 Independent Research**1-4 Credits**

Upon request and by agreement with an individual professor in the department, a politics major may conduct a one-semester independent study on a defined research topic or field of study. Students must have a GPA of 3.0 or higher. Enrollment by departmental permission only. Previously POLI 3990.

POLI 4301 The Battle Over Family Values in American Politics**3 Credits**

Attributes: ASPO American Studies: Politics, ASUP American Studies Upper Level, MSID Magis Core: Interdisciplinary, PMAP Politics Major: American Politics, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Contemporary American politics is marked by numerous debates about the family. Issues such as same-sex marriage, abortion, abstinence and pre-marital sex, shifting gender roles within the family, and new parenting and reproductive methods are among the most hotly debated policy issues in the United States, illustrating the political struggle to define the soul of America and the role of the family within. This course explores contemporary political debates over the family, their policy implications, and significance to current elections, as well as the historical context and previous ideological battles that characterize the tumultuous relationship between the family and the American state.

POLI 4302 Seminar on Feminist Theory**3 Credits**

Attributes: ASPO American Studies: Politics, ASUP American Studies Upper Level, PJST Peace and Justice Studies, PMPT Politics Major: Political Theory, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course explores advanced topics and a number of trends in contemporary feminist theory. Topics include conceptions of the female body in Western culture, feminist theories of the family, global feminisms, theories of feminist subjectivity and gender performativity, and the intersections among gender, race, class, and sexuality.

POLI 4303 Gender, War, and Peace**3 Credits**

Attributes: HACA Humanitarian Action Minor Context Course, INEL International Studies Elective, PMIR Politics Major: International Relations, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course examines the complexities of the gendered impact of war on men, women, families and children. Students learn about the gendered dimensions of war institutions, social structures and narratives of war. They explore the topic especially from the voices and perspectives of women in war zones and post-conflict settings around the world, including historical memories. Students learn how aspects of globalization and conditions of structural violence make women extremely vulnerable as societies slide toward war. Crosslisted with INST 4303.

POLI 4304 Seminar on Global Environmental Politics 3 Credits

Attributes: EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, MWID Magis Core: Writing in the Discipline, PMIR Politics Major: International Relations

The causes, consequences, and potential solutions to environmental problems are increasingly important subjects in global politics. This seminar explores critical, current issues in the theory and practice of global environmental politics. Readings and class discussion examine important new debates, including those on: reasons why some policies are created and effective and others are not, accountability, the 2015 Paris climate agreement, current policy for toxic chemicals, why global ozone policy remains a relatively unique example of effective global environmental policy, and the activities of international institutions.

POLI 4305 Seminar on the Middle East 3 Credits

Attributes: IWSS Islamic World Studies: Social Sciences, PMCP Politics Major: Comparative Politics

The Middle East justifiably engages a great deal of international attention. This course offers the opportunity to examine a significant problem or issue concerning politics in the Middle East and North Africa region (MENA) conducted in a seminar format. In various semesters the seminar may be taught with a different focus.

POLI 4306 Democracy and Dictatorship 3 Credits

Attributes: PMCP Politics Major: Comparative Politics

Over the past twenty years, there has been a well-documented erosion in the quality of democracy around the globe. Through a survey of the fundamental attributes of democratic and non-democratic forms of government, we endeavor to understand why some countries have adopted democratic norms and institutions while others continue to struggle under various types of authoritarian rule. We begin the semester investigating the major characteristics of democratic regimes. In short, what makes democracy work? Next, we will consider how democracies are sustained through economic development, formal institutions, and political culture. Part III prompts us to identify internal threats to democracy (including, but not limited to) political polarization, disinformation, and elite power grabs. As this is a course in Comparative Politics, which largely focuses on political phenomena within states, external threats to democracy (interstate war, climate change, terrorism) will have to be considered elsewhere. The penultimate section focuses on major non-democratic regime types such as personalist dictatorships, electoral autocracies, military dictatorships, and totalitarianism. The final part of the course considers pathways out of authoritarianism, examining the effects of domestic protests and global civil society on democratization. Throughout the course, we will apply theoretical knowledge to our study of specific case studies, notably, the Philippines, Turkey, Thailand, North Korea, Belarus, and Tunisia. During Week 6, we will engage in a democracy simulation whereby you will formulate strategies designed to counter an impending authoritarian power-grab by a democratically elected president. At the end of this course, you will have developed a clear understanding of democratic processes as well as the threats posed by anti-democratic forces. Most importantly, you will have constructed a new toolkit for supporting democracy at home and abroad. Successful completion of this course counts toward the Politics major/minor requirements.

POLI 4307 The Political Economy of War 3 Credits

Attributes: INEL International Studies Elective

How and why do nations find themselves in the throes of war? What role do economic interests play in shaping the intricate web of international relations? Delving into the intricate interplay between politics, economics, and warfare, this seminar offers a comparative exploration of key political elements. Through a nuanced case study approach, we will unravel diverse theories within the realm of the political economy of war. Embarking on a comparative political approach, the seminar will scrutinize the origins, evolution, transformation, and consequential impact of wars on global politics, all while considering the manifold influences of economic factors.

POLI 4310 War on Voting: Election Laws and Administration in the United States 3 Credits

Attributes: PMAP Politics Major: American Politics

The war on voting is as old as America itself. People of color, women, and the poor all fought for the vote. Universal suffrage is a democratic ideal, but groups, particularly people of color, continue to be systematically disenfranchised because the laws governing elections are increasingly being weaponized for political gain. Examining the history of the vote, what the Constitution says (and doesn't say) about voting, how and why election laws have changed over time allows us to understand their impact on voters, elections, and American democracy. Particular attention is paid to the Black voting experience.

POLI 4311 Religious Dimensions of Political Thought 3 Credits

Attributes: PMAP Politics Major: American Politics, PMCP Politics Major: Comparative Politics, PMPT Politics Major: Political Theory

This seminar covers the concept of "civil religion" in Western political theory and American political thought. Civil religions emerge in the liminal space between sacred and secular. Building upon previous coursework in political theory, students will consider differing interpretations of the "correct" balance between Church and state in various philosophical works (like those of Machiavelli, Hobbes, Rousseau, and others). Additionally, students will consider the American civil religion as an application of this theory. Sources will include primary texts of the Founders, as well as numerous secondary sources. This class prepares students for scholarly presentations at academic conferences in political science.

POLI 4314 International Perspectives on World Politics: Moving Beyond Western Paradigms 3 Credits

Attributes: INEL International Studies Elective, PMIR Politics Major: International Relations

This course examines International Relations (IR) theory from a global perspective. A great deal of the IR theory taught in the United States and Europe mirrors Western, and in particular American, views on international affairs. Because enduring cultural and material differences across countries and regions can lead to different perspectives on global affairs, this limited perspective is problematic both intellectually and instrumentally. This course engage constructively with contributions to IR theory from other perspectives, in particular the Global South, and compares and contrasts them with prevailing Western oriented paradigms, in an effort to better understand our world.

POLI 4320 Politics Seminar 3 Credits

Prerequisite: Junior standing.

This course offers an in-depth investigation of a significant political issue or topic and is conducted in a seminar format and contains a significant research component. Open by permission only.

Faculty

Professors

Alphonso, *chair*
Nemec

Associate Professors

Alberda
Downie
Garcia Iommi

Assistant Professors

Tiky
Weinstein
Zhang

Faculty Emeriti

Cassidy
Greenberg
Katz
Patton

Politics Major

Requirements

For a 30-credit major in Politics, students complete the following:

Code	Title	Credits
Foundational Courses		
POLI 1101	Introduction to American Politics	3
POLI 1102	Introduction to Comparative Politics	3
POLI 1103	Introduction to Political Ideas That Shape the World	3
POLI 1104	Introduction to International Relations	3
Upper Level Courses ¹		
Select one course in American Politics		3
Select one course in Comparative Politics		3
Select one course in International Relations		3
Select one course in Political Theory		3
Seminar Course		
Select one 4000-level politics course		3
Professional Development Course		
Select one course from the following:		3
POLI 2103	Public Administration	
POLI 2473	Humanitarian and Disaster Response Field Training	
POLI 2501	Research Methods	
POLI 3980	Internship	
POLI 3981	State Legislature Internship	
POLI 3982	Washington Semester Internship	
POLI 3997	Independent Research	
SOCI 3600	Methods of Research Design	

SOCI 3610	Statistics: Social and Political Data Analysis	
Total Credits		30

- ¹
- Distribution area requirements within the Politics major are indicated by the following attributes included in course descriptions:
 - American Politics: PMAP
 - Comparative Politics: PMCP
 - International Relations: PMIR
 - Political Theory: PMPT
 - Only one study abroad course can be used to satisfy a requirement in the Politics Major (some exceptions allowed).
 - Only 2 courses from the Washington Internship Institute program can be used to satisfy requirements in the Politics Major.

Upper Level Distribution Requirement

As noted, students must take at least one advanced course from each of the following subfields: American Politics, Comparative Politics, Political Theory, and International Relations.

Code	Title	Credits
American Politics		
POLI 2102	City Politics	3
POLI 2103	Public Administration	3
POLI 2104	American Presidency	3
POLI 2105	The American Congress	3
POLI 2106	Supreme Court I	3
POLI 2107	Supreme Court II	3
POLI 2108	Political Parties and Interest Groups	3
POLI 2109	American Public Policy	3
POLI 2111	Media and Politics	3
POLI 2112	United States Environmental Politics and Policy	3
POLI 2113	State and Local Government	3
POLI 2114	Public Opinion and Polling	3
POLI 2115	Campaigns and Elections	3
POLI 2120	Politics of Care	3
POLI 2121	Women in Politics	3
POLI 4301	The Battle Over Family Values in American Politics	3
POLI 4310	War on Voting: Election Laws and Administration in the United States	3
Comparative Politics		
POLI 2122	Comparative Political Institutions	3
POLI 2250	European Politics and the European Union	3
POLI 2251	Islam and Muslim Politics	3
POLI 2252	Politics in Africa	3
POLI 2253	Latin American Politics	3
POLI 2255	Middle East Politics	3
POLI 2256	Asian Politics	3
POLI 2257	Northern Ireland: Politics of War and Peace	3
POLI 2258	Political Violence	3

POLI 2259	The Development Gap	3
POLI 2260	Politics and Business in China	3
POLI 2261	Authoritarianism and Film	3
POLI 4305	Seminar on the Middle East	3
POLI 4306	Democracy and Dictatorship	3
POLI 4307	The Political Economy of War	3
Political Theory		
POLI 2331	Introduction to Peace and Justice	3
POLI 2332	Utopian Politics	3
POLI 2333	American Political Thought	3
POLI 2334	Sex, Sexuality, and Gender	3
POLI 2335	Modern Political Ideologies	3
POLI 2336	Politics of Race, Class, and Gender	3
POLI 4302	Seminar on Feminist Theory	3
POLI 4311	Religious Dimensions of Political Thought	3
International Relations		
POLI 2471	United Nations Security Council Crisis Simulation	3
POLI 2472	Politics of Humanitarian Action	3
POLI 2473	Humanitarian and Disaster Response Field Training	3
POLI 2474	International Environmental Policy	3
POLI 2475	Climate Change: International Policy and Politics	3
POLI 2476	United States Foreign Policy	3
POLI 2477	Politics of the Global Economy	3
POLI 2478	The Politics of International Law	3
POLI 2479	Threats to Global Security in the 21st Century	3
POLI 2480	Border Politics	3
POLI 2481	International Human Rights	3
POLI 4303	Gender, War, and Peace	3
POLI 4304	Seminar on Global Environmental Politics	3
POLI 4314	International Perspectives on World Politics: Moving Beyond Western Paradigms	3

Thematic Elements

While fulfilling the distribution requirements, students have the option of grouping their 2000- and 4000-level courses from one or more of the following themes:

Code	Title	Credits
Globalization and Inequality		
POLI 2108	Political Parties and Interest Groups	3
POLI 2334	Sex, Sexuality, and Gender	3
POLI 2251	Islam and Muslim Politics	3
POLI 2253	Latin American Politics	3
POLI 2258	Political Violence	3
POLI 2259	The Development Gap	3
POLI 2474	International Environmental Policy	3
POLI 2475	Climate Change: International Policy and Politics	3
POLI 2477	Politics of the Global Economy	3

POLI 2479	Threats to Global Security in the 21st Century	3
POLI 4304	Seminar on Global Environmental Politics	3
POLI 4314	International Perspectives on World Politics: Moving Beyond Western Paradigms	3
Law and Justice		
POLI 2103	Public Administration	3
POLI 2106	Supreme Court I	3
POLI 2107	Supreme Court II	3
POLI 2109	American Public Policy	3
POLI 2120	Politics of Care	3
POLI 2250	European Politics and the European Union	3
POLI 2260	Politics and Business in China	3
POLI 2332	Utopian Politics	3
POLI 2333	American Political Thought	3
POLI 2471	United Nations Security Council Crisis Simulation	3
POLI 2478	The Politics of International Law	3
POLI 2481	International Human Rights	3
POLI 4301	The Battle Over Family Values in American Politics	3
POLI 4310	War on Voting: Election Laws and Administration in the United States	3
Power and Political Action		
POLI 2104	American Presidency	3
POLI 2105	The American Congress	3
POLI 2108	Political Parties and Interest Groups	3
POLI 2112	United States Environmental Politics and Policy	3
POLI 2113	State and Local Government	3
POLI 2114	Public Opinion and Polling	3
POLI 2115	Campaigns and Elections	3
POLI 2121	Women in Politics	3
POLI 2252	Politics in Africa	3
POLI 2255	Middle East Politics	3
POLI 2256	Asian Politics	3
POLI 2257	Northern Ireland: Politics of War and Peace	3
POLI 2261	Authoritarianism and Film	3
POLI 2331	Introduction to Peace and Justice	3
POLI 2335	Modern Political Ideologies	3
POLI 2336	Politics of Race, Class, and Gender	3
POLI 2472	Politics of Humanitarian Action	3
POLI 2473	Humanitarian and Disaster Response Field Training	3
POLI 2476	United States Foreign Policy	3
POLI 2480	Border Politics	3
POLI 4307	The Political Economy of War	3
POLI 4311	Religious Dimensions of Political Thought	3

Politics Minor

For an 18-credit minor in Politics, students complete the following:

Code	Title	Credits
Select three foundational courses from the following:		9
POLI 1101	Introduction to American Politics	
POLI 1102	Introduction to Comparative Politics	
POLI 1103	Introduction to Political Ideas That Shape the World	
POLI 1104	Introduction to International Relations	
Select three 2000- or 4000-level politics courses		9
Total Credits		18

Campaigns and Elections Minor

A minor in Campaigns and Elections offers students an opportunity to explore critical issues in the theory and practice of political campaigns and elections in the United States. Courses in this multi-disciplinary minor prepare students for internships, jobs, and graduate programs in the professional field of campaigns and elections.

In the required courses, students learn the foundation of US campaigns and elections. After completing the foundational courses, students will know the operation of political campaigns drawing from both rigorous studies within political science as well as the seasoned experience of successful political operatives. They will also understand the design and operation of elections in the United States, including the laws, rules, and practices surrounding who can vote, when and by what means, and how such laws, rules, and practices can affect turnout and demographics of who votes. The electives for the Campaigns and Elections minor provide students with a tailored set of courses that build professional skills. The elective allow students to target their particular interests related to US campaigns and elections. Politics majors can complete the minor in Campaigns and Elections but only two courses used to complete the minor can also be used to fulfill requirements in the Politics major.

For a 15-credit minor in Campaigns and Elections, students complete the following:

Code	Title	Credits
POLI 2114	Public Opinion and Polling	3
POLI 2115	Campaigns and Elections	3
POLI 4310	War on Voting: Election Laws and Administration in the United States	3
Select two elective courses from the following (from two different departments):		6
COMM 1102	Introduction to Public Relations	
COMM 2201	Persuasion	
COMM 3333	Public Relations Management and Campaigns	
ECON 2185	Regional Economic Development	
ECON 3252	Urban Economics	
ECON 3276	Public Finance	
ENGL 1850	Professional Presentations: Writing and Delivery	
ENGL 3201	Persuasive Writing	
MKTG 1101	Principles of Marketing	
MKTG 2241	Digital Marketing	
MKTG 2251	Social Media Marketing	
MKTG 3331	Media Strategy	
POLI 2108	Political Parties and Interest Groups	

POLI 2111	Media and Politics	
POLI 2121	Women in Politics	
PUAD 5435	Grant Writing	
Total Credits		15

U.S. Government Minor

The minor in United States Government offers students the opportunity to focus on critical issues in the theory and practice of U.S. federal governmental institutions. Open to all students, including politics majors, the minor focuses exclusively on the American Congress, Presidency, Supreme Court and federal court system, federal government agencies, political parties, and related institutions and issues. As such, the minor provides a specialized, easily navigable, multidisciplinary, and curated set of courses that help prepare students for graduate school or internships and jobs with state and federal government agencies, consulting and advocacy organizations, and the offices of elected officials.

The 15-credit minor consists of three required courses and two electives. Politics majors can complete the minor in US Government, but no more than two courses used to complete the minor can also be used to fulfill requirements in the Politics major.

Code	Title	Credits
Required Courses		
POLI 2104	American Presidency	3
POLI 2105	The American Congress	3
POLI 2106	Supreme Court I	3
Elective Courses. Two of the following from two different departments:		6
COMM 3333	Public Relations Management and Campaigns	
ECON 3210	Money and Banking	
ECON 3276	Public Finance	
HIST 2239	20th Century United States	
POLI 2107	Supreme Court II	
POLI 2108	Political Parties and Interest Groups	
POLI 2109	American Public Policy	
POLI 2333	American Political Thought	
POLI 4301	The Battle Over Family Values in American Politics	
POLI 4310	War on Voting: Election Laws and Administration in the United States	
SOCI 2210	Sociology of Law	
SOCI 2215	Death Penalty in America	
SOCI 2220	Criminal Justice System Seminar	
Total Credits		15

Psychological and Brain Sciences

The Department of Psychological and Brain Sciences offers two undergraduate degrees: a BS in Psychology and a BS in Behavioral Neuroscience. Psychology is the study of mental processes and behavior from multiple perspectives, and Behavioral Neuroscience emphasizes the biological underpinnings of mental processes and behavior. As detailed in the following sections, both degrees prepare students for a variety of possible careers and post-graduate study.

The Department of Psychological and Brain Sciences also offers an Accelerated Master of Science in Industrial/Organizational Psychology. Students begin their graduate study while enrolled as undergraduates and typically complete the BS/MS sequence in a total of five-years.

Throughout their time at Fairfield, students should work with their advisors to refine their interests. Together they can then identify specific courses within and outside of the major that will enrich their understanding of those areas of interest.

Programs

- Behavioral Neuroscience Major
- Behavioral Neuroscience Minor
- Psychology Major
 - Concentration in Behavioral Neuroscience
- Psychology Minor
- Accelerated Master of Science in Industrial/Organizational Psychology

Note: Students majoring in Psychology may not declare a simultaneous major or minor in Behavioral Neuroscience, but psychology majors can do the concentration in Behavioral Neuroscience.

Courses

PSYC 1010 General Psychology 3 Credits

This course introduces the science of mental processes and behavior by addressing a range of questions including: How is brain activity related to thought and behavior? What does it mean to learn and remember something? How do we see, hear, taste, and smell? How do we influence one another's attitudes and actions? What are the primary factors that shape a child's mental and emotional development? How and why do we differ from one another? What are the origins and most effective treatments of mental illness?

PSYC 1110 Lifespan Development 3 Credits

The course encompasses a developmental psychology approach to the growth of the individual from birth to old age, tracing motor, perceptual, language, cognitive, and emotional growth and emphasizing normal development. This course is primarily for nursing majors.

PSYC 1220 Psychology and the Law 3 Credits

Implicit psychological assumptions about human behavior and how it should be controlled form the basis for the legal system, particularly our criminal justice system, from its code to its enforcement. This course examines those assumptions in light of current psycho-legal theory and research. It covers the treatment of traditional psychiatric populations by the justice system in contrast to that received by non-psychiatric populations; clinical issues such as the insanity defense, predicting dangerousness, the validity of psychiatric examinations and lie detectors; and jury selection, eyewitness testimony, decision-making, sentencing, and parole.

PSYC 1710 General Neuroscience 3 Credits

This course introduces neuroscience concepts and terminology, such as neuron, glia, and action potential, with explanations to connect with fundamental biological concepts of cell structure. These concepts are then applied to understand techniques used in the advancement of neuroscience. From these techniques, we then explore the neuroscientific understanding of neurologic disorders.

PSYC 1740 Drugs, Brain, and Behavior 3 Credits

Attributes: HSSS Health Studies: Social Science, MSID Magis Core: Interdisciplinary

This survey course discusses the psychopharmacological properties of the more significant drugs used for research and by society in general. Drug classes include alcohol and nicotine, depressants and stimulants, tranquilizers, opium derivatives, and hallucinogenic compounds. The course emphasizes drug action sites in the central nervous system as well as behavioral alteration in controlled and uncontrolled environments. Previously PSYC 2740.

PSYC 1745L Drugs and Behavior Field Experience Lab 1 Credit

As an optional supplement to PSYC 1740 in fall or spring, this field experience lab includes an observational research study in Fairfield and abroad in Ireland. During initial lab meetings, students will read primary literature and develop a research question about social behaviors in pubs in both locations. After collecting data in Fairfield, students will travel to Ireland to continue their research, analyze major findings, and present results. The course will also include interactive discussions with faculty and students in Neuropharmacology labs abroad. Upon return to Fairfield, a formal paper or research poster will be submitted. Enrollment by permission only. Previously PSYC 2745L.

PSYC 2110 Child Development 3 Credits

Prerequisite: PSYC 1010.

Using a research-oriented approach, this course focuses on the principal themes, processes, and products of human development from conception through the start of adolescence. Students who have taken PSYC 2150 may not take this course.

PSYC 2120 Adult Development and Aging 3 Credits

Prerequisite: PSYC 1010.

This course examines the theoretical underpinning and current research related to a number of key issues in the field of adult development and aging including physical, cognitive, and social-emotional changes, diseases, and disorders, as well as successful aging and resiliency.

PSYC 2130 Cross-Cultural Perspectives on Lifespan Development 3 Credits

Prerequisite: PSYC 1110 or PSYC 2110 or PSYC 2150.

This course explores various developmental processes and cultural practices across the lifespan such as rites of passage, marriage, parenting, and gender equality from cultures across the globe. How do different cultures view various developmental milestones? What is similar across cultures? What is different? Ultimately, from a psychological perspective, what exactly is culture? And what variations in the course of development can be traced to the influence of culture?

PSYC 2150 Child Development with Lab 4 Credits

Prerequisite: PSYC 1010.

Although the content of this course is identical to PSYC 2110, it offers psychology majors the opportunity to participate in a laboratory experiential learning component in community partner preschool classrooms. Specific hands-on assignments complement course material. Students who have taken PSYC 2110 may not take this course.

PSYC 2160 Adolescent Development**3 Credits****Prerequisite:** PSYC 1010.

Adolescence is a period of development that has lasting implications. How do people develop knowledge, skills, and relationships that allow them to become successful adults? This course will engage the scientific study of biological, psychological, cognitive, emotional development, personality, and social changes that occur during adolescence. Throughout the course we will discuss the definition of adolescence and explore identity, gender, sexuality, family relationships, peer influence, risk behavior, education, work, and media. Students will use the fundamental concepts taught in this course to critically think about adolescent issues and apply this knowledge to present day problems affecting adolescents.

PSYC 2210 Social Psychology**3 Credits****Attributes:** DEIE Diversity, Equality, and Inclusion Elective**Prerequisite:** PSYC 1010.

This course surveys the major areas of concern in social psychology, emphasizing current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion.

PSYC 2220 Stereotyping, Prejudice, and Discrimination**3 Credits****Attributes:** DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies**Prerequisite:** PSYC 1010.

This course will familiarize students with basic and applied social psychological research on stereotyping, prejudice, discrimination, and minority experience. After considering the cognitive and motivational factors that contribute to stereotyping and prejudice, students will proceed to examine prejudice in the "real world," exploring literature on discrimination-related policies, effects of stereotyping, prejudice, and identity on achievement and status, and prejudice reduction programs. The course will take a primarily empirical approach, focusing on the ways in which scientific methods and empirical evidence can inform our understanding of these emotionally-charged and socially consequential issues.

PSYC 2230 Personality Psychology**3 Credits****Prerequisite:** PSYC 1010.

In what ways do you differ from other people, and in what ways are you similar? How did you come to be that way? The psychology of personality examines how individual differences in tendencies toward attitudes, behavior, and cognition cohere into stable constellations that people recognize as personality. Topics will include personality assessment, personality development, personality stability and change, biological and contextual influences on personality, emotion and motivation, and psychological adjustment. Although we will explore the major historical perspectives in personality research, the course will focus primarily on current empirical research and modern theories of personality.

PSYC 2310 Psychopathology and Clinical Science**3 Credits****Attributes:** HSSS Health Studies: Social Science**Prerequisite:** PSYC 1010.

This advanced course in abnormal behavior offers an in-depth analysis of current research and theories of psychopathology. It examines the biological and psychological antecedents of abnormal behavior. The course emphasizes oral and written analysis. Students who have taken PSYC 1310 may not take this course.

PSYC 2330 Gender and Mental Health**3 Credits****Attributes:** WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** PSYC 1010.

This course will explore the relationship between gender and mental health. Topics to be discussed include gender identity, gender differences in development throughout the lifespan, the impact of social and societal gender expectations on functioning, as well as gender differences in the response to trauma and victimization. The course will also include an in-depth examination of sex differences in clinical disorders such as depression, anxiety, eating disorders, PTSD, and personality disorders.

PSYC 2340 Theories in Psychotherapy**3 Credits****Prerequisite:** PSYC 2310.

This course explores similarities and differences across a wide range of psycho-therapeutic endeavors by means of lectures and videos. The course covers traditional psychoanalytic techniques and more recent innovations.

PSYC 2360 Human Neuropsychology**3 Credits****Attributes:** HSST Health Studies: Science and Technology**Prerequisites:** PSYC 1010 or PSYC 1610 or PSYC 1710.

Human neuropsychology is a branch of psychology that focuses on functional structures and systems of the human brain and how they support various higher-order psychological processes (e.g., learning, attention, executive functioning, higher-order thinking, memory, language, emotion, and motor skills). This course thus concentrates on the brain-behavior relationships beyond the cellular-molecular level, with an emphasis on typical lifespan development and common neuropathological syndromes (e.g., strokes, dementia, and traumatic brain injury) in relation to functional structures and systems of the human brain. Assessment and treatment interventions of neuropsychological disorders are addressed within this context.

PSYC 2370 Community Mental Health**3 Credits****Attributes:** HSSS Health Studies: Social Science**Prerequisite:** PSYC 1010 or PUBH 1101.

This course provides an overview of the social and psychological foundations of community behavioral and mental health practice. Using psychological knowledge of healthy human development across the lifespan, major community mental health issues will be explored. Particular emphasis will be placed on identifying risk and protective factors relevant to the development of effective preventative and remedial interventions to address important community behavioral and mental health problems such as individuals living with chronic mental illness, depression and anxiety, addiction, as well as attention to the issues related to specific populations such as the LGBTQ community, individuals living in violent neighborhoods, veterans and military families, immigrants, and the elderly.

PSYC 2390 Psychology of Diversity**3 Credits****Prerequisite:** PSYC 1010.

Diversity is an important and enriching factor in all our lives. This course will examine various aspects of diversity (e.g., discrimination, stereotypes, racism, sexism, sexuality, gender identity, obesity, ageism, stigma) and how these aspects interact with each other. The relationships between these aspects and mental health will also be discussed. After developing an initial understanding of issues, we will discuss methods of responding to social inequality and explore areas of specific interests of students through student-led presentations and discussions.

PSYC 2510 Cognitive Psychology**3 Credits****Prerequisite:** PSYC 1010 or PSYC 2610 or PSYC 1710.

How can we study the mind? This course surveys topics in cognitive psychology, including attention, memory, thought, imagery, language, problem solving, and decision making. Through lectures, readings, demonstrations, and exercises, students learn about how we think and about scientific explorations of the mind.

PSYC 2520 Learning and Applied Behavior Analysis**3 Credits****Prerequisite:** PSYC 1010 or PSYC 2610 or PSYC 1710.

This course focuses on the environmental determinants of behavior and behavior change. The first two-thirds of the course highlight current concepts and research in Pavlovian and operant conditioning, reinforcement, discrimination, extinction, punishment, avoidance learning, etc. The remaining third of the course emphasizes applied behavior analysis (aka: behavior modification); that is, how these learning concepts and principles can be successfully applied to education, parenting, therapy, medicine, and everyday life.

PSYC 2540 Psycholinguistics**3 Credits****Attributes:** MSID Magis Core: Interdisciplinary**Prerequisite:** PSYC 1010.

This course explores the phenomenon of language in the mind and brain, including: How do children learn their first language(s) and why is it such a different experience for an adult to learn a language? What about second language acquisition? What are language disorders? Is spoken language processed differently from written language? What about sign languages? Class will include discussions, presentations, and hands-on analysis of language data.

PSYC 2610 Behavioral Neuroscience**3 Credits****Attributes:** MSID Magis Core: Interdisciplinary**Prerequisites:** PSYC 1710 or PSYC 1740, or permission of instructor.

Understanding the brain is one of the last and most challenging frontiers of science. Our brain functioning determines what we see, hear, know, think, or feel. Starting with the molecular and cellular machinery of neurons and the anatomy of the nervous system, the course proceeds through the neural basis of sensation, perception, memory, emotion, language, sexual behavior, drug addiction, depression, schizophrenia, etc. The enormous strides made by neuroscience in the last several decades show every sign of continuing and increasing; this course provides the foundation upon which a thorough understanding of brain-behavior relationships can be built. Previously PSYC 1610.

PSYC 2620 Sensation and Perception**3 Credits****Prerequisite:** PSYC 1010 or PSYC 2610 or PSYC 1710.

How do we see, hear, touch, taste, and smell? What about individual differences? This course explores basic sensory mechanisms and perceptual processing, including color, depth, pattern, and motion perception. An experiential learning component facilitates student comprehension of individual differences in sensation and perception. Students will also complete an integrative final project to reinforce their understanding of the vast range of sensory and perceptual concepts addressed throughout the course.

PSYC 2810 Statistics for the Behavioral Sciences**4 Credits****Attributes:** EVAP Environmental Studies: Applied Professional Skills**Corequisite:** PSYC 2810L.**Prerequisite:** PSYC 1010.

This introductory course in statistical methodology and analysis includes descriptive statistics such as frequency distributions, central tendency, variability, and correlation as well as an introduction to probability, sampling theory, and tests of significance including the t-test, chi-squared, ANOVA, and non-parametric statistics. This course is open to majors in the behavioral, biological, and physical sciences. The lab complements the course by giving students supervised computation and problem-solving exercises. Note: This course does not fulfill any core requirements.

PSYC 2810L Statistics Lab**0 Credits****Attributes:** EVAP Environmental Studies: Applied Professional Skills**Corequisite:** PSYC 2810.**PSYC 2820 Research Methods in Psychology****4 Credits****Attributes:** MWID Magis Core: Writing in the Discipline**Prerequisite:** PSYC 2810.

Building on PSYC 2810, this course teaches students to read, evaluate, design, conduct, and report psychological research. The course emphasizes critical thinking and effective oral and written communication. Students work through several different research projects.

PSYC 2830 Research Methods in Behavioral Neuroscience**4 Credits****Attributes:** MWID Magis Core: Writing in the Discipline**Prerequisite:** PSYC 2810.

This course is designed to build your skills to be able to read, evaluate, design, conduct, and report research. Although research spans disciplines, the research techniques and topics in this course focus on behavioral neuroscience in humans and laboratory animals. As such, the responsible conduct of research following appropriate ethical guidelines is essential.

PSYC 2900 Special Topics (Shell)**3 Credits****Prerequisite:** PSYC 1010 or PSYC 1710.

This intermediate level course focuses on a specific issue or topic in one of the major areas of psychology, including but not limited to social, cognitive, clinical, developmental, or biological psychology. In successive offerings, the content of this course will vary considerably. Thus, students may take more than one section of the course provided the content is different.

PSYC 2950 Supervised Research: Psychology**1 Credit**

The course provides research training experience in a supervised setting in which students work closely with a faculty mentor on various research projects. Such work may include assisting in designing and running lab research, data analysis, field experience, and library research. This hands-on experience enhances students' understanding of issues in research design and analysis and prepares them for more advanced research opportunities should they choose to pursue them. Student researchers are expected to spend 3 hours per week in the lab and attend a weekly lab meeting. Enrollment by permission only.

PSYC 2955 Supervised Research: Behavioral Neuroscience 1 Credit

The course provides research training experience in a supervised setting in which students work closely with a faculty mentor on various research projects. Such work may include assisting in designing and running lab research, data analysis, field experience, and library research. This hands-on experience enhances students' understanding of issues in research design and analysis and prepares them for more advanced research opportunities should they choose to pursue them. Student researchers are expected to spend 3 hours per week in the lab and attend a weekly lab meeting. Enrollment by permission only.

PSYC 3380 Psychological Testing 3 Credits

Prerequisites: PSYC 1010, PSYC 2810.

This course offers an introduction to the principles of psychological test construction, administration and interpretation, and reviews the roles that these tests have in broad clinical assessment and research. Specific evaluation of test reliability and validity are applied to test construction and to various published tests of intelligence, achievement, personality, and neuropsychological functioning.

PSYC 3610 Cognitive Neuroscience 3 Credits

Prerequisite: PSYC 1710 or PSYC 1740 or PSYC 2610.

This course provides an introduction to cognitive neuroscience: the study of how the brain enables a variety of cognitive processes. We will begin with a review of the human nervous system and an in-depth examination of the variety of cognitive neuroscience tools employed to understand the structure and function of the human brain. We will then cover the neural processes that support sensation, perception, attention, memory, motor control, language, executive control, and emotional and social functioning. Along the way, we will discuss various diseases, disorders, and illusions from the cognitive neuroscience perspective.

PSYC 3720 Hormones and Behavior 3 Credits

Prerequisite: BIOL 1172 or PSYC 1710 or PSYC 2610.

This upper level course in psychology will provide students with an overview of behavioral neuroscience, with an emphasis on behavioral endocrinology (hormones and behavior). Topics include the description of major classes of hormones, the techniques used in behavioral neuroscience, and the discussion of hormone-mediated behaviors including male and female reproductive behaviors, stress and fear, memory and cognition, parental behaviors, ingestive behaviors, and circadian rhythms. After weekly mini-review sessions of the relevant text, this course will emphasize primary research (journal) articles with student-led discussions.

PSYC 3740 Pharmacology and Mental Disorders 3 Credits

Attributes: HSST Health Studies: Science and Technology

Prerequisites: PSYC 2610 or PSYC 1740; or the approval of the instructor, must have taken at least one 2000-level PSYC course.

Building on a foundational knowledge of Behavioral Neuroscience and Drugs and Behavior, this course provides a more in-depth exploration of the field of Psychopharmacology, focusing on more advanced principles of pharmacology, chemical signaling in the brain, and current treatments for anxiety, mood disorders, schizophrenia and other select conditions (e.g., ADHD, substance use disorder). We will consider the neural systems and disease mechanisms that are thought to underlie various mental disorders. The student will also learn about the drug discovery and development process including leading examples of experimental therapeutics currently in clinical development.

PSYC 3760 Molecular and Cellular Neuroscience 3 Credits

Prerequisites: BIOL 3312, or PSYC 2610, or permission of instructor.

Building on a foundation of introductory neuroscience, this course aims to provide a more in-depth exploration of cellular and molecular mechanisms involved in neural signaling, synaptic transmission, neural development, and neuroplasticity. The student will learn about the structural, biochemical, and biophysical properties of neurons and their dynamic regulation by genetic and environmental factors. We will also explore how aberrations in molecular and cellular mechanisms can lead to the development of neurological and psychiatric disorders.

PSYC 3950 Supervised Research: Psychology 3 Credits

Prerequisite: PSYC 2820 or PSYC 2830.

The course provides research training experience in a supervised setting in which students work closely with a faculty mentor on various research projects. Such work may include assisting in designing and running lab research, data analysis, field experience, and library research. This hands-on experience enhances students' understanding of issues in research design and analysis and prepares them for more advanced research opportunities should they choose to pursue them (e.g., independent research). Student researchers are expected to spend a minimum of 10 hours per week in their faculty mentor's lab. Enrollment by permission only.

PSYC 3955 Supervised Research: Behavioral Neuroscience 3 Credits

Prerequisite: PSYC 2810 (concurrency allowed).

The course provides research training experience in a supervised setting in which students work closely with a faculty mentor on various research projects. Such work may include assisting in designing and running lab research, data analysis, field experience, and library research. This hands-on experience enhances students' understanding of issues in research design and analysis and prepares them for more advanced research opportunities should they choose to pursue them (e.g., independent research). Student researchers are expected to spend a minimum of 10 hours per week in their faculty mentor's lab. Enrollment by permission only.

PSYC 3980 Psychology Teaching Practicum 3 Credits

Prerequisite: PSYC 1010 or PSYC 1710.

This practicum experience, open to advanced psychology majors, affords students an opportunity to explore teaching psychology as a profession. Under the direct supervision of a faculty mentor, students engage the issues of curriculum development, methods of classroom instruction, selection and use of media resources, test construction, and strategies for the academic and practical motivation of students. Students observe participating faculty engaged in the profession of teaching and share in some instructional activities. Enrollment by permission only.

PSYC 4210 Senior Seminar: Current Issues in Social Psychology 3 Credits

This seminar engages with current issues in social psychological research. Although the specific topics covered in the course will change from semester to semester, the course will be structured to present an overview of each topic domain (through review articles and seminal empirical articles) followed by more contemporary readings on the topic and a discussion of current debates and open issues. Throughout the course, students will focus on applying insights from social psychological research to "real world" issues such as increasing individual well-being, supporting and maintaining healthy social relationships, creating more just and equitable communities, and improving judgment and decision-making. Open to senior psychology majors. Permission of instructor is required for junior psychology majors.

PSYC 4220 Senior Seminar: Health Psychology**3 Credits****Attributes:** HSSS Health Studies: Social Science

This course provides an in-depth survey of the discipline of health psychology, framed within the context of sociocultural factors such as ethnicity, gender, and socioeconomic status. Among the topics covered: stress, coping behaviors, biomedical and biopsychosocial models of health and illness, health behaviors, patient-provider communication. The students explore new ways to integrate theory and research with the advances in the science and practice of health psychology and present their work in a final independent project. Open to senior psychology majors. Permission of instructor is required for junior psychology majors and non-majors.

PSYC 4310 Senior Seminar: Clinical Child and Adolescent Psychology**3 Credits**

This course provides a survey of the theory and research in the field of clinical psychology related to children and adolescents. More specifically, the seminar explores: the diagnostic characteristics of the major types of child psychological disorders, the etiology of each disorder from the different theoretical perspectives, and effective approaches to treatment and prevention. Open to senior psychology majors. Permission of the instructor required for junior psychology majors.

PSYC 4320 Senior Seminar: Current Issues in Clinical Psychology**3 Credits**

This course provides an in-depth exploration of current research and practice in the field of clinical psychology. Factors that contribute to the etiology, maintenance, identification and treatment of psychological distress will be discussed. The course will also include an in-depth examination of clinical disorders including mood, anxiety, psychotic, eating, traumatic stress, and personality disorders. Treatment, resilience and coping will also be discussed. Open to senior psychology majors. Permission of the instructor required for junior psychology majors.

PSYC 4510 Senior Seminar: False Memories**3 Credits**

Can people repress memories for childhood trauma? How accurate are eyewitnesses at reporting what they saw? Although most of the time, our memories serve us quite well, many of the strategies and mechanisms that help us remember accurately can also lead to errors. This course examines various types of memory distortions and what they can tell us about the mechanisms of memory. Through readings and class discussions, students will explore research addressing confusions between real and imagined memories, the reliability of eyewitness recollections, children's suggestibility, as well as clinical issues such as repression and dissociation from a cognitive perspective. Open to senior psychology majors. Permission of instructor is required for junior psychology majors.

PSYC 4610 Senior Seminar: Current Issues in Behavioral Neuroscience**3 Credits****Prerequisite:** PSYC 1610.

This senior seminar will provide students with an overview of current research in behavioral neuroscience, with particular emphasis on behavioral endocrinology (hormones and behavior). After a brief overview of a particular topic, including discussion of brain areas involved and techniques used to examine them, this course will emphasize current research articles in neuroscience. Specifically, how is behavioral neuroscience used to examine mechanisms behind certain behaviors and to treat anomalies? Areas of focus include clinical conditions (Alzheimer's, autism, post-partum depression) and addictive behaviors/drugs of abuse (alcohol, cannabis, anabolic androgenic steroids). Open to senior psychology majors and behavioral neuroscience majors. Permission of the instructor required for junior psychology and behavioral neuroscience majors and non-majors.

PSYC 4620 Senior Seminar: Integrative Neuroscience**3 Credits****Prerequisite:** PSYC 2610.

This course explores neuroscience through in-depth analysis of high-impact publications in the field. The course is structured such that the initial lectures will provide a refresher on foundational neuroscience concepts and techniques. Subsequent sessions are student-led discussions of published research articles across a number of conditions (e.g., Alzheimer's disease, sleep, stress, substance use disorders), model organisms (e.g., humans, rodents, cephalopods, crustaceans), and research approaches (e.g., behavior, EEG, microscopy). Open to senior psychology majors and behavioral neuroscience majors.

PSYC 4710 Senior Seminar in Neuroscience of Human Memory**3 Credits****Prerequisites:** Open to junior and senior psychology and behavioral neuroscience majors or by permission.

Memory is a critical component of the human experience. We frequently rely on our ability to store and retrieve information, whether it be to login to our computer, remembering that you need submit a paper by noon, or reminiscing about a favorite vacation. This course will explore the neural underpinnings of different types of human memory, including long-term memory, memory failure, working memory, and implicit memory. We will also consider diseases of memory, how memory interacts with other cognitive processes, how memory differs across species, and the intersection of neuroscience, memory, and the law.

PSYC 4900 Special Topics: Senior Seminar**3 Credits**

In this seminar, students undertake an in-depth study of a current topic in psychology, using mostly primary sources. Coursework emphasizes discussion and writing. Open to junior and senior psychology and behavioral neuroscience majors or by permission of instructor.

PSYC 4950 Research Thesis in Psychology**1-4 Credits**

This course involves a limited number of upper-division students (usually seniors) in all aspects of an advanced research project. Students must obtain the consent of the professor with whom they will work prior to registering for this course. Frequently a research proposal is required prior to acceptance into this course; early planning is essential. Enrollment by permission only.

PSYC 4955 Research Thesis in Behavioral Neuroscience**1-4 Credits**

This course involves a limited number of upper-division students (usually seniors) in all aspects of an advanced research project. Students must obtain the consent of the professor with whom they will work prior to registering for this course. Frequently a research proposal is required prior to acceptance into this course; early planning is essential. Enrollment by permission only.

PSYC 4981 Internship in Applied Psychology**1-3 Credits**

Senior psychology majors gain practical, career-related experience in a variety of supervised field settings through the internship program. Student interns choose from a wide selection of placements in traditional psychology-related programs: mental health, social service, school psychology, early child and special education, probation, and hospital administration. Intern placements in related disciplines include human factors engineering, human resource development, advertising, and public relations. Internships emphasize the integration of learning, both cognitive and experiential. Interns may register for one or two semesters, depending on the availability of appropriate placement sites and qualified supervisors. Interns spend a minimum of 10 hours per week in on-site work and complete the required academic component specified by the faculty coordinator. Enrollment by permission only.

PSYC 4982 Internship in Applied Psychology 1-3 Credits

Senior psychology majors gain practical, career-related experience in a variety of supervised field settings through the internship program. Student interns choose from a wide selection of placements in traditional psychology-related programs: mental health, social service, school psychology, early child and special education, probation, and hospital administration. Intern placements in related disciplines include human factors engineering, human resource development, advertising, and public relations. Internships emphasize the integration of learning, both cognitive and experiential. Interns may register for one or two semesters, depending on the availability of appropriate placement sites and qualified supervisors. Interns spend a minimum of 10 hours per week in on-site work and complete the required academic component specified by the faculty coordinator. Enrollment by permission only.

Faculty

Professors

Andreychik
Harding, *Chair*
Henkel
McClure

Associate Professor

Karanian

Associate Professor of the Practice

Tomlin

Assistant Professors

Bragard
DeLuca
Goger
Haber
Hughes
Lin, M.
Rakowitz
Schmidt, K
Vardsveen (Visiting)

Assistant Professors of the Practice

Fitzgerald
Peloso

Lecturers

Amico
Cooper, J.
Fernandez, S
Fitchenholtz

Faculty Emeriti

Braginsky
Gardner
Primavera
Salafia

Behavioral Neuroscience Major

Behavioral neuroscience sits at the intersection of psychology and biology and studies the biological mechanisms of how the brain senses and perceives the environment, stores and retrieves memories, generates emotions, controls behavior, and produces consciousness. The major in behavioral neuroscience is excellent preparation for advanced degrees and careers in the health professions; behavioral, cognitive or affective neuroscience; experimental psychology; clinical neuropsychology; pharmacology and related areas.

The interdisciplinary major in Behavioral Neuroscience has 5 main learning objectives:

- 1. **To provide foundational knowledge in Behavioral Neuroscience and related fields (e.g., Psychology, Biology, and Chemistry).**
This is accomplished with introductory course work in the Department of Psychological and Brain Sciences, and complementary foundational coursework in the Departments of Biology and Chemistry and Biochemistry.
- 2. **To build skills in statistical analysis and research methods required to conduct and understand behavioral neuroscience research.**
All students will complete courses in Statistics and Research Methods, as well as a number of lab courses, to develop these skills. In advanced courses, students will read and analyze primary research articles and engage in scientific writing. Students may also participate in faculty-led or independent research projects.
- 3. **To develop effective communication skills orally and in writing.**
Students will write lab and research reports in required courses across disciplines, and will refine oral and written communication in advanced courses, seminars, and/or research experiences.
- 4. **To produce ethically responsible students.**
Students will complete ethical training as part of Research Methods and Supervised Research covering topics essential to understand responsible research conduct and professionalism.
- 5. **To develop students' abilities to synthesize knowledge by thinking critically and independently.**
Students will use the foundational knowledge acquired in introductory courses to make connections across fields, as they critically analyze and present research in advanced courses, seminars, and/or research experiences.

Requirements

Note: These requirements apply to students in the class of 2029 and later. Requirements for the major and minor in Behavioral Neuroscience for students in the class of 2028 and earlier can be found in the Catalog Archive.

For a 62-credit major in Behavioral Neuroscience, students complete the following:

Code	Title	Credits
BIOL 1171 & 1171L	General Biology I and General Biology I Lab	4
BIOL 1172 & 1172L	General Biology II and General Biology II Lab	4
CHEM 1171 & 1171L	General Chemistry I and General Chemistry I Lab	4

CHEM 1172 & 1172L	General Chemistry II and General Chemistry II Lab	4
CHEM 2271 & 2271L	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 2272 & 2272L	Organic Chemistry II and Organic Chemistry II Lab	4
PSYC 1010	General Psychology	3
PSYC 1710	General Neuroscience	3
PSYC 2610	Behavioral Neuroscience	3
PSYC 2810	Statistics for the Behavioral Sciences	4
PSYC 2820 or PSYC 2830	Research Methods in Psychology / Research Methods in Behavioral Neuroscience	4
Select six elective courses in biology and psychology from the following: ¹		18
BIOL 1107	Human Anatomy and Physiology I	
BIOL 1108	Human Anatomy and Physiology II	
BIOL 1173	General Biology III	
BIOL 2261	Genetics	
BIOL 2262	Human Physiology	
BIOL 3312	Fundamentals of Neurobiology ¹	
BIOL 3314	Endocrinology	
BIOL 3324 or BIOL 3325	Biochemistry I / Biochemistry II	
BIOL 3327	Cell Biology	
BIOL 3342	Developmental Biology	
BIOL 3354	Molecular Biology	
PSYC 1740	Drugs, Brain, and Behavior	
PSYC 2360	Human Neuropsychology	
PSYC 2510	Cognitive Psychology	
PSYC 2520	Learning and Applied Behavior Analysis	
PSYC 2620	Sensation and Perception	
PSYC 2900	Special Topics (Shell) (with an emphasis in behavioral neuroscience)	
PSYC 3610	Cognitive Neuroscience ¹	
PSYC 3720	Hormones and Behavior ¹	
PSYC 3740	Pharmacology and Mental Disorders ¹	
PSYC 3760	Molecular and Cellular Neuroscience ¹	
PSYC 3955	Supervised Research: Behavioral Neuroscience ²	
PSYC 4610	Senior Seminar: Current Issues in Behavioral Neuroscience	
PSYC 4620	Senior Seminar: Integrative Neuroscience	
PSYC 4710	Senior Seminar in Neuroscience of Human Memory	
PSYC 4900	Special Topics: Senior Seminar (with an emphasis in behavioral neuroscience)	
PSYC 4955	Research Thesis in Behavioral Neuroscience ²	
Select one Capstone Experience from the following: ⁴		3
PSYC 4610	Senior Seminar: Current Issues in Behavioral Neuroscience	
PSYC 4620	Senior Seminar: Integrative Neuroscience	
PSYC 4710	Senior Seminar in Neuroscience of Human Memory	

PSYC 4900	Special Topics: Senior Seminar	
PSYC 4955	Research Thesis in Behavioral Neuroscience ²	
Total Credits		62

¹ At least two elective courses must be in biology and at least two must be in psychology. At least one elective must be an advanced neuroscience course.

² May be taken twice; Behavioral neuroscience majors can take Supervised Research and the Research Thesis course up to two times each. They can be taken with the same research mentor or with different mentors. If the Research Thesis course is taken a second time, it should be for a separate project than the first. PSYC 2950 and PSYC 2955 (1 credit) do not count as psychology electives towards major requirements.

³ Only for certain sections; consult with the professor.

⁴ Cannot double count a capstone experience as an elective.

Behavioral Neuroscience Minor

Note: These requirements apply to students in the class of 2029 and later. Requirements for the major and minor in Behavioral Neuroscience for students in the class of 2028 and earlier can be found in the Catalog Archive.

Students may complete a minor in behavioral neuroscience by completing the following 5 courses: (Note that students majoring in psychology can earn a concentration rather than a minor in behavioral neuroscience by completing these 5 courses):

Code	Title	Credits
PSYC 1710 or PSYC 1740	General Neuroscience / Drugs, Brain, and Behavior	3
PSYC 2610	Behavioral Neuroscience	3
Select three additional courses from the list below:		9
BIOL 3312	Fundamentals of Neurobiology	
PSYC 1710	General Neuroscience	
PSYC 1740	Drugs, Brain, and Behavior	
PSYC 2360	Human Neuropsychology	
PSYC 2510	Cognitive Psychology	
PSYC 2520	Learning and Applied Behavior Analysis	
PSYC 2620	Sensation and Perception	
PSYC 2830	Research Methods in Behavioral Neuroscience	
PSYC 2900	Special Topics (Shell) (with an emphasis in behavioral neuroscience)	
PSYC 3610	Cognitive Neuroscience	
PSYC 3720	Hormones and Behavior	
PSYC 3740	Pharmacology and Mental Disorders	
PSYC 3760	Molecular and Cellular Neuroscience	
PSYC 3955	Supervised Research: Behavioral Neuroscience ¹	
PSYC 4610	Senior Seminar: Current Issues in Behavioral Neuroscience	
PSYC 4620	Senior Seminar: Integrative Neuroscience	
PSYC 4710	Senior Seminar in Neuroscience of Human Memory	

PSYC 4900	Special Topics: Senior Seminar (with an emphasis in behavioral neuroscience)
PSYC 4955	Research Thesis in Behavioral Neuroscience ¹
Total Credits	
15	

¹ May be taken twice; Behavioral neuroscience minors can take Supervised Research and the Research Thesis course up to two times each. They can be taken with the same research mentor or with different mentors. If the Research Thesis course is taken a second time, it should be for a separate project than the first. PSYC 2950 and PSYC 2955 (1 credit) do not count as psychology electives towards minor requirements.

² Only for certain sections; consult with professor.

Psychology Major

Psychology is the study of the mind and behavior. The Psychology major introduces students to the content and methods of the science of behavior and mental processes. Students survey the foundations of the field, learn about statistics and experimental design, and have an opportunity to pursue specific interests through upper-level seminars, applied internships, and supervised and independent research. The psychology major prepares students for graduate work in areas of psychology, or for work in related fields such as medicine, law, education, social work, and public policy. Students with a degree in psychology are also particularly well suited for any entry-level position that demands a solid liberal arts education.

Student Learning Goals and Outcomes

The following Student Learning Goals and Outcomes for our undergraduate majors are drawn from the American Psychological Association's (APA) Guidelines for the Undergraduate Psychology Major and are placed in the context of our strong science-based program and embody the Jesuit principle of *Cura Personalis* (care of the whole person). Our goals for students fulfilling our undergraduate major encompass five main areas: a strong foundational knowledge in psychological science; in-depth training in scientific reasoning and quantitative analysis; effective communication skills; ethical & social responsibility in a diverse world; and professional development. These goals are detailed below, mapped onto APA Guidelines for a quality undergraduate program.

Strong Foundational Knowledge (APA Goal 1: Knowledge Base).

Students are required to take a general psychology course, followed by at least one course in each key content area, including biological, cognitive, developmental, social, and clinical psychology. Through these foundational and survey-level courses, students will:

- develop a working knowledge of concepts in key content areas
- recognize overarching themes in the field of psychology as a whole
- understand applications of psychology beyond the classroom

In-Depth Training in Scientific Reasoning and Quantitative Analysis (APA Goal 2: Scientific Inquiry & Critical Thinking). Students are required to take two intensive 4-credit courses, *Statistics for the Behavioral Sciences* and *Research Methods*. During senior year, students will also deeply engage with a specific area of psychological research through a specialized seminar course. Additionally, students have the opportunity to develop their scientific reasoning skills through our experiential

learning courses in supervised and independent research. Through this coursework and research experiences, students will:

- critically read, summarize and evaluate psychological theories and empirical research
- conduct a literature review
- distinguish among different types of sources and appropriately cite them using APA-style
- design experimental studies using appropriate controls
- understand the strengths and weaknesses of different research designs
- determine which descriptive and inferential statistics should be used to analyze a data set, and conduct and interpret the appropriate analyses

Effective Communication Skills (APA Goal 4: Communication). Across multiple courses, students have the opportunity to develop and refine scientific writing and communication skills. These skills are intensively practiced in our required 4-credit *Research Methods* course as well as in our required senior seminar courses. Students additionally have rich opportunities to develop written and oral communication skills through our experiential and community-based learning courses in *Developmental Psychology with Lab*, *Supervised Research*, *Independent Research*, *Psychology Teaching Practicum*, and *Applied Internship in Psychology*. Through these experiences, students will:

- verbally communicate psychological ideas and research through clear and coherent presentations, including to peers, at research conferences, to members of the community
- use APA-style to clearly and coherently describe psychological ideas and research through literature reviews, research proposals, and/or research reports
- communicate and collaborate effectively with others, including field experts, students of the field, and/or members of the community

Ethical & Social Responsibility in a Diverse World (APA Goal 3).

These themes are covered across the majority of our courses. Ethical standards in psychological research are explicitly covered in our required *Research Methods* course. Students who take advanced research courses complete training that helps them further understand and appreciate the ethical and social responsibilities of psychological science. Our majors also gain an appreciation and understanding of our diverse world through a variety of courses, including *Psychopathology and Clinical Science*; *Personality Psychology*; *Stereotyping, Prejudice, and Discrimination*; *Gender and Mental Health*; *Community Mental Health*; and *Cross-Cultural Perspectives on Lifespan Development*. Other opportunities beyond the classroom, including experiences gained through our *Supervised Research*, *Independent Research* and our *Applied Internship in Psychology*, similarly foster development of ethical and social responsibility in psychological practice and/or research. Through these courses and experiences, students will:

- identify and practice ethical behavior as a scientist
- conduct psychological research with integrity
- respect and appreciate the scientific method and the research subjects
- appreciate and demonstrate community responsibility and respect for human diversity

Professional Development (APA Goal 5). Professional development skills are infused across our curriculum. In particular, students gain intensive professional development opportunities through our experiential learning

courses in *Supervised Research*, *Independent Research*, *Psychology Teaching Practicum*, and *Applied Internship in Psychology*. Beyond the classroom, our majors have the opportunity to participate in a variety of events hosted by the Psychology Club, as well as through Fairfield University's chapters of Psi Chi and Sigma Xi. Through these courses and experiences, students will:

- implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings
- develop insight into their own and others' behavior and mental processes
- apply effective strategies for self-management and self-improvement

Requirements

Departmental requirements for a degree in Psychology are laid out below. While they provide a broad overview of the field, there are also opportunities both within and outside of the major to explore specific interests.

- Students interested in cognitive and/or behavioral neuroscience should consider the Behavioral Neuroscience major, or they can focus on the Psychology courses that comprise the Behavioral Neuroscience concentration, along with Philosophy courses on philosophy of mind and of language, and Biology courses in genetics, animal behavior, physiology, and evolutionary theory.
- Those with interests in mental health should consider Psychology courses on psychopathology, psychotherapy, psychological testing, neuropsychology, and learning, as well as Sociology courses on social work and the courses, drawn from a variety of departments that comprise the Health Studies minor.
- Students interested in the industrial/organizational psychology program should take courses focused on social, personality, and cognitive psychology, and should consider electives or a minor in management. Students interested in the accelerated program should attend to the grade requirements for PSYC 2810 and PSYC 2820 (B+ or better).

For a 38-credit major in psychology, students complete the following:

Code	Title	Credits
PSYC 1010	General Psychology	3
PSYC 2810	Statistics for the Behavioral Sciences	4
PSYC 2820	Research Methods in Psychology	4
or PSYC 2830	Research Methods in Behavioral Neuroscience	

Select at least one course from each of the following five content areas: ¹ 15

Understanding Biological Processes

PSYC 1710	General Neuroscience
PSYC 1740	Drugs, Brain, and Behavior
PSYC 2610	Behavioral Neuroscience

Understanding Developmental Processes

PSYC 1110	Lifespan Development
PSYC 2110	Child Development
PSYC 2120	Adult Development and Aging
PSYC 2150	Child Development with Lab
PSYC 2160	Adolescent Development

Understanding Cognitive and Learning Processes

PSYC 2510	Cognitive Psychology
PSYC 2520	Learning and Applied Behavior Analysis
PSYC 3610	Cognitive Neuroscience

Understanding Individual, Social, and Cultural Processes

PSYC 2210	Social Psychology
PSYC 2220	Stereotyping, Prejudice, and Discrimination
PSYC 2230	Personality Psychology

Understanding Clinical Processes and Applied Contexts

PSYC 2310	Psychopathology and Clinical Science
PSYC 2360	Human Neuropsychology
PSYC 3380	Psychological Testing

Select at least three elective courses from the content areas above or from the following: 9

Experiential Learning

PSYC 3980	Psychology Teaching Practicum ²
PSYC 3950	Supervised Research: Psychology ^{3,4}
PSYC 3955	Supervised Research: Behavioral Neuroscience ^{3,4}
PSYC 4981 or PSYC 4982	Internship in Applied Psychology ²
PSYC 4950	Research Thesis in Psychology ^{3,4}
PSYC 4955	Research Thesis in Behavioral Neuroscience ^{3,4}

Additional Electives

EDUC 3241	Educational Psychology
PSYC 1220	Psychology and the Law
PSYC 2130	Cross-Cultural Perspectives on Lifespan Development
PSYC 2330	Gender and Mental Health
PSYC 2340	Theories in Psychotherapy
PSYC 2370	Community Mental Health
PSYC 2390	Psychology of Diversity
PSYC 2620	Sensation and Perception
PSYC 2900	Special Topics (Shell)
PSYC 3720	Hormones and Behavior
PSYC 3740	Pharmacology and Mental Disorders
PSYC 3760	Molecular and Cellular Neuroscience
PSYC 5110	The Psychology of Work: Industrial/Organizational Psychology

Select one Senior Seminar 3

PSYC 4210	Senior Seminar: Current Issues in Social Psychology
PSYC 4220	Senior Seminar: Health Psychology
PSYC 4310	Senior Seminar: Clinical Child and Adolescent Psychology
PSYC 4320	Senior Seminar: Current Issues in Clinical Psychology
PSYC 4510	Senior Seminar: False Memories
PSYC 4610	Senior Seminar: Current Issues in Behavioral Neuroscience
PSYC 4620	Senior Seminar: Integrative Neuroscience
PSYC 4710	Senior Seminar in Neuroscience of Human Memory

PSYC 4900	Special Topics: Senior Seminar
Total Credits	

38

- ¹ When a student takes more than one course in one of the five content areas, the additional course counts as an elective.
- ² Permission of the instructor is required. Students are allowed a maximum of two applied internships and one teaching practicum.
- ³ May be taken twice. Psychology majors can take Supervised Research and the Research Thesis course up to two times each. They can be taken with the same research mentor or with different mentors. If the Research Thesis course is taken a second time, it should be for a separate project than the first. PSYC 2950 and PSYC 2955 (1 credit) do not count as psychology electives towards major requirements.
- ⁴ Permission of the department chair is required.

Concentration in Behavioral Neuroscience

Note: These requirements apply to students in the class of 2029 and later. Requirements for the concentration in Behavioral Neuroscience for students in the class of 2028 and earlier can be found in the Catalog Archive.

Psychology majors may complete a concentration in behavioral neuroscience by completing the following, in the process of satisfying their major requirements:

Code	Title	Credits
PSYC 1710	General Neuroscience	3
or PSYC 1740	Drugs, Brain, and Behavior	
PSYC 2610	Behavioral Neuroscience	3
Select three additional courses from the list below:		9
BIOL 3312	Fundamentals of Neurobiology	
PSYC 1710	General Neuroscience	
PSYC 1740	Drugs, Brain, and Behavior	
PSYC 2360	Human Neuropsychology	
PSYC 2510	Cognitive Psychology	
PSYC 2520	Learning and Applied Behavior Analysis	
PSYC 2620	Sensation and Perception	
PSYC 2830	Research Methods in Behavioral Neuroscience	
PSYC 2900	Special Topics (Shell) (with an emphasis in behavioral neuroscience)	
PSYC 3610	Cognitive Neuroscience	
PSYC 3720	Hormones and Behavior	
PSYC 3740	Pharmacology and Mental Disorders	
PSYC 3760	Molecular and Cellular Neuroscience	
PSYC 3955	Supervised Research: Behavioral Neuroscience ¹	
PSYC 4610	Senior Seminar: Current Issues in Behavioral Neuroscience	
PSYC 4620	Senior Seminar: Integrative Neuroscience	
PSYC 4710	Senior Seminar in Neuroscience of Human Memory	
PSYC 4900	Special Topics: Senior Seminar (with an emphasis in behavioral neuroscience)	

PSYC 4955	Research Thesis in Behavioral Neuroscience ¹
Total Credits	

15

- ¹ May be taken twice; Behavioral neuroscience minors can take Supervised Research and the Research Thesis course up to two times each. They can be taken with the same research mentor or with different mentors. If the Research Thesis course is taken a second time, it should be for a separate project than the first. PSYC 2950 and PSYC 2955 (1 credit) do not count as psychology electives towards minor requirements.
- ² Only for certain sections; consult with professor.

Psychology Minor

For a 15-credit minor in psychology, students complete the following:

Code	Title	Credits
PSYC 1010	General Psychology	3
Select four additional courses in psychology		12
Total Credits		15

Students contemplating a minor in psychology are strongly encouraged to consult with a member of the psychology faculty regarding course choices.

Accelerated Master of Science in Industrial/Organizational Psychology

The accelerated program is an opportunity for Fairfield University undergraduate students to leverage their success in the psychology major towards their graduate degree. This option allows Fairfield psychology students to earn their Bachelor of Science and Master of Science degrees in a five-year period.

The integrated BS/MS option is typically completed over three semesters of additional coursework, fieldwork, and exams (summer, fall, spring), in which students prepare themselves for a career as I/O psychology practitioners. The program is ideal for students who are looking to apply their psychology, analytical, and communication skills in settings ranging from large organizations to small consultancies.

To be eligible for admission, students must have an overall GPA of 3.00 in their undergraduate courses. They also must earn grades of at least B+ in the three required prerequisite psychology courses taken while they are undergraduates: PSYC 2810, PSYC 2820, and PSYC 5110.

Students who are interested in this opportunity should meet with the I/O Graduate Psychology Program Director no later than the *spring semester of their junior year* to discuss their interest in I/O psychology and their career aspirations. At that time, students must request permission from the Program Director to enroll in the graduate-level PSYC 5110 course (which is typically completed in the *fall semester of their senior year*).

Current Fairfield University undergraduates should consult with the Graduate Program Director about the application process in *early spring of their senior year*, for admission the *summer immediately following their graduation*.

Psychology alumni also are eligible to apply for the 30-credit Accelerated MS degree program in Industrial/Organizational Psychology if they meet the following criteria:

1. Graduated within three years of the date of application
2. Meet the general admissions requirements
3. Earned B+ or better in each of the three prerequisite courses.

Current undergraduate students or recent alumni who earned the required grades of B+ in both PSYC 2810 and PSYC 2820 but who did not take PSYC 5110 are eligible to apply for a modified MS program of 33 credits, at the discretion of the program director. If admitted, such students must complete PSYC 5110 with a grade of B+ or better within the first 9 credits of graduate coursework.

For more information about the program, visit the Overview in the Graduate Catalog or the program's webpage.

Requirements

Code	Title	Credits
Undergraduate Prerequisites		
PSYC 2810	Statistics for the Behavioral Sciences ¹	4
PSYC 2820	Research Methods in Psychology ¹	4
PSYC 5110	The Psychology of Work: Industrial/Organizational Psychology ¹	3
Graduate Credits		
PSYC 5210	Team Processes	3
PSYC 5310	Diversity, Equity, and Inclusion at Work	3
PSYC 5410	Conflict Management and Negotiation	3
PSYC 6230	Program Evaluation	3
PSYC 6260	Employee Development and Training Programs	3
PSYC 6310	Effective Interviewing and Survey Design	3
PSYC 6410	Consulting and Organizational Development	3
PSYC 6520	Performance Coaching	3
PSYC 6850	Fieldwork in Industrial/Organizational Psychology	3
Select one of the following electives:		3
COMM 5340	Conflict Communication	
COMM 5400	Communication Philosophies, Theories, and Research Traditions	
COMM 5410	Perspectives and Theories in Organizational Communication	
COMM 5502	Small Group and Team Communication	
COMM 5522	Communication and Organizational Leadership	
MGMT 5400	Organizational Behavior	
MGMT 6500	Leadership	
MGMT 6503	Legal and Ethical Environment of Business	
MGMT 6540	Cross Cultural Management and Sustainable Leadership	

Comprehensive exam:

PSYC 6999	Comprehensive Exam in Industrial/Organizational Psychology	0
Total Credits		41

¹ Students must earn a B+ or better in these courses to be eligible for the Accelerated MS program.

Public Administration

Public Administration is the on-the-ground implementation of governmental policies and programs as well as an academic discipline. Public administrators work in local, state, and federal government agencies or related non-profit, not-governmental organizations (NGOs). Students minoring in public administration will learn the how government works, explore critical issues, and develop skill sets relevant to public administration in specific areas of their choosing: city government; criminal justice; local economic development; environment policy; disaster and emergency management; non-profit management; or public health policy.

The public administration minor consists of a curated set of multidisciplinary courses prepare students for internships, public sector jobs, and graduate programs in public administration. This minor pairs with majors or minors, such as Accounting, American Studies, Business, Economics, Management, Philosophy, Politics, Public Health, Sociology, and more.

Students minoring in public administration have increased access to Fairfield University's annual MPA Summit. The Masters in Public Administration program at Fairfield University hosts the Summit every spring. It brings citizens, students, public administrators, community leaders, and state and local officials together to participate in constructive dialogue on matters that directly affect our community. The Summit is a forum where we exchange ideas, ask each other tough questions, really listening to one another, take an active role in the decision-making process, and most importantly work collectively to develop real solutions for problems that face the public sector.

The program includes faculty with expertise in an array of disciplines including politics, public administration, economics, sociology, English, anthropology, public health, business, management, and communications. Many of our faculty also have years of practical experience in their respective fields providing students with invaluable instruction.

Programs

- Public Administration Minor

Faculty

Director

Alberda (Politics)

Faculty

Alberda (Politics)

Bhattacharya (Management)

Murray (Economics)

Affiliated Faculty

Delgado (Economic Development, City of Bridgeport)
 Greenwald (CAS Dean/History)
 Quan (Director, Center for Social Impact)
 Sobocinski (CT Grant Writers)
 Stallworth (Clerk, City of Bridgeport)
 Tran (Compliance Director, University of Connecticut)

Public Administration Minor

The minor consists of six courses. The four required courses provide foundational knowledge of the theory and practice of public administration, the operation of state and local governments, policy research, and grant writing. Students select two elective courses tailored to their particular interest or specific issue areas related to the public sector. Each course develops key skills necessary for public sector work while providing different disciplinary approaches. Politics majors can complete the minor in Public Administration but only two courses used to complete the minor can also be used to fulfill requirements in the Politics major.

The electives allow students to gain knowledge and develop skills specific to an issue area that interests them, and perhaps intersects with one of their other majors or minors. The issue areas include many of current importance to the public sector. The city government electives focus on public administration at often the most basic level of government. The criminal justice electives focus on issues and practices within the US criminal justice system. Disaster and Emergency Management provides students with awareness and training to effectively prepare for and respond to moments of crisis. The economic development electives provide skills necessary to manage the finances of public sector organizations. The environmental policy electives focus specifically on the intersections of US environmental issues and the public sector. A growing area of the public sector is nonprofits and NGO's, which the nonprofit management electives focus on. The public health electives focus on healthcare and health issues within the public sector.

- The city government electives concentrate on the most basic level of government – local government – as a vehicle for public services and goods.
- The criminal justice electives focus on issues and practices within the US criminal justice system.
- Disaster and Emergency Management electives provide students with awareness and training to effectively prepare for and respond to moments of crisis.
- The economic development electives provide skills necessary to manage the finances of public sector organizations.
- The environmental policy electives concentrate specifically on the intersections of US environmental issues and the public sector.
- The nonprofit management electives provide students with the skills necessary to manage nonprofits and NGO's, one of the largest growing areas of the public sector.
- The public health electives center on healthcare and health issues within the public sector.

For an 18-19 credit minor in Public Administration, students complete the following:

Code	Title	Credits
POLI 2103	Public Administration	3
POLI 2113	State and Local Government	3
Select one course in public sector research methods from the following:		3-4
POLI 2501	Research Methods	
SOCI 3600	Methods of Research Design	
SOCI 3610	Statistics: Social and Political Data Analysis	
Select one course in grant and proposal writing from the following:		3
ANTH 3700	Grant Writing for the Social Sciences	
ENGL 1839	Grant and Proposal Writing	
PUAD 5435	Grant Writing ¹	
Select two elective courses from one of the topic areas listed below		6
Total Credits		18-19

Public Administration Electives

Code	Title	Credits
City Government ²		
ECON 2185	Regional Economic Development	3
ECON 3224	Labor Economics and Labor Relations	3
POLI 2102	City Politics	3
POLI 2109	American Public Policy	3
PUAD 5410	Financial Management and Budgeting ¹	3
SOCI 1140	Urban/Suburban Sociology: NYC	3
SOCI 2110	Race, Cities, and Poverty	3
Criminal Justice		
PHIL 2264	Philosophy of Law	3
SOCI 2200	Criminology	3
SOCI 2210	Sociology of Law	3
SOCI 2215	Death Penalty in America	3
SOCI 2220	Criminal Justice System Seminar	3
Disaster and Emergency Management		
AETH 2272	Ethics of Humanitarian Action	3
PUBH 2201	Public Health, Disease, and Injury	3
PUBH 2240	Introduction to Global Public Health	3
POLI 2472	Politics of Humanitarian Action	3
POLI 2473	Humanitarian and Disaster Response Field Training ³	3
Economic Development		
ECON 2185	Regional Economic Development	3
ECON 3252	Urban Economics	3
ECON 3276	Public Finance	3
Environmental Policy		
BUSN 3220	Environmental Law and Policy	3
ECON 2120	Introduction to Environmental Economics	3
ECON 3225	Applied Environmental Economics	3
POLI 2112	United States Environmental Politics and Policy	3
POLI 2474	International Environmental Policy	3
Nonprofit Management		

ACCT 3380	Not-for-Profit Accounting	3
MGMT 3240	Leading and Managing People	3
MGMT 4336	Social Entrepreneurship	3
MGMT 4370	Managing Non-Profit Organizations	3
PUAD 5430	Economics of the Nonprofit Sector ¹	3

Public Health

COMM 3248	Health Communication	3
COMM 3348	Health Risk Communication	3
ECON 2140	Health Economics	3
PUBH 1101	Public Health and Social Justice	3
PUBH 2201	Public Health, Disease, and Injury	3
PUBH 2240	Introduction to Global Public Health	3
PUBH 3303	Public Health Program Planning and Evaluation	3

¹ Graduate-level course, requires permission of instructor to enroll.

² Select two courses from two different departments.

³ Course is required for Disaster and Emergency Management track.

Religious Studies

The Religious Studies curriculum presents a critical inquiry into the religious dimension of human experience. After an introduction to the nature of religion and the methods employed in its study, students can select from a variety of courses exploring specific topics such as sacred texts, issues in sexual ethics, questions of life and death, and the wide variety of devotions and practices that animate religious communities.

The study of religion allows for an informed appreciation of the motivations and values given expression in religious belief, and the way in which culture shapes, and is shaped by, that belief. Students may take courses offered by the Religious Studies Department as part of the required core curriculum, as electives, or as part of a major or minor program in religious studies under the direction of a departmental advisor.

Majors and minors in Religious Studies are eligible for induction to Theta Alpha Kappa, the national honor society for religious studies and theology. In addition, each year the department honors the academic achievement of an outstanding senior with the Mary Irene Gallagher Theology Medal, Fairfield's oldest academic award.

Core Curriculum Options

The Orientation Level of the *Magis* core curriculum requires students to take an introductory course in Religious Studies, which can be any course at the 1000 level.

At the Exploration Level (2000-level courses), students must choose two further courses in two separate departments, selected from History, Philosophy, or Religious Studies. As such, students may select a 2000-level course in Religious Studies to fulfill part of the exploration-level requirement.

Programs

- Religious Studies Major
- Religious Studies Minor
- Religion in America Minor

Courses

RLST 1001 Religion and the Critical Mind 3 Credits

Attributes: RSST Religious Studies Major Track

This course examines some of the themes in the study of religion and offers a comparative analysis of the nature, function, and purpose of religion as found in a variety of models of religion. A wide variety of contemporary religious practices will serve as discussion points for scholarly analysis.

RLST 1002 Common Questions, Traditional Response 3 Credits

Attributes: CARS Catholic Studies: Religious Studies, RSST Religious Studies Major Track

This course examines the major questions addressed by most world religions, with special emphasis on how they are answered in a specific major tradition. Topics include the nature of the sacred and its relationship to human persons, the problem of evil and innocent suffering, religion's call for social responsibility, and the nature and function of ritual.

RLST 1003 Religion in a Comparative Key 3 Credits

Attributes: RSST Religious Studies Major Track

This course examines different kinds of religious experience, doctrine, and practice through a close examination of two different religious traditions, engaging the traditions as these appear in a variety of cultural contexts.

RLST 1004 Peoples of the Book, Sacred Texts, and Their Communities 3 Credits

Attributes: CARS Catholic Studies: Religious Studies, JST Judaic Studies Minor, RSST Religious Studies Major Track

This course examines the relationship between sacred text and the historical communities of Judaism, Christianity and Islam. Focusing on shared narratives, such as Adam and Eve in the Garden, the course illustrates the different ways that texts are interpreted and the various roles that Scripture plays in these communities.

RLST 1060 Magic and Religion 3 Credits

Attributes: RSST Religious Studies Major Track

This course is an introduction to magic, its academic study, and its practice across different religions. We will look critically at early scholarship that theorized about the nature of magic, seen as the irrational practice of "primitives;" and from there explore contemporary approaches that focus instead on individual magical practices within their specific cultures without value judgements. We will study specific cases of magic's place in the "rational" West and how it has also formed part of different "World Religions." We will conclude by exploring the ways in which magical practices exist even today in the digital age.

RLST 1091 Introduction to Africana Religions**3 Credits****Attributes:** RSST Religious Studies Major Track

This course introduces several African-Diaspora religions like Haitian Vodou that developed when the enslaved creatively adapted their African traditions to the Americas; as well as with those African religions from where they derived. Importantly, it will challenge the centuries-old demonization and persecution of these traditions. Furthermore, it will explore how in the last decades, Africana religions have been reclaimed by Black and Brown communities in the US looking for a decolonized spirituality as part of a greater movement towards liberation; and also, how they have jumped from necessary secretness unto the public sphere, even being embraced by celebrities like Beyoncé.

RLST 1101 Introduction to Judaism**3 Credits****Attributes:** JST Judaic Studies Minor, RSST Religious Studies Major Track

This course examines ways in which Judaism has been defined and has developed as both a way of thought and a way of life. Included will be discussions of central Jewish concepts (e.g., covenant, holiness, and commandment), holidays, life-cycle ceremonies, and contemporary Jewish religious movements.

RLST 1111 History of the Jewish Experience**3 Credits****Attributes:** JST Judaic Studies Minor, RSST Religious Studies Major Track

The course examines the origin and development of Judaism and the Jewish people. It begins with the Hebrew Bible as the source of Judaism and follows its development to the modern era. This overview introduces the Jewish religion, its history, and development.

RLST 1201 Hebrew Bible/Old Testament**3 Credits****Attributes:** JST Judaic Studies Minor, RSST Religious Studies Major Track

This course will survey the texts that are normative for Judaism and Christianity today; the Hebrew Bible (TaNaKh) and the Christian Old Testament. These texts will be studied according to a wide range of modern methods of biblical criticism which consider carefully their literary and historical aspects. Special effort will be made to situate these texts within their historical and cultural setting in the ancient near east.

RLST 1203 Life of Jesus**3 Credits****Attributes:** CARS Catholic Studies: Religious Studies, RSST Religious Studies Major Track, RSTH Religious Studies Theology Track

This course explores the life, ministry, and teachings of Jesus of Nazareth, the founder of Christianity and one of the most influential people ever to have lived. The course will examine Jesus through a critical analysis of the earliest accounts of his life while also consulting modern scholarly reconstructions.

RLST 1211 Introduction to the New Testament**3 Credits****Attributes:** CARS Catholic Studies: Religious Studies, RSST Religious Studies Major Track, RSTH Religious Studies Theology Track

This course introduces students to the text of the New Testament and its central themes regarding Jesus, his teachings, and the writings attributed to his disciples. As students read the New Testament, they will also engage with critical questions surrounding its composition, authorship, and reception, as well as other issues such as the canonization of the New Testament, extra-New Testament texts, interpretive strategies, and various matters involving the New Testament and race, sexuality, slavery, and gender.

RLST 1251 Heroes and Villains in the Biblical Tradition**3 Credits****Attributes:** RSST Religious Studies Major Track, RSTH Religious Studies Theology Track

This course will critically examine the narratives of major figures that appear in both Jewish and Christian Bibles by studying them in their own historical context and pondering their ethical relevance to the modern world. The biblical texts themselves will be employed as primary sources for considering biblical notions of virtue and vice. The historicity, personality, and motivations of biblical protagonists and antagonists will be evaluated as reflections of the values of scriptural authors.

RLST 1270 Qur'an as Scripture and Experience**3 Credits****Attributes:** IWHU Islamic World Studies: Humanities, RSTH Religious Studies Theology Track

This course provides students with an introductory survey to the Islamic scripture of the Qur'an, its socio-historical context, and its ongoing legacy within the wider Muslim world. Through close readings of the Qur'an and religious accounts of the Prophet Muhammad's life, students will explore the nature of revelation and prophetic authority in Islam. Furthermore, students will critically examine the nature of interpretation and the problems of authoritativeness, recognizing the importance of these issues for other religious traditions as well.

RLST 1402 Introduction to Catholicism**3 Credits****Attributes:** CARS Catholic Studies: Religious Studies, RSST Religious Studies Major Track

This introduction to the beliefs, doctrines, ideas, and practices that shape the unity and diversity of the Catholic tradition explores theological, devotional, and spiritual forms of expression in their historical and cultural contexts in order to appreciate the particularity of Catholic themes. The course also considers how these themes engage contemporary Catholic life and exercise an influence on the wider culture.

RLST 1501 Introduction to Christian Ethics**3 Credits****Attributes:** CARS Catholic Studies: Religious Studies, RSTH Religious Studies Theology Track

What is ethics? How does Christian faith and practice inform moral discernment? This course examines the discipline of Christian Ethics through a consideration of the sources and frameworks Christian ethicists use to make ethical arguments in a theological key. Major Christian moral traditions and key contributions will be discussed, such as Catholic social teaching, liberation ethics, and the contemporary return to virtue, as will perennial tensions in Christian ethics such as those between love and justice, individual and collective responsibility, and actions and intentions. By placing the course material in conversation with case studies and students' own moral questions, this course aims to foster ethical awareness that students can bring to a variety of moral challenges within their individual lives, professional contexts, and as engaged citizens in society.

RLST 1601 Religion in the United States**3 Credits****Attributes:** ASGW American Studies: Gateway, ASRS American Studies: Religion, CARS Catholic Studies: Religious Studies, DEIE Diversity, Equality, and Inclusion Elective, RSST Religious Studies Major Track

This course explores the story of religion in America from a multicultural, multi-faith perspective. Students will examine how different religious peoples and traditions have interacted across time and how these interactions and exchanges have both complicated and enriched the American religious landscape. Much attention will be paid to those voices often left out of the master narrative of American religion for reason of race, gender, ethnicity, class, or even peculiarity. The course is a survey, thus students will encounter a variety of topics varying from indigenous religious practices, revivalism, the early roots of traditions like Judaism and Islam, new religious movements, to secularization.

RLST 1667 Mormonism: An American Church**3 Credits****Attributes:** ASRS American Studies: Religion, RSST Religious Studies Major Track

Who are the Mormons? This course seeks to answer this very question. Beginning with the birth of its prophet Joseph Smith and proceeding into Mormon life in the 21st century, the course traces the history of Mormonism as it moved from millennial religious movement to formal Church. We will examine the scripture, beliefs, practices, and mission of Mormonism and how they function within the church and within the Mormon community. We will also explore the paradox of Mormonism's controversial reputation and its popularity, examining how Mormons have combated negative perceptions and adapted in order to survive, and ultimately thrive.

RLST 1701 Introduction to Islam**3 Credits****Attributes:** INEL International Studies Elective, IWHU Islamic World Studies: Humanities, RSTH Religious Studies Theology Track

This course introduces Islam as a global religion and civilization. After a brief historical overview, the course focuses on the foundational concepts of Islam: Quran, Prophet, Ritual, and Community, and then analyzes how these concepts are interpreted in the main intellectual traditions, in the ways that Islam is practiced in different cultures and in the works of modern thinkers.

RLST 1801 Asian Religions**3 Credits****Attributes:** ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, RSST Religious Studies Major Track

This course examines the basic religious systems of India and China, including their fundamental differences, performative functions, and worldviews. The course evaluates Euro-American theories of religion in light of Asian religious expressions.

RLST 1802 Buddhism**3 Credits****Attributes:** ANMC Asian Studies Elective, INEL International Studies Elective, RSST Religious Studies Major Track

This course explores the Indian Buddhist tradition, from its beginning in the life of Shakyamuni Buddha through the present revival of neo-Buddhism in the activism of oppressed classes. The course considers the early formative ideas of the Buddha, the Awakened One, as they unfold in the course of Indian history and society, and discusses Buddhist meditation and philosophy as procedures devised to elicit the awakened state. Using written and visual works, the course examines developments in Buddhist religious orders, lay social life, and the rise of the Great Vehicle tradition. Art and archaeology provide a context for Buddhism's compelling missionary activity throughout Central and Southeast Asia.

RLST 2099 Religious Studies Seminar**3 Credits****Prerequisite:** One 1000-level religious studies course.

This seminar offers an in-depth investigation of a significant figure, issue, or problem in religious studies. Enrollment by permission only.

RLST 2113 Jews and Judaism in America**3 Credits****Attributes:** ASUP American Studies Upper Level, JST Judaic Studies Minor, RSST Religious Studies Major Track**Prerequisite:** One 1000-level religious studies course.

What has it meant and what does it mean today to be a Jew in America? Viewing Judaism and Jewishness as inseparable from one another, Jews remain a distinct though by no means homogeneous religious and ethnic group in American society. This course explores the religious, cultural, social, economic, and political diversity among American Jews as well as distinctive beliefs, concerns, and experiences that continue to unite them. The course gives special attention to issues concerning immigration, acculturation, gender, and Black-Jewish relations.

RLST 2115 Women in Judaism**3 Credits****Attributes:** JST Judaic Studies Minor, RSST Religious Studies Major Track, WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** One 1000-level religious studies course.

This course examines ways in which women have understood and experienced Judaism from the Biblical period through the present, drawing on historical writings, novels, theological essays, and films and giving particular attention to the traditional religious roles and status of women, the many ways in which women have understood Jewish self-identity, and recent feminist efforts to re-evaluate and transform contemporary Jewish life.

RLST 2117 The Literature of Jewish Modernity**3 Credits****Attributes:** JST Judaic Studies Minor, RSST Religious Studies Major Track**Prerequisite:** Any 1000 level RLST course.

As Jews were emancipated in Europe and freed from the "ghetto," some began to grapple with the challenges of modernity through literary genres like poetry and fiction; others through more traditionalist genres. Either way, the path of the modern Jewish writer seemed to entail a good deal of alienation, nostalgia, and regret, as well as the need to contend with increasingly virulent forms of anti-Semitism, culminating in the Holocaust. Despite the tension and anguish we will discover works of beauty and poignancy that yield profound insights into the modern experience.

RLST 2118 Faith After the Holocaust**3 Credits****Attributes:** JST Judaic Studies Minor, PJST Peace and Justice Studies, RSST Religious Studies Major Track, RSTH Religious Studies Theology Track**Prerequisites:** One 1000-level religious studies course.

This course explores the complexity and horror of the holocaust and its contemporary historical, social, political, and theological implications. What historically made the attempted annihilation of European Jewry possible and how were some Jews able to survive? Was the holocaust unique? Could it have been prevented? What impact did it have on Western faith in humanity and God? What lessons, particularly in light of the resurgence of anti-Semitism in Europe today, can it teach us?

RLST 2119 Zionism and its Critics: Religion, Nationalism, and Violence**3 Credits**

Zionism- an ideology for Jewish national self-determination- has assumed many forms and ignited much controversy, not least among those who are displaced and subjugated. We draw on historical, literary, and religious sources to explore the origins, development, and realization of Zionism, as well as cogent criticisms from both within and outside the Jewish community, especially by Palestinians and Hasidim. The religious foundations of claims and counter-claims underpin our discussions of one of the most fraught controversies of our time. An effort is made to listen to as many perspectives as possible in a way that is both empathetic and dispassionate.

RLST 2120 Modern Jewish Theology**3 Credits****Attributes:** JST Judaic Studies Minor, RSTH Religious Studies Theology Track**Prerequisite:** One 1000-level religious studies course.

This course explores ways in which Jews have sought to know God. While Judaism has long maintained that ultimately God is unknowable, divine and human action, reason, revelation, mystical insight, and prayer are among the paths taken by Jews to gain theological knowledge. Included will be a discussion of works by several 19th- through 21st-Century theologians (e.g., Buber, Baeck, Rosenzweig, Heschel, Fackenheim, Greenberg, Plaskow) in drawing on these paths and in discussing such topics as the nature of the divine covenant, the role of human autonomy, liturgical images of God, and faith after Auschwitz.

RLST 2150 Second Temple Judaism and the Dead Sea Scrolls 3 Credits**Attributes:** JST Judaic Studies Minor**Prerequisite:** One 1000-level religious studies course.

The Dead Sea Scrolls have rightly been called the greatest manuscript discovery of the twentieth century. Discovered in 1947, they have made a tremendous impact on how scholars today understand Judaism and Christianity in antiquity. Our examination of the community, texts, and archaeology of the Dead Sea Scrolls will begin with a study of the Second Temple Period (520 BCE through 70 CE), one of the most important in the history of Judaism. This course will examine the political, social, and theological developments of this period so that the community of the Dead Sea Scrolls and their writings may be situated within their proper context. Students will learn to read primary texts closely and secondary texts critically as they consider the influence and relationship between texts and their community.

RLST 2155 Jewish Mysticism 3 Credits**Attributes:** JST Judaic Studies Minor, RSST Religious Studies Major Track**Prerequisite:** Any 1000 level RLST course.

This course traces Jewish mysticism from antiquity through modernity. Beginning with early mysticism in the Bible, we proceed through early Jewish practices of divination, magic, and asceticism. We then delve into the erotically-charged symbolic literature known as "Kabbalah", focusing on the classic Zohar (Book of Splendor); mystical ethics early modern Safed (Tzefat); and mass messianic movements. Next, we explore varied manifestations of East European popular Kabbalah, including the magic-based praxis, Golem literature, and Hasidism. We conclude with contemporary manifestations of Kabbalah and Hasidism in America and Israel, reflecting on issues like gender, sectarianism, mystical-messianic Zionism, and the popularization of Kabbalah.

RLST 2205 Women in the Bible 3 Credits**Attributes:** JST Judaic Studies Minor, RSST Religious Studies Major Track, WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** One 1000-level religious studies course.

This course examines stories about women that appear in both Jewish and Christian Scriptures by applying various methodological approaches. Conventional methods of interpretation, namely literary and historical-critical, will be used and critiqued. While the focus will be on images of women in the Hebrew Bible/Old Testament (viz., the Jewish TaNaKh and the Christian Scriptures), other non-canonical stories about women will also be considered. This course does not presume any previous knowledge of the biblical texts themselves or biblical methodology.

RLST 2207 Prophetic and Apocalyptic Voices 3 Credits**Attributes:** RSST Religious Studies Major Track**Prerequisite:** One 1000-level religious studies course.

This course studies the major prophetic voices of the Hebrew and Christian scriptures, concentrating on each prophet's unique vision of God and of the requirements of justice. The course blends these themes with the later apocalyptic consciousness, which demands rectification of the wrongs of hatred and injustice, and offers hope for a better future.

RLST 2209 Jewish Interpretations of Scriptures 3 Credits**Attributes:** JST Judaic Studies Minor, RSTH Religious Studies Theology Track**Prerequisite:** One 1000-level religious studies course.

This course explores ways in which Jews have understood the Hebrew Bible from the first centuries of the Common Era through today. Focusing on specific biblical texts, the course draws interpretations from early classical, legal, and non-legal rabbinic material; medieval commentaries and codes; mystical literature; and modern literary, theological sources.

RLST 2210 A Feminist, Gender, and Queer Reading of the Hebrew Bible:**Finding New Voices****3 Credits****Attributes:** RSST Religious Studies Major Track, RSTH Religious Studies Theology Track, WSGF Women, Gender, and Sexuality Studies: Gender Focused

The Hebrew Bible/Old Testament engages the most profound questions of life, stories that are mysterious and surprising, full of twists of plot and revelation of character. We explore biblical stories through the experience of biblical figures such as Esther, Ruth, Joseph, and David. We discuss these stories through the lens of a feminist, gender, and queer theory approach to reading biblical texts. These powerful stories invite us to reflect on all voices in our community, particularly those who have been historically and culturally silenced, ignored, or eliminated. This class is aimed at finding and exploring these voices.

RLST 2220 Writings of Paul 3 Credits**Attributes:** CARS Catholic Studies: Religious Studies, RSST Religious Studies Major Track**Prerequisite:** One 1000-level religious studies course.

This course examines the texts and recurring themes of the writings attributed to Paul, with particular emphasis on Paul's treatment of ethical situations, community, and religious experience.

RLST 2221 Good News of the Gospels 3 Credits**Attributes:** CARS Catholic Studies: Religious Studies, RSST Religious Studies Major Track**Prerequisite:** One 1000-level religious studies course.

This course examines the Gospels of Matthew, Mark, Luke, and John according to contemporary exegetical and literary methodologies. The course examines and compares the theological positions of early Christianity as represented by each writer and by other early Christian gospels.

RLST 2222 Writings of John 3 Credits**Attributes:** CARS Catholic Studies: Religious Studies, RSST Religious Studies Major Track**Prerequisite:** One 1000-level religious studies course.

This course examines the text of the gospel and epistles attributed to John, placing particular emphasis upon the recurring themes in these writings, the distinctive view of Christianity they represent, and the development of early Christianity to which they witness.

RLST 2231 The Problem of God 3 Credits**Attributes:** CARS Catholic Studies: Religious Studies, RSTH Religious Studies Theology Track**Prerequisite:** One 1000-level religious studies course.

This historical and theological examination of the Christian doctrine of God pays special attention to the problematic aspects of the development of this doctrine through the ages, exploring this development in biblical sources; patristic, medieval, Reformation, and modern times. The course concludes with a consideration of the challenge of post-Enlightenment atheism and of the efforts of contemporary theologians to recast the classical conception of God.

RLST 2335 Liberation Theology**3 Credits**

Attributes: BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, CARS Catholic Studies: Religious Studies, HASM Humanitarian Action Minor Skills/Method Course, INEL International Studies Elective, LCEL LACS Minor: Elective, PJST Peace and Justice Studies, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This course analyzes contemporary theological movements that emphasize the relationship of religious faith and praxis to the sociopolitical realm. The course treats at length the development of the Latin American theology of liberation and examines its theological principles, tracing the influence of this theological outlook on other developing world theologies and on North American and European theological reflection. The course proceeds to a constructive proposal for a contemporary political theology.

RLST 2336 Catholicism and Gender**3 Credits**

Attributes: CARS Catholic Studies: Religious Studies, RSTH Religious Studies Theology Track, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Course description: This course is an introduction to the issues that foregrounding a critical discussion of gender brings to the study of Christian, and particularly Catholic, theology. It is an investigation of both the elements of Catholic Christian theology and contemporary – often contested – understandings of gender, asking how these two challenge one another. To do this we will trace the history of recent feminist theology, including critical insights from *mujerista* and *womanist* thinkers situated in the U.S., interleaving this with the more recent analyses of masculinity that address both the patriarchal tradition of Catholic Christianity and the feminist response.

RLST 2338 Evil**3 Credits**

Attributes: CARS Catholic Studies: Religious Studies, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This course explores the problem of evil from the perspectives of theology and philosophy. The course considers God and evil, classical theodicies (reasonable justifications of God before the prevalence of evil), modern philosophical accounts of evil, social evil, and the possibility of belief in the face of evil. Within the context of these subjects, the course addresses the following questions: What is evil? What are the roots of evil? What effect does one's understanding of evil have on one's understanding of the human being, of God, and of religion? What is our responsibility in the face of evil?

RLST 2339 Last Things: Catholic Belief in Life After Death**3 Credits**

Attributes: CARS Catholic Studies: Religious Studies, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This course first explores the Christian understanding of life after death, affirmed in such beliefs as the resurrection of the body, the last judgment, heaven and hell, and the forgiveness of sins. It then goes on to examine the Catholic tradition's particular contributions to these beliefs in its teachings on purgatory and the communion of the saints. The course asks why these ancient beliefs continue to resonate in contemporary popular culture, and examines modern theological efforts to re-construct these hopeful beliefs for our own times.

RLST 2428 Early Christianity**3 Credits**

Attributes: CARS Catholic Studies: Religious Studies, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This course presents a historical overview of early Christianity between the end of the first century and the close of the sixth. The focus of the course is on the institutional and theological development of the early Church after the final books of the New Testament were written. Topics examined include: Jesus and Judaism, Christianity and the Roman Empire, heresies of the Early Church, and the development of Christian theology (in particular the doctrines of Christ and the Trinity).

RLST 2430 Eastern Christianity: Europe, Africa, and Asia**3 Credits**

Attributes: CARS Catholic Studies: Religious Studies, RSST Religious Studies Major Track, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This course traces the ancient spread of Christianity in eastern Europe, Africa, Persia, India, and China between 200-1300 CE, a time long before modern European colonizing and missionary efforts. Topics that will be covered include the early history of eastern Christian communities, the schisms between western and eastern churches, the Crusades, the phenomenon of eastern Catholicism, and ancient Christian interactions with other religions such as Judaism, Islam, Manichaeism, Zoroastrianism, and Buddhism.

RLST 2440 The Medieval Church**3 Credits**

Attributes: CARS Catholic Studies: Religious Studies, RSST Religious Studies Major Track

Prerequisite: One 1000-level religious studies course.

This course surveys the development of Christianity in medieval Western Europe through the lens of the Western/Latin Church. It presents a broad history of the social, political and religious aspects of the Church as found in a variety of primary sources: mystical and theological writings, hagiographical literature and rules for monastic communities, and official Church documents. Through these sources students are introduced to the critical analysis of primary texts (dating from c. 300-1500) by giving proper attention to the social and cultural context in which they were written. Topics discussed in this course include: monasticism, the rise of papal power, the First Crusade, and the development of cathedrals and universities.

RLST 2441 Encountering God in Medieval Christian Thought**3 Credits**

Attributes: CARS Catholic Studies: Religious Studies, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This course presents a historical overview of religious thought in the medieval era (c. 500-1500), with a focus on the institutional and theological developments within Christian monasteries and universities. We will first treat the development of Benedictine monasticism and the types of theological literature associated with the monasteries, before looking at the development of the University system in Western Europe and the types of theology produced in the schools. Finally, we will treat the pervasive presence of "mystical theologians" who were often neither monks nor university professors, but developed a rich theology grounded in human experience.

RLST 2443 The Papacy 3 Credits

Attributes: CARS Catholic Studies: Religious Studies, ISIF Italian Studies: Italy-Focused, ITEN Italian Course Taught in English, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This survey of the Roman Catholic papacy, generally focuses on a single figure, theme, or period, and places that figure, theme, or period within the larger historical, cultural, and ecclesial context. A significant part of the course treats theological issues, using as texts either papal writings, significant encyclicals, or conciliar statements and actions. The course also includes a critical assessment of the role of the papacy within the Roman Catholic Church and a consideration of the role of the papacy in interreligious dialogue and world affairs.

RLST 2445 The Reformation Era 3 Credits

Attributes: CARS Catholic Studies: Religious Studies, RSST Religious Studies Major Track, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

Participants study the religious reform of the 16th century. The course begins by probing the seeds of reform in the late scholastic tradition and in popular spirituality, and proceeds by tracing the development of the ideas and impact of the reformers: Luther, Zwingli, Calvin, Müntzer, and Schwenckfeld. The course concludes with an investigation of the Roman Catholic response to reform in the events of the Council of Trent and the Counter-Reformation.

RLST 2448 Faith and Reason: The Catholic Intellectual Tradition 3 Credits

Attributes: RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This course leads students to an understanding of the characteristically Catholic ways of engaging the world intellectually. The course examines key ideas of symbol, analogy and sacrament, and central Catholic motifs such as theology as "faith seeking understanding," the synthesis of faith and reason and the peculiarly Catholic expression of Christian humanism, as expressed in the work of Catholic philosophers and intellectuals. It attends to feminist and non-Western critiques of the tradition, to Catholicism's approach to some contemporary social problems, and to some examples of the role of the Catholic imagination in the arts.

RLST 2544 Finding God in All Things 3 Credits

Attributes: CARS Catholic Studies: Religious Studies, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

The course aims at a deeper understanding of the origins, development, and present forms of Ignatian spirituality. Students are invited to study in an open yet critical fashion: the life and history of Ignatius of Loyola; the founding and development of the Society of Jesus; the historical context of the major themes of Jesuit spirituality and ways in which these have been worked out in history; strengths, weaknesses, and potential lacunae of this particular charism in the church; its relevance to contemporary spiritual needs, especially in the context of university life; its potential for nurturing lives characterized by love for others and justice for the world. Students are also exposed to the dynamics of the Spiritual Exercises; a variety of prayer forms developed by Ignatius; and a service learning project. The course culminates in a creative project designed by each student.

RLST 2550 Catholic 2.0: Faith and Practice 3 Credits

Attributes: CARS Catholic Studies: Religious Studies, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

Opening with a discussion of the Triune God, and highlighting questions of social justice (gender, race, and class), this course offers a scholarly approach to key issues shaping the lives of adult Catholics. An in-depth study of the liturgy (and its inculturation) theologically grounds the entire course, enhanced by a consideration both Roman and Orthodox Catholic traditions. Students will use this foundation to examine the dynamism of faith, reason and contemporary science, the sacraments and rites surrounding marriage and the end of life, and the changing institutional role of the "site" of most adult catholic practice: the local parish.

RLST 2551 Christian Ecological Ethics 3 Credits

Attributes: RSST Religious Studies Major Track

Prerequisite: Any 1001 RLST level course.

This course introduces students to the field of Christian Ecological Ethics. Students will critically examine the historically fraught relationship between anthropocentric Christian theologies and human treatment of the natural environment and explore how Christian theologians and practitioners draw on resources from the Christian tradition to construct ethical responses to issues such as climate change and environmental justice. The course covers a range of Christian theological approaches to ecological ethics through engaging written texts and immersive media such as film, case studies, and opportunities for experiential learning.

RLST 2552 Contemporary Moral Problems 3 Credits

Attributes: CARS Catholic Studies: Religious Studies, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This theological examination of contemporary moral problems considers selected ethical issues in contemporary society and leading approaches to moral decision-making. The course investigates moral problems such as euthanasia and physician-assisted suicide, the death penalty, violence and just war theory, bioethics, sexual and reproductive ethics, global poverty, environmental ethics, and issues in business and legal ethics.

RLST 2555 Catholic Social Teaching 3 Credits

Attributes: CARS Catholic Studies: Religious Studies, DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This course examines the modern teachings of the Catholic Church on peace and justice; Christian/humanist attitudes towards war; pacifism and the just war theory; and changes in global political and economic structures that seem necessary to ensure a peaceful and just world order.

RLST 2556 Spirituality and Social Justice 3 Credits

Attributes: RSST Religious Studies Major Track

Embracing the Ignatian notion of becoming "contemplatives in action," this course invites students to develop a concrete understanding of interlocking social injustices by studying the spiritual practices that sustain and motivate faith communities struggling for justice. We will focus on the housing crisis, ecological devastation, and war, exploring through an interdisciplinary lens how spirituality enables practitioners to see the realities of the world (contemplation) and strive to transform them (action). The Benincasa Community in Guilford, a group of lay Catholics guided by the pillars of contemplation, learning, activism/ service, and right relationship, will be our partner in this community-engaged learning experience.

RLST 2557 Christian Spirituality**3 Credits****Attributes:** CARS Catholic Studies: Religious Studies, RSTH Religious Studies Theology Track**Prerequisite:** One 1000-level religious studies course.

This course examines the foundations and elements of a spirituality of everyday life from a lay perspective. It considers issues related to the spirituality of university life and to one's broader, future developmental calling on personal, spiritual, and professional levels. Themes of the course include historical overview of Christian spiritual traditions; key theological foundations such as creation, incarnation, doctrine of the Holy Spirit, grace, priesthood of all believers, action, and contemplation; exploration of the practical implications of such a spirituality; and reflection on action for justice.

RLST 2558 The Classic: Truth in Religion and the Arts**3 Credits****Attributes:** RSTH Religious Studies Theology Track**Prerequisite:** One 1000-level religious studies course.

This course examines the idea of the classic as a model for establishing relationships between religious language on the one hand, and poetic discourse and artistic expression on the other. What truth do classics lay claim to and how do they embody it? The course compares secular and religious classics before investigating the value of the classic model in the process of doing theology.

RLST 2559 Saints and Sinners: Images of Holiness in Contemporary Fiction**3 Credits****Attributes:** CARS Catholic Studies: Religious Studies, RSTH Religious Studies Theology Track**Prerequisite:** One 1000-level religious studies course.

This course examines the complexity of current understandings of what it is to be holy. It begins with a brief consideration of traditional models of holiness. It turns next to several influential theories of spiritual growth, and then, in the light of these theories, looks at a series of 20th-century novels that examine the idea of holiness. Authors vary but include Georges Bernanos, Shusaku Endo, Mary Gordon, Graham Greene, David Lodge, Flannery O'Connor, Gloria Naylor, Muriel Spark, and Jean Sullivan.

RLST 2649 American Catholic Theologians**3 Credits****Attributes:** ASRS American Studies: Religion, ASUP American Studies Upper Level, CARS Catholic Studies: Religious Studies, RSTH Religious Studies Theology Track**Prerequisite:** One 1000-level religious studies course.

This lecture/reading course gives students insight into the modern development of Catholic theology in America and what makes it specifically American. Discussion/analysis covers the work of Gustav Weigel, John Courtney Murray, George Tavard, Frank Sheed, Walter Burghardt, and Robley Whitson.

RLST 2660 I'm Spiritual, Not Religious: The American Spiritual Tradition**3 Credits****Attributes:** ASGW American Studies: Gateway, ASRS American Studies: Religion, ASUP American Studies Upper Level, CARS Catholic Studies: Religious Studies, RSST Religious Studies Major Track, RSTH Religious Studies Theology Track**Prerequisite:** One 1000-level religious studies course.

This course examines a strand of anti-institutionalism in American religion, one, which has culminated in the increasingly popular and ubiquitous phrase, "I'm spiritual, but not religious." The claim to spirituality, but not to religiosity, has a rich history in the United States context, beginning in the earliest periods of European settlement. In this course, students will investigate the evolution of this thoroughly American phenomenon across U.S. history and through the examples of spiritual Americans. Students will consider whether the phrase, "I'm spiritual, but not religious," though often intended as a statement of one's separateness from religious institutions, has become the marker of a distinctive religious affiliation.

RLST 2662 Afro-Caribbean and African American Religions: Shout, O Children!**3 Credits****Attributes:** ASRS American Studies: Religion, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, CARS Catholic Studies: Religious Studies, DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, PJST Peace and Justice Studies, RSST Religious Studies Major Track**Prerequisite:** One 1000-level religious studies course.

This course examines the evolution and innovation of the religions of African people as they were shaped through the middle passage, merged with other religions during the institution of slavery, and created anew on the American continent and throughout the Caribbean Sea. Students will examine how Caribbean traditions like Vodou and Santeria and American iterations of Christianity and Islam arose out of and against institutions and cultures that sought to subjugate them. Further, students will explore how elements of black religious life, from preaching style to music to liturgy to religious thought, have left an indelible mark upon American and Caribbean religious cultures and traditions.

RLST 2663 New Religious Movements in America**3 Credits****Attributes:** ASRS American Studies: Religion, ASUP American Studies Upper Level, RSST Religious Studies Major Track**Prerequisite:** One 1000-level religious studies course.

This course examines new religious movements, more pejoratively known as "cults" on their own terms and in their American context. Students examine multiple religious traditions, including those born and grown in the United States, as well as those imported from outside the United States. Traditions studied may include Christian Science, the Nation of Islam, Heaven's Gate, and Scientology. Throughout the course, students seek to answer the following questions: why do new religious traditions arise, how do they thrive, and does the context of American culture have anything to do with their success or failure?

RLST 2665 Religion and Medicine in the United States 3 Credits

Attributes: ASGW American Studies: Gateway, HSTE Health Studies: Traditions, Delivery, and Ethics, RSST Religious Studies Major Track

Prerequisite: One 1000-level religious studies course.

Students will explore overlapping narratives that characterize the relationship between the worlds of religion and medicine: (1) how various religious peoples, traditions, and institutions have understood health and wellness, and how these various understandings have shaped their approach to western medicine and/or healing practices, and (2) how the medical field and medical professionals have understood, engaged with, and dealt with resistance to medical treatment from religious people, traditions, and institutions. Examining these narratives will help students to understand the complexity of the relationship of religion and medicine, and to reexamine their understandings of what is meant by "do no harm."

RLST 2667 Religion and Emotion in the U.S.: "Feeling Some Type of Way" 3 Credits

Attributes: ASRS American Studies: Religion, RSST Religious Studies Major Track

Prerequisite: One 1000-level religious studies course.

This course explores religion, religious experience, and identity in America through the lens of emotion, taking as its premise that religion and emotion are and have been intertwined in ways generative and destructive throughout U.S. history. Students will examine this relationship through a series of units that explore emotional "binaries," such as Love and Hate; Shame and Pride; Anxiety and Calm; and Grief and Joy. During each unit, students will have the opportunity to explore how a particular emotion and its purported opposite have shaped religious experiences, beliefs, practices, institutions, and peoples in the U.S.

RLST 2668 American Catholic History 3 Credits

Attributes: ASRS American Studies: Religion, CARS Catholic Studies: Religious Studies, RSST Religious Studies Major Track

Prerequisite: One 1000-level religious studies course.

This course traces the development of American Catholicism from its origins through the extraordinary 19th century expansion to the point today at which 22% of U.S. citizens are Catholic. We will examine how Catholics fared before they had priests or sacramental ministry, how the early church developed in the age of Enlightenment Catholicism, what happened to transform the church during the years of European immigration, and how Catholics struggled for acceptance. We end by tracing the present day decline of cultural Catholicism, the assimilation of Catholics into mainstream American culture and the increasing Latinization of the church.

RLST 2669 Religion and the Civil Rights Movement 3 Credits

Attributes: BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, RSST Religious Studies Major Track

Prerequisite: One 1000-level religious studies course.

With a special emphasis on the public speeches and work of Martin Luther King, Jr., this course will consider the role black religious leaders, institutions, culture played in shaping the modern Civil Rights Movement of the 1950s and 60s.

RLST 2730 Islamic Theology 3 Credits

Attributes: IWHU Islamic World Studies: Humanities, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This course is a survey of major tenets of Muslim belief, points of difference, and schools of theological thought. We will explore important points of faith and investigate the debates that have emerged over the course of Islamic history. Special attention will be paid to the areas of doctrinal formulation, scholastic theology and mystical thought. Our primary readings will consist of both primary sources in translation and current secondary literature.

RLST 2750 Islamic Ethical and Legal Thought 3 Credits

Attributes: IWHU Islamic World Studies: Humanities, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This course examines the different ways that ethical and legal thought have been formulated and practiced within Islam. Students will gain a basic understanding of Islamic law and the legal schools associated with it. The nature of Muslim ethics will be explored in a number complementary and competing discourses including the law, Muslim philosophy, Sufism, theology, and political theory. Students will analyze pre-modern and modern case studies. Topics to be discussed include governance, war, sex, and biomedical ethics. Our readings will consist of primary sources in translation and current secondary literature.

RLST 2760 Islam in America 3 Credits

Attributes: ASRS American Studies: Religion, ASUP American Studies Upper Level, DEIE Diversity, Equality, and Inclusion Elective, IWHU Islamic World Studies: Humanities, RSST Religious Studies Major Track

Prerequisite: One 1000-level religious studies course.

This course is a survey of Muslim life and religious movements connected to Islam in North America. The course traces the history of Islam on the continent from the Atlantic slave trade to the post-9/11 era. We will investigate the many ways in which Islam, as both a religion and idea, has appeared on the American horizon and in the American imagination. The historic diversity of Muslim communities on the continent will be explored through their respective beliefs, cultures, and sense of identity. Special attention will be paid to the African-American and Immigrant Muslim communities.

RLST 2795 Islam, Race, Power 3 Credits

Attributes: DEIE Diversity, Equality, and Inclusion Elective, IWHU Islamic World Studies: Humanities

Prerequisite: One 1000-level religious studies course.

Students will undertake a critical investigation of race and ethnicity within Islam from the classical period to the present. The course examines how different Muslims approached the concepts as well as how those concepts were applied to or imposed upon particular Muslim communities. The historical experience of Black Muslims serves as a recurring case study. Moreover, the relationship of race to power is also a central analytical theme. Topics to be discussed include the construction of race, slavery and its abolition, the Black American Muslim experience, and Muslim theologies of liberation and resistance. This course is research and writing intensive.

RLST 2880 Hinduism**3 Credits****Attributes:** ANMC Asian Studies Elective, INEL International Studies Elective, RSST Religious Studies Major Track**Prerequisite:** One 1000-level religious studies course.

This course introduces the seminal texts, concepts, and images of the major religious tradition of India. Topics include Vedic ritualism; Upanishadic mysticism; yoga meditation; the Bhagavad Gita; the caste system; Vedanta philosophy; the cults of Rama, Krishna, Shiva, and the Goddess; and Gandhi's philosophy of non-violent action. The course views Hinduism as a historical phenomenon, a formative influence on Indian culture and society, and a response to the human condition.

RLST 2883 Buddhist Spirituality**3 Credits****Attributes:** ANMC Asian Studies Elective, INEL International Studies Elective**Prerequisite:** One 1000-level religious studies course.

The course explores the cultivation of meditation and spirituality in the Buddhist tradition, its embodiment in seminal figures in India, China, Japan, and Tibet, and their individual expressions of contemplation and spiritual experience. The association of these Buddhist saints with value systems, specific sites, and sacred activities is examined, especially as the relationships between these persons and their activity in the world reflect their religious path. Particular emphasis is placed on the questions of religious inspiration and creativity, and the manner that these are formed in the process of training in contemplation.

RLST 2886 Buddhism in the United States**3 Credits****Attributes:** ANMC Asian Studies Elective, RSST Religious Studies Major Track**Prerequisite:** One 1000-level religious studies course.

This course will explore the history, sources, and forms of Buddhism that have prospered in the United States since the mid 19th century, with the emigration of Chinese to California. Subsequent developments will also be examined: Pure land, beat zen, hippie Buddhism, Tibetan Buddhism, and emigrant communities from Japan, China, and Southeast Asia among others. The "two communities" model (impoverished emigrant vs. wealthy convert Buddhism) will be explored. Visits to Buddhist centers in the Northeast will be part of the program, and if possible, visits from Buddhist representatives to the class. Film, literature, and other media will inform the course as well.

RLST 2889 Tantrism**3 Credits****Attributes:** ANMC Asian Studies Elective, INEL International Studies Elective, RSST Religious Studies Major Track**Prerequisite:** One 1000-level religious studies course.

The course covers the medieval formation of tantrism, a pan-Indian approach to religion that was to develop separate but related subcultures in Buddhism, Hinduism, and Jainism. With its ability to sacralize formulations of power and sexuality, it went on to become the most widely spread form of Buddhism, with premodern forms found in Tibet, China, Japan, and Eastern Europe. Recent expressions have been found all over the world. The course examines questions of tantrism's medieval origins, its espousal of antinomian conduct, its geographical spread, attempts at its domestication, and its recent developments in India and abroad.

RLST 2900 Special Topics (Shell)**3 Credits****Attributes:** RSST Religious Studies Major Track, RSTH Religious Studies Theology Track**Prerequisite:** One 1000-level religious studies course.

Students and faculty in this course will engage in an in-depth exploration of a significant topic in the field of Religious Studies. The content will vary in successive offerings of this course, depending on the professor. The course may be repeated with the consent of the professor.

RLST 3990 Independent Study**1-3 Credits****Prerequisite:** One 1000-level religious studies course.

Students, in consultation with a department director, define their course of study.

Faculty

Professors

Nguyen
Slotemaker, *chair*

Associate Professors

Dallavalle
Schmidt
Willsky-Ciollo

Assistant Professors

Espiritu
Grimes
Holman
McLaughlin
Williams

Associate Professor of the Practice

Hardy

Assistant Professor of the Practice

Harper

Lecturers

Athais-Robles
Bajwa
Cintron
Defeo
Gaines
Glassman
Jones
McCulley
Merritt
Murchie
O'Brien
Prosnit
Ranstrom
Roy

Faculty Emeriti

Benney
Davidson
Dreyer
Humphrey
Lakeland
Thiel
Umansky

Religion in America Minor

For a 15-credit minor in Religion in America, students complete the following:

Code	Title	Credits
Select two Tier I courses from the following:		6
RLST 1601	Religion in the United States	
RLST 2113	Jews and Judaism in America	
RLST 2662	Afro-Caribbean and African American Religions: Shout, O Children!	
RLST 2760	Islam in America	
or RLST 2886	Buddhism in the United States	
Select two Tier II courses from the following:		6
HIST 3346	Saints, Sinners, and Sisters: Women and Religion in American History	
RLST 1667	Mormonism: An American Church	
RLST 2649	American Catholic Theologians	
RLST 2660	I'm Spiritual, Not Religious: The American Spiritual Tradition	
RLST 2663	New Religious Movements in America	
RLST 2665	Religion and Medicine in the United States	
RLST 3990	Independent Study	3
Total Credits		15

Courses taken in fulfillment of the core requirement in Religious Studies may be counted toward the minor.

Religious Studies Major

Learning Outcomes

Graduating Religious Studies majors should be able to:

1. Demonstrate knowledge of the beliefs, practices, and texts of more than one major religious tradition.
2. Understand the diversity and complexity of religious traditions flourishing today.
3. Comprehend the various ways religious beliefs and practices change in distinct temporal and geographical settings.
4. Critically analyze significant questions and problems through the careful study of religious intellectual traditions.
5. Develop scholarly skills to conduct sophisticated research within the discipline.

Requirements

For a 30-credit major in Religious Studies, students complete the following:

Code	Title	Credits
Select 10 courses in Religious Studies, including:		30
At least two courses at the 1000 level		
At least five courses at the 2000 or 3000 level		
RLST 2099	Religious Studies Seminar	

or RLST 3990	Independent Study
Total Credits	30

Courses taken in fulfillment of the core requirement in Religious Studies are counted toward the major.

Pathways

In consultation with their major advisor, students will designate a "pathway" through the major by choosing one of the following:

Religious Studies

To complete the Religious Studies Pathway, students select six courses from the following:

Code	Title	Credits
RLST 1001	Religion and the Critical Mind	3
RLST 1002	Common Questions, Traditional Response	3
RLST 1003	Religion in a Comparative Key	3
RLST 1004	Peoples of the Book, Sacred Texts, and Their Communities	3
RLST 1101	Introduction to Judaism	3
RLST 1111	History of the Jewish Experience	3
RLST 1201	Hebrew Bible/Old Testament	3
RLST 1203	Life of Jesus	3
RLST 1211	Introduction to the New Testament	3
RLST 1402	Introduction to Catholicism	3
RLST 1601	Religion in the United States	3
RLST 1667	Mormonism: An American Church	3
RLST 1801	Asian Religions	3
RLST 1802	Buddhism	3
RLST 2113	Jews and Judaism in America	3
RLST 2115	Women in Judaism	3
RLST 2118	Faith After the Holocaust	3
RLST 2205	Women in the Bible	3
RLST 2207	Prophetic and Apocalyptic Voices	3
RLST 2220	Writings of Paul	3
RLST 2221	Good News of the Gospels	3
RLST 2222	Writings of John	3
RLST 2430	Eastern Christianity: Europe, Africa, and Asia	3
RLST 2440	The Medieval Church	3
RLST 2445	The Reformation Era	3
RLST 2660	I'm Spiritual, Not Religious: The American Spiritual Tradition	3
RLST 2662	Afro-Caribbean and African American Religions: Shout, O Children!	3
RLST 2663	New Religious Movements in America	3
RLST 2665	Religion and Medicine in the United States	3
RLST 2668	American Catholic History	3
RLST 2760	Islam in America	3
RLST 2880	Hinduism	3
RLST 2886	Buddhism in the United States	3
RLST 2889	Tantrism	3

RLST 2900	Special Topics (Shell)	3
RLST 3990	Independent Study	1-3

Theology

To complete the Theology Pathway, students select six courses from the following:

Code	Title	Credits
RLST 1203	Life of Jesus	3
RLST 1211	Introduction to the New Testament	3
RLST 1501	Introduction to Christian Ethics	3
RLST 1701	Introduction to Islam	3
RLST 2118	Faith After the Holocaust	3
RLST 2120	Modern Jewish Theology	3
RLST 2209	Jewish Interpretations of Scriptures	3
RLST 2331	The Problem of God	3
RLST 2335	Liberation Theology	3
RLST 2336	Catholicism and Gender	3
RLST 2338	Evil	3
RLST 2339	Last Things: Catholic Belief in Life After Death	3
RLST 2428	Early Christianity	3
RLST 2430	Eastern Christianity: Europe, Africa, and Asia	3
RLST 2441	Encountering God in Medieval Christian Thought	3
RLST 2443	The Papacy	3
RLST 2445	The Reformation Era	3
RLST 2448	Faith and Reason: The Catholic Intellectual Tradition	3
RLST 2544	Finding God in All Things	3
RLST 2550	Catholic 2.0: Faith and Practice	3
RLST 2552	Contemporary Moral Problems	3
RLST 2555	Catholic Social Teaching	3
RLST 2557	Christian Spirituality	3
RLST 2558	The Classic: Truth in Religion and the Arts	3
RLST 2660	I'm Spiritual, Not Religious: The American Spiritual Tradition	3
RLST 2649	American Catholic Theologians	3
RLST 2730	Islamic Theology	3
RLST 2750	Islamic Ethical and Legal Thought	3
RLST 2795	Islam, Race, Power	3
RLST 2900	Special Topics (Shell)	3
RLST 3990	Independent Study	1-3

3. Comprehend the various ways religious beliefs and practices change in distinct temporal and geographical settings.
4. Critically analyze significant questions and problems through the careful study of religious intellectual traditions.

Requirements

For a 15-credit minor in Religious Studies, students complete the following:

Code	Title	Credits
Select 1-3 courses at the 1000 level		3-9
Select at least two courses at the 2000 or 3000 level		6-12
Total Credits		15

Courses taken in fulfillment of the core requirement in Religious Studies may be counted toward the minor.

Russian, East European, and Central Asian Studies

The end of the Cold War, along with the collapse of the Soviet Union and communist regimes in Eastern Europe, offers a unique opportunity to take a fresh look at an old field: Russian and East European area studies. Formerly caught within the framework of the Cold War, new societies are emerging, struggling to come to grips with their pasts and forging their own unique futures.

The Russian, East European, and Central Asian studies minor, an interdisciplinary program developed jointly by the College of Arts and Sciences and the Charles F. Dolan School of Business, offers students an opportunity, from a base major either in international studies or one of the disciplines, to develop a focus on this dynamic area of the world.

Programs

- Russian, East European, and Central Asian Studies Minor

Courses

RECS 3980 Internship 3 Credits

Candidates work a minimum of eight hours per week during the semester either for the Russian, East European, and Central Asian Studies Program director, helping with publicity, coordination, and public events, or for an organization or business in the area doing work in Russia, Eastern Europe, or Central Asia. Under the direction of a faculty member in Russian, East European, and Central Asian Studies, interns regularly report on their work and write an evaluation of the experience at the end of the summer. The internship is available only to juniors and seniors seeking a minor in Russian, East European, and Central Asian Studies.

Religious Studies Minor

Learning Outcomes

Graduating Religious Studies minors should be able to:

1. Demonstrate knowledge of the beliefs, practices, and texts of more than one major religious tradition.
2. Understand the diversity and complexity of religious traditions flourishing today.

RECS 4999 Capstone Seminar: Current Topics in Russia, Eastern Europe, and Central Asia **3 Credits**

Prerequisite: Junior standing.

This interdisciplinary seminar, team-taught by faculty members from different disciplines or available as an independent project, focuses on current and changing developments in Russia, Eastern Europe, or Central Asia and covers culture, politics, business, and economics, enabling students to integrate their different disciplines in a case-study format. The course includes oral and written assignments in addition to a special seminar project, designed by students in close consultation with instructors.

Faculty

Director

McFadden (History)

Steering Committee

- Bowen (English)
- Garvey (English)
- Nantz (Economics)
- Rose (Visual and Performing Arts)
- Syssoeva (Modern Languages and Literatures)

Affiliated Faculty

- Eliasoph, P. (Art History)
- Grossman (Visual and Performing Arts), Emeritus
- Pearson (English)

Russian, East European, and Central Asian Studies Minor

To earn a 15-credit Russian, East European, and Central Asian studies minor, students complete the following:

Code	Title	Credits
Select four courses in Russian, East European, and Central Asian Studies ¹		12
RECS 4999	Capstone Seminar: Current Topics in Russia, Eastern Europe, and Central Asia ²	3
Total Credits		15

¹ Three of these courses, from a range of seven disciplines, must be exclusively or substantially concerned with Russia and/or Eastern Europe. Two may have a component concerned with Russia, Eastern Europe, or Central Asia. At least three different disciplines must be represented.

² RECS 4999 is required of all minors in their junior or senior year. This seminar is either team-taught by a rotating group of faculty from several disciplines, or is an independent project with a faculty advisor.

Independent study and internships are encouraged, and can be substituted for any course with the approval of appropriate faculty and the program director. Students are also encouraged to apply for a junior semester or year abroad in Russia, Central or Eastern Europe, or Central Asia from a wide range of affiliated programs, including American Councils (St. Petersburg), the Consortium on International Educational Exchange (Prague, Budapest, St. Petersburg, Yaroslavl), and

Fairfield's own programs at St. Petersburg's Herzen University, the St. Petersburg State University of Economics and Finance, Pomor University (Arkangelsk), Cherepovets State University (Cherepovets), Immanuel Kant University (Kaliningrad), Kazakhstan, or Kyrgyzstan.

Russian, East European, and Central Asian Studies Electives

Code	Title	Credits
AHST 1191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems & Outcomes	3
AHST 2222	Byzantine Art	3
ECON 3230	Comparative Economic Systems	3
ENGL 1320	20th Century Russian Fiction	3
HIST 2271	Introduction to Russian History, Culture, and Civilization	3
HIST 2272	Russia, 700-1700: History and Myth	3
HIST 2273	History and Culture of Central and Eastern Europe Since 1945	3
HIST 2275	Russia's Road to Revolution	3
HIST 2276	St. Petersburg in Russian History	3
HIST 2284	20th Century Russia	3
HIST 3356	History of the Cold War	3
HIST 3385	Comparative Russian Revolutions	3
POLI 2251	Islam and Muslim Politics	3
RLST 2430	Eastern Christianity: Europe, Africa, and Asia	3
RUSN 1110	Elementary Russian I	3
RUSN 1111	Elementary Russian II	3
RUSN 2210	Intermediate Russian I	3
RUSN 2211	Intermediate Russian II	3

Sociology and Anthropology

The Sociology and Anthropology Department at Fairfield University challenges students to critically examine the social and cultural dimensions of the modern world. The program integrates quantitative and qualitative approaches to understand and engage major social problems faced by societies, our own and others.

Sociology is the scientific study of human society and social behavior. It seeks to understand why individuals form groups and how membership in groups influences a person's behavior. Why do human beings live in families? Why do the rich act, and even think, differently from the poor? What makes some people break social rules and others obey them? What holds societies together? Why do they sometimes break apart? Why do all societies change over time? These are questions that sociologists ponder.

Anthropology asks similar questions, while emphasizing cross-cultural, interdisciplinary and longer-term perspectives. The discipline includes four subfields: biological anthropology, archaeology, linguistics, and cultural anthropology. This integrative and comparative approach highlights patterns of similarity and difference among human groups and helps people understand their own practices and those of others in a broader cross-cultural and historical context.

The department offers two majors and two minors. Students may choose the sociology major or the joint sociology-anthropology major. For minors, students pursue a sociology minor or an anthropology minor.

Sociology and anthropology students are supported by a committed faculty, dedicated to developing their knowledge of these disciplines. Sociology and sociology-anthropology majors at Fairfield University begin their study by taking several fundamental courses that provide them with an understanding of the basic concepts and methodologies of the field. Students build on this foundation by selecting from a wide variety of elective courses. The diversity and flexibility of the curriculum provides unique opportunities for majors and minors to work with faculty to clarify their career goals and build an excellent foundation for graduate school, or for finding careers in fields such as business, marketing and communication, criminal justice, social work, health services, and education.

Programs

- Anthropology Minor
- Sociology Major
- Sociology Minor
- Sociology and Anthropology Major

Student Learning Outcomes

1. Students should be able to support an argument using data.
2. Students should be able to compare two different debates or theoretical perspectives on a given phenomenon:
 - 1) involving human beings and their societies OR
 - 2) their biological and/or socio-cultural evolution.
3. Students should be able to critically analyze social identities, cultural values, power and/or privilege.

Courses

Anthropology

ANTH 1100 Introduction to Four-Field Anthropology **3 Credits**

Attributes: MSID Magis Core: Interdisciplinary

Who are we, where do we come? Why is life unfair, and why do intolerance, poverty and inequality persist? Anthropologists hold no monopoly on truth or explanation, but they do employ a wide range of methods to explore what it means to be human. In this introductory anthropology course we survey the four sub-fields that comprise this multi-disciplinary science: biological anthropology, archaeology, sociocultural anthropology, and linguistics. Over the course of the semester, we will explore what anthropology and its sub-fields contribute to our understanding of ourselves, our histories, and our world.

ANTH 1110 Cultural Anthropology **3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective

Why is there such variety in the way people live, dress, speak, eat, love and fight? This course explores the shared patterns of thought, behavior, and feelings - that is, the cultures - of a number of peoples and presents explanations for the forms they take and the differences between them. The course helps students develop a new perspective on the values and institutions of Western culture.

ANTH 1115 Cultures of Africa **3 Credits**

Attributes: BSFC Black Studies Focus Course, BSSS Black Studies: Social and Behavioral Sciences, INEL International Studies Elective

This course explores the wealth of cultural traditions and histories from Africa. It begins with an abridged review of African history from the dawn of humankind to 21st century challenges and achievements. Then the focus shifts to regional case studies through African literature, film, and music. For the final segment of the class, students conduct and present original research on the cultural dynamics of critical issues facing contemporary Africans. Students learn and practice research methods in African Studies and anthropology.

ANTH 1116 Introduction to Latinx-U.S. Immigration **3 Credits**

Attributes: INEL International Studies Elective, LCEL LACS Minor: Elective

This course is an introduction to key themes in the study of Latin American/Latinx im/migration to the U.S. The course uses interdisciplinary resources drawn from anthropology, sociology, history, political science, and ethnic studies to address the history and demographics of Latinx im/migration to the U.S., the relationship between race/class/gender intersectionality and Latinx immigration, immigrant social and economic incorporation, and the impact of immigration policy on Latinx im/migrant experiences. Students will hear from guest speakers from local immigrant-serving organizations, follow emerging trends in Latinx-U.S. immigration, and develop the skills to separate fact from fiction in immigration-focused media and discourse.

ANTH 1120 Islamic Societies and Cultures **3 Credits**

Attributes: INEL International Studies Elective, IWSS Islamic World Studies: Social Sciences

This is an anthropological inquiry into a number of Muslim societies. This course investigates the cultural, ethnic, and linguistic diversity within Muslim societies, while seeking to understand what they have in common with each other and with their non-Muslim neighbors.

ANTH 1125 Sex, Gender, and Sexual Orientation **3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Through a comparison of selected Asian, Middle Eastern, African, and Native American societies, this course explores the ways that culture can mold the biological facts of sexual difference into socially accepted behavior, creating two, and sometimes more, genders. Topics include the allocation of work, power, and prestige between men and women, the belief systems that legitimate gender roles, and some possible causes for the wide variation that exists among cultures.

ANTH 1200 Biological Anthropology **3 Credits**

The study of natural selection, primate evolution, and living primate societies provides a baseline from which to study the evolution of the human species. The course also traces human cultural and social development from the foraging bands of the first humans to the civilizations that appeared at the dawn of written history. Students also examine physical variation among living populations. This course meets the core natural science requirement and not the social science requirement.

ANTH 1201 Introduction to Evolution of Human Health 3 Credits**Attributes:** MSID Magis Core: Interdisciplinary

Have you ever wondered about the increasing prevalence of diseases like diabetes and cancer, the challenges of human birth, or the reasons behind aging? This course investigates our evolutionary history to explain current health trends. Students will learn how genetics, culture, environment, diet, physical activity, and historical interbreeding influence our well-being. We will also discuss hygiene, medicine, vaccines, and the future risks of antibiotic resistance and gene editing. This course concludes by emphasizing the crucial role of science and medicine in our journey toward better health.

ANTH 1210 Biomedical Anthropology 3 Credits**Attributes:** HSST Health Studies: Science and Technology

This seminar-style class explores biological anthropology to examine the dynamic relationship between health, biology, and culture. Across cultures, geography, and time, we uncover the underlying processes that inhibit or enhance human health. From the biology of stress to the eradication of tuberculosis and Ebola, we'll see biological anthropology's invaluable contributions to modern medicine, public health, and global health management. Students will learn theoretical and applied approaches to understand the evolution and ecology of disease; human development and metabolism; and sexuality and gender; as well as health policy and medical practice (in terms of cultural universals, differences, and disparities). This course meets the core natural science requirement and not the social science requirement.

ANTH 1500 Anthropology of Happiness 3 Credits**Attributes:** MSID Magis Core: Interdisciplinary

This course will explore the biological, behavioral, and cultural dimensions of happiness through the interdisciplinary lens of four-field anthropology. We begin with linguistics and archaeology, and we integrate philosophy, religious studies, visual arts, and poetry to define happiness and to explore the roots and evolution of happiness into the 21st century. In unit two, we shift to biological and cultural anthropology, along with neurology, chemistry, and psychology to examine the myriad ways humans pursue and experience happiness across the world. We conclude with a final unit in which we apply our interdisciplinary knowledge to complete several short happiness projects.

ANTH 1510 Anthropology of Food 3 Credits

The way humans make and consume food shapes our lives and transforms our world. From our hunter-gatherer past to your family's most recent holiday dinner, in this course we explore the relationship between food, society, and our environment. Through cross-cultural, historical, and ecological studies, the anthropology of food reveals fascinating patterns of cooperation, inequality, and human diversity. The class is divided into three parts: making food (food production), eating food (food consumption), and being food (relationship between food and identity). Our semester includes three feast days and an off-campus field trip.

ANTH 1900 Special Topics (Shell) 3 Credits

Special topics in anthropology provide an opportunity for students and faculty to explore compelling themes that are not covered in the department's regular course rotation and curriculum.

ANTH 2010 Culture and Political Economy 3 Credits**Attributes:** DEIE Diversity, Equality, and Inclusion Elective, MWAC Magis Core: Writing Across Curriculum

This course examines the ways in which global political economic dynamics impact local cultures. Students will begin with classic texts in social theory, examine how this theory informs contemporary debates, and look to small-scale societies in the Global South for an intimate, ethnographic perspective of our global era. Crosslisted with INST 1052.

ANTH 2015 Refugees and Culture 3 Credits**Attributes:** DEIE Diversity, Equality, and Inclusion Elective, HACA Humanitarian Action Minor Context Course, INEL International Studies Elective, PJST Peace and Justice Studies

This course provides students with an overview of refugee movements with a focus on cultural encounters across the world. Students will focus on the social integration and identity adjustments of refugees in their host communities and/or country. The course will also allow students to learn about cultural adjustments of both refugees and host communities whether it is in the United States, Europe, Middle East, or Africa. Students will explore how features of the specific societies serve to inhibit or augment cultural adjustments and meet the new needs and realities of populations in movement.

ANTH 2016 Anthropology of Humanitarianism 3 Credits**Attributes:** HACA Humanitarian Action Minor Context Course, HAFD Humanitarian Action Foundation Course, HASM Humanitarian Action Minor Skills/Method Course

Are cultural categories such as race, ethnicity, origin, gender, class, etc., influencing the way people reflect, design, and implement humanitarian actions in today's world? This course explores the relevance of anthropological perspectives for international humanitarian action. It will deal with key topics such as forced migration and methodological challenges of studying conflict and crisis, the discipline's historical engagement with emergencies and human suffering, and the contemporary legalization and financialization of the humanitarian field, and finally, the changing humanitarian-development-security nexus. The course will critically examine how recipients, practitioners, decision-makers, and donors interact with the discourses, institutions, and rules of humanitarianism.

ANTH 2025 Philosophy and Economic Anthropology 3 Credits**Attributes:** DEIE Diversity, Equality, and Inclusion Elective, PMMP Philosophy Major: Major Philosopher

This course examines the economy from philosophical and anthropological perspectives. We will investigate why people produce and exchange things, why they seek to amass things in some circumstances and give them away in others, and how our modern understandings of value, debt, and rationality emerged.

ANTH 2100 Culture and Inequality 3 Credits**Attributes:** DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, PJST Peace and Justice Studies

This course focuses on the concepts of "culture" and "inequality," two terms employed to deal with "difference" in a range of intriguingly different and morally charged ways. The course explores recent work in anthropology, economics, and sociology using culture and/or inequality as a lens through which to view various issues in contemporary social theory. In the process, students work to discover what kind of lens culture and/or inequality provides, how our implicit understandings of these ideas shape how we think about the world, and how we might better use such ideas to do our thinking.

ANTH 3600 Anthropological Research Methods**3 Credits**

Attributes: HASM Humanitarian Action Minor Skills/Method Course, INEL International Studies Elective

How does anthropological field research help us understand our lives, our communities, and our world? How might anthropological research methods help you explore and pursue your own passions or professional ambitions? In this course students conduct original anthropological field research, write an original journal article manuscript, and they develop an online portfolio to share results and conclusions beyond our classroom. Over the course of our semester, students learn and practice techniques for designing, proposing, conducting, analyzing, and sharing anthropological field research. The class is divided into four sections: Developing Your Research Question, Your Anthropology Toolkit, Anthropological Analysis and Writing, and a final Research Symposium.

ANTH 3700 Grant Writing for the Social Sciences**3 Credits**

Attributes: EVAP Environmental Studies: Applied Professional Skills, HASM Humanitarian Action Minor Skills/Method Course, INEL International Studies Elective, PAWR Public Administration Grant and Proposal Writing

This course will introduce students to the practicalities of international research, with particular emphasis on qualitative social science methods and the eventual aim of producing a viable grant proposal. The course will be taught from an anthropological perspective, but the skills developed should be broadly applicable to the social sciences and humanities.

ANTH 3710 Theory and Practice in Anthropology**3 Credits**

This course focuses on the production of ethnographic knowledge, a form of intellectual inquiry at once art and science, evocation and explication. Emerging in the 20th century as the preeminent form of anthropological expression, ethnographies are one of the few scholarly means of understanding other cultures and societies in meaningful depth. At the same time, ethnographies reveal as much about the disciplines and societies in which they are produced as they do about distant "others."

ANTH 4990 Independent Study**1-3 Credits**

Independent study experiences provide intellectually curious students with opportunities to take the reins of their education and delve deeply into the ideas and subjects that truly inspire them. Upon request and by agreement of an individual professor in the department, students undertake a one-semester independent study on a defined research topic in anthropology.

Sociology

SOCI 1100 Introduction to Sociology**3 Credits**

This introduction to sociology provides students with a sense of sociology's orientation; its particular way of looking at human behavior in the context of people's interaction with each other. The course emphasizes the kinds of questions sociology asks, the methods it uses to search for answers, and how it applies the answers to problems of people's everyday lives and issues of social policy.

SOCI 1110 American Society**3 Credits**

Attributes: ASGW American Studies: Gateway, ASSO American Studies: Sociology

This course analyzes the dominant ideology and values that have shaped American culture, namely the Protestant ethic, and how and why these values are changing. The course also analyzes major institutional trends that have transformed and continue to transform America and the modern world: bureaucratization, industrialization, urbanization, the rise of the business corporation, science, and technology, and the effects of these institutions in producing new personality types, mass society, and rapid social change. The course provides a macro-sociological framework.

SOCI 1115 Sociology of the Family**3 Credits**

Attributes: ASSO American Studies: Sociology, WSGC Women, Gender, and Sexuality Studies: Gender Component

The family is a basic social institution of all societies. This course, which examines family systems as they exist in other cultures and in times past, focuses on understanding the contemporary American family system. Students consider American patterns of dating, mate selection, sexual behavior, marriage, parenting, and aging, as well as alternative life styles and family instability.

SOCI 1120 Sociology of Sexuality**3 Credits**

Attributes: ASSO American Studies: Sociology, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course explores the social construction of human sexual behavior, examining the influence of social institutions on sexuality, social responses to variations in behaviors, and the organization of sexual identities.

SOCI 1125 Sociology of Religion**3 Credits**

Attributes: ASSO American Studies: Sociology

This course offers a combined theoretical and empirical treatment of the sociology of religion, the character of religious institutions, the relations of religious institutions with other institutions in society, and the internal social structure of religious institutions. It gives particular attention to the process of secularization in the modern world and the crisis this poses for traditional religion.

SOCI 1130 Feminism, Gender, and Everyday Life**3 Credits**

Attributes: ASGW American Studies: Gateway, ASSO American Studies: Sociology, DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course provides an introduction to the study of gender through a feminist lens. The central themes of the course are the changes and continuities of gender roles within the United States, the social processes that influence our gender identities, and the connections between gender, power, and inequality. The course addresses the ways in which the media, popular culture, work, and schools have been pivotal sites for the creation and maintenance of gender performances, and explores sites of resistance in art and activism. The course pays special attention to the ways in which race, class, and sexualities intersect processes of gender relations and social change.

SOCI 1135 Race, Gender, and Ethnic Relations**3 Credits**

Attributes: ASGW American Studies: Gateway, ASSO American Studies: Sociology, BSFC Black Studies Focus Course, BSSS Black Studies: Social and Behavioral Sciences, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, PJST Peace and Justice Studies, SPEL Sports Media Elective, WSGC Women, Gender, and Sexuality Studies: Gender Component

This course analyses sociological and social psychological dimensions of race relations, ethnic interaction, and the changing role and status of women. It focuses on the American scene but also examines problems of women and minorities in other parts of the world and their importance for world politics. It also considers what sociologists and social psychologists have learned about improving dominant/minority relations.

SOCI 1140 Urban/Suburban Sociology: NYC**3 Credits**

Attributes: ASSO American Studies: Sociology, BSCC Black Studies Component Course, BSSS Black Studies: Social and Behavioral Sciences, PACG Public Administration City Government

This course explores the nature of the city and growth of metropolitan regions in the contemporary world; the ecological approach and the use of demographic data in the analysis of modern urban communities; social organization of metropolitan regions and the emergence of urban-suburban conflict; big-city politics, community control, and regional government as dimensions of organization and disorganization in city life; and city planning and urban development at local and national levels as efforts to solve the urban crisis.

SOCI 1145 Globalization**3 Credits**

Attributes: ASSO American Studies: Sociology, INEL International Studies Elective

The single most powerful force transforming the world in which we live is the accelerating process of globalization. Information from the Internet, ideas, technology, products, services (and even people, the slowest to move) are all moving within and across national boundaries every hour of every day. As Joseph Stiglitz, former chief economist for the World Bank, puts it, "Globalization is like a giant wave that can either capsize nations or carry them forward on its crest." The goal of this course is to begin to understand the complex causes and effects of globalization. What's driving it and what kind of future is it likely to bring?

SOCI 1150 Introduction to International Migration**3 Credits**

Attributes: BSCC Black Studies Component Course, BSSS Black Studies: Social and Behavioral Sciences, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, HACA Humanitarian Action Minor Context Course, INEL International Studies Elective, LCEL LACS Minor: Elective

This course examines the causes, processes, and concerns of international migration, which are explored through the use of case studies that include a wide range of countries from different world regions. These case studies include international migrants, such as refugees, labor migrants, and undocumented migrants. In addition to studying the migrants and the reasons for their international movement, participants have the opportunity to discuss opposing perspectives on the immigration policies of developed countries.

SOCI 1155 Sociology of Europe**3 Credits**

Attributes: INEL International Studies Elective, MSID Magis Core: Interdisciplinary

This course introduces the basic political, economic, and sociological elements of contemporary Europe. It begins with an overview of historical events that have shaped the region. While examining the region as a whole, this course also emphasizes the political, socioeconomic and more recent cultural diversity that characterizes the European continent. Topics include political developments and regional integration such as the creation of the European Union, geopolitical dilemmas, popular culture, migration, social change, public policies, inequality, and secularization. A comparative macro-sociological framework will be used to discuss differences and similarities with contemporary American society.

SOCI 1165 Social Change in Developing Nations**3 Credits**

Attributes: INEL International Studies Elective, LCEL LACS Minor: Elective

This course examines the major societal changes occurring in developing countries, seeking answers to two basic questions: To what extent are the current modernization efforts of Third World nations comparable to the earlier experience of the United States and Western Europe? How do existing inequalities and dependencies between developed countries and Third World nations affect their chances of modernizing? Students complete a semester-long web-based study of a particular country.

SOCI 1900 Special Topics (Shell)**3 Credits**

Special topics in sociology provide an opportunity for students and faculty to explore compelling themes that are not covered in the department's regular course rotation and curriculum.

SOCI 2100 American Class Structure**3 Credits**

Attributes: ASGW American Studies: Gateway, ASSO American Studies: Sociology, EDCG Educational Studies Cognate, PJST Peace and Justice Studies

This course examines the roots and structure of class in the United States and the consequences of this hierarchical arrangement on everyday life. It focuses primarily on social class; however, the dynamics and consequences of social class cannot be fully understood without addressing the complex interconnections between class, race, and gender. Graduate equivalent: SOCI 5100.

SOCI 2110 Race, Cities, and Poverty**3 Credits**

Attributes: ASSO American Studies: Sociology, BSFC Black Studies Focus Course, BSSS Black Studies: Social and Behavioral Sciences, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, PACG Public Administration City Government, PJST Peace and Justice Studies

The geography of cities is in constant flux. People move in and out, businesses open and close, city government institutes social policy in response to existing changes in different communities. Many of the changes in cities have been influenced by racial-ethnic and economic dynamics. In this course we will examine the ways race has shaped our perceptions of and responses to community. Why are urban areas "racialized"? Why does talk of the underclass imply Black Americans and Latinos? We will focus primarily on Black Americans, but will also consider white ethnic groups and other ethnic groups in discussion. In our examinations we will focus on case studies of urbanization and race such as post-Katrina New Orleans, southern migration to Chicago, and Bridgeport. Graduate equivalent: SOCI 5110.

SOCI 2115 Women: Work and Sport**3 Credits**

Attributes: ASSO American Studies: Sociology, PJST Peace and Justice Studies, SPEL Sports Media Elective, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Sex and gender stratification exists in most areas of everyday life throughout American society. This course concentrates on women in the workplace and in sport. It analyzes women's occupational status and the accompanying roles from the colonial period to the present from a variety of theoretical perspectives. Since sport is a microcosm of society, the course treats the perceptions and experiences of female athletes in 20th-century America as a mirror of the inequality within the larger world.

SOCI 2120 Population: Birth, Death, and Migration**3 Credits**

Attributes: HSSS Health Studies: Social Science

Demography, the study of population, is the basis of this course. It examines the causes and consequences of population change. The course addresses global population problems and those faced by the United States. Students analyze real demographic data during weekly demographic techniques sessions.

SOCI 2125 Digital Sociology**3 Credits**

Since the turn of the 21st century, human societies around the world have increasingly integrated digital technologies. In many ways, from how we date to how we discuss politics, our lives have become digitally mediated. We understand ourselves, each other, and the institutions we interact with through this mediation, resulting in changes to existing patterns and the creation of new ones. In this course, we will study some of these changes, focusing on the political economy, information flows and social movements, placing them in the context of power, inequality and technology.

SOCI 2130 Role of Money and Accounting in Society**3 Credits**

This course will focus on social, economic, and political issues of importance related to the role of money and finance in the world and the US in particular, identify and explain major national social changes and their impact on the role of money and finance, and provide students with an interdisciplinary framework to the subject matter, balancing theoretical sociological perspectives with practical examples and best practices implemented by accountants. Knowledge about money and finance will be linked to contemporary social problems in order to obtain a broader understanding of the multiple causes and effects of long-term inequality. Crosslisted with ACCT 2250.

SOCI 2135 Race in the Americas**3 Credits**

Attributes: BSFC Black Studies Focus Course, BSHI Black Studies: History, BSSS Black Studies: Social and Behavioral Sciences, DEIE Diversity, Equality, and Inclusion Elective, H_AF History After 1750, H_NW Non-Western History, H_US U.S. History, LCEL LACS Minor: Elective
Prerequisite: Sophomore standing.

This team-taught course explores the construction of race throughout the Americas. Course readings and assignments focus on Brazil, Dominican Republic, Mexico, Cuba, and Puerto Rico, among others. These places are emphasized as sharing overlapping concerns with the US, based on geography, common histories, and patterns of migration. We use an interdisciplinary approach integrating theory and research methods from history, sociology, politics, Latin American and Caribbean Studies, and Black Studies. We explore essential questions related to difference that all human societies have encountered over time. We deepen our understanding of why we categorize people, how we label them, and who decides. Crosslisted with HIST 2235.

SOCI 2200 Criminology**3 Credits**

Attributes: ASSO American Studies: Sociology, PACJ Public Administration Criminal Justice

This course examines crime rates and crime trends in the U.S. Theories of criminal behavior are critically analyzed. It also explores victimless crime, white collar crime, and organized crime. Societal responses to crime and criminals are addressed.

SOCI 2210 Sociology of Law**3 Credits**

Attributes: ASSO American Studies: Sociology, PACJ Public Administration Criminal Justice

Based in the relationship of law and society, this course explores the meaning of law, civil disobedience, and other challenges, and law as an agent of social change. It takes as its major theme legal equality versus social inequality and analyzes this theme in terms of discrimination against the poor, women, and various racial groups. Students discuss the role of lawyers, the police, and the courts in American society in the second half of the semester.

SOCI 2215 Death Penalty in America**3 Credits**

Attributes: ASSO American Studies: Sociology, DEIE Diversity, Equality, and Inclusion Elective, PACJ Public Administration Criminal Justice, PJST Peace and Justice Studies

This course is an in-depth analysis of capital punishment. The history of the death penalty and its contemporary status in the U.S. is explored. Public opinion and the decisions of the courts, prosecutors, and juries are addressed. Some of the questions raised include the following: Is the death penalty a deterrent? Is it racially biased? Does it victimize the poor? Are the innocent ever convicted and executed? What sociological factors influence clemency decisions? How is the U.S. position on the death penalty perceived by the international community?

SOCI 2220 Criminal Justice System Seminar**3 Credits**

Attributes: ASSO American Studies: Sociology, ASUP American Studies Upper Level, PACJ Public Administration Criminal Justice, PJST Peace and Justice Studies

This seminar explores in detail the workings and problems of the criminal justice system in the United States. In addition to investigating the sources of criminal behavior, the course focuses on the arraignment process, probation, the trial, sentencing, prison reform, and parole.

SOCI 2300 Sociology of Education**3 Credits**

Attributes: BSFC Black Studies Focus Course, BSSS Black Studies: Social and Behavioral Sciences, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate

This course introduces students to sociological perspectives on education. We will focus on the structure, practices, content, and outcomes of schooling in contemporary society. Throughout the semester, we address three fundamental questions. What are the primary goals of American education? Why are there systematic patterns of race, class, and gender inequality in education? How can we use the sociological lens to understand, contextualize, and alleviate educational problems in the real world? Drawing upon readings dealing primarily with American education, we discuss how educational experiences influence important life outcomes including lifetime earnings, health status, and interaction with the criminal justice system. Graduate equivalent: SOCI 5300.

SOCI 2310 Sociology of Hip-Hop Culture 3 Credits

Attributes: ASGW American Studies: Gateway, ASSO American Studies: Sociology, BSFC Black Studies Focus Course, BSSS Black Studies: Social and Behavioral Sciences, DEIE Diversity, Equality, and Inclusion Elective, WSGC Women, Gender, and Sexuality Studies: Gender Component
Prerequisites: SOCI 1100 or any sociological course.

This course delves into Hip-Hop culture's origins, evolution, and societal impact, moving beyond mere appreciation. Originating in the South Bronx but with Afrocentric global roots, Hip-Hop, created by marginalized Black and Latino youth, remains pivotal in cultural discourse. Through a sociological lens, we analyze its influence, covering topics like race, class, gender, capitalism, urban policies, the war on drugs, etc. Students engage critically, gaining insights into its historical and social contexts. This exploration offers a nuanced understanding of hip-hop's multifaceted nature, encouraging a deep analysis of its societal implications.

SOCI 2400 Social Work: An Introduction 3 Credits

Attributes: HSSS Health Studies: Social Science

This overview of the social work profession emphasizes the knowledge base, theories, values, and skills that underlie generalist social work practice with individuals, groups, families, and communities. Students consider a range of social problems and social policy concerns as well as the impact of these issues on diverse client populations. The course also conducts a related exploration of the role of the social worker in agency settings and the various fields of practice. Crosslisted with SWRK 2400.

SOCI 2410 History of Social Welfare 3 Credits

Attributes: ASSO American Studies: Sociology, HSSS Health Studies: Social Science, PJST Peace and Justice Studies
Prerequisite: Sophomore standing.

The course explores the development of the social work profession within the context of the evolution of social welfare in the United States, emphasizing the political, economic, social, and philosophical forces that have forged social welfare policy and helped shape the social work profession. Exploration of the importance of divisions in American society regarding social justice and issues of class, race, ethnicity, and gender provide a framework through which to view current controversies such as welfare reform and the feminization of poverty. Crosslisted with SWRK 2410.

SOCI 3600 Methods of Research Design 4 Credits

Attributes: ASSO American Studies: Sociology, EVAP Environmental Studies: Applied Professional Skills, PAPS Public Administration Research Methods/Data Analysis

This course examines the nature and function of scientific methods as applied to the field of sociology, emphasizing survey research design and secondary analysis of existing data. Student teams design and conduct research projects as part of the course assignments.

SOCI 3610 Statistics: Social and Political Data Analysis 4 Credits

Attributes: EVAP Environmental Studies: Applied Professional Skills, PAPS Public Administration Research Methods/Data Analysis

This course provides a basic introduction to the role of statistical analysis in understanding social and political data, with an emphasis on actual data analysis using the University's computer facilities. It uses an extensive social and political data archive including 2000 Census data, political polls, and national survey data for computer analysis.

SOCI 3700 Classical Social Theory 3 Credits

This course in sociological theory concentrates on the writings of Smith, Marx, Durkheim, and Weber, placing their theories in the context of the social, economic, political, and intellectual turmoil of the late 18th and early 19th centuries. The course includes a focus on the development of sociology as a discipline in the early 20th century and the enduring concerns of the perspective to analyze "modern" industrialized societies.

SOCI 3710 Contemporary Social Theory 3 Credits

This course focuses on contemporary American and European sociology and its development after 1945, examining critical social theory, structural functionalism, symbolic interactionism, ethnomethodology, feminism, world systems theory and post modernism. Contemporary application is a central concern in the course.

SOCI 4980 Field Work Placement 3 Credits

In this one- or two-semester internship program, students are placed in professional and service settings where they work under supervision and acquire experience in the area chosen for placement. In addition, they integrate their experiences with the intellectual foundation acquired in their academic courses. Open to senior majors only.

SOCI 4990 Independent Study 1-4 Credits

Upon the request and by agreement of an individual professor in the department, students undertake a one-semester independent study on a defined research topic or field.

Faculty

Professors

Crawford, *chair*
 Mielants

Associate Professors

Babo
 Brunn-Bevel
 Lacy
 Sawyer

Assistant Professors

Cansoy
 Forrest
 Rodrigues

Professor of the Practice

Delfino

Assistant Professor of the Practice

Cook

Lecturers

Aronsen
 Hebdon
 Quartey
 Raymond
 Thompson
 Trichur
 Wessler

Faculty Emeriti

Fay
 Hodgson
 Schlichting

Sociology and Anthropology Major

Requirements

For a 31-credit joint major in Sociology and Anthropology, students complete the following:

Code	Title	Credits
ANTH 1100	Introduction to Four-Field Anthropology	3
ANTH 3600	Anthropological Research Methods	3
ANTH 3710	Theory and Practice in Anthropology	3
SOCI 1100	Introduction to Sociology	3
SOCI 3600	Methods of Research Design	4
SOCI 3700	Classical Social Theory	3
Select four additional elective courses in Sociology and Anthropology ¹		12
Total Credits		31

¹ May include INTL 1052 Culture and Political Economy (Previously ANTH 2010)

Internships

Students may elect to take Field Work Placement for one or two semesters in their senior year in addition to fulfilling the basic requirements of their major. Our internship coordinator, Dr. Rose Rodrigues, works with students to identify compelling internship opportunities and to integrate the internship experience into the Sociology and Anthropology curriculum. Students initiate the process for an internship during the registration period prior to the desired internship semester.

Sociology and Anthropology Major with a Minor in Educational Studies

Students majoring in sociology and anthropology may also minor in educational studies. Please contact Dr. Rachelle Brunn-Bevel in the Department of Sociology and Anthropology for additional information for minoring in education as a sociology and anthropology major.

Sociology Major

Requirements

For a 32-credit major in Sociology, students complete the following:

Code	Title	Credits
SOCI 1100	Introduction to Sociology	3
SOCI 3600	Methods of Research Design	4
SOCI 3610	Statistics: Social and Political Data Analysis	4
SOCI 3700	Classical Social Theory	3
SOCI 3710	Contemporary Social Theory	3
Select five elective courses in Sociology and Anthropology ^{1,2}		15
Total Credits		32

¹ May include 3 credits (one course) in anthropology.

² May include INTL 1052 Culture and Political Economy (Previously ANTH 2010)

Internships

Students may elect to take Field Work Placement for one or two semesters in their senior year in addition to fulfilling the basic requirements of their major. Our internship coordinator, Dr. Rose Rodrigues works with students to identify compelling internship opportunities and to integrate the internship experience into the Sociology & Anthropology curriculum. Students initiate the process for an internship during the registration period prior to the desired internship semester.

Sociology Major with a Minor in Educational Studies

Students majoring in sociology may also minor in educational studies. Please contact Dr. Rachelle Brunn-Bevel in the Department of Sociology and Anthropology for additional information for minoring in education as a sociology major.

Sociology Minor

For a 15-16 credit minor in sociology, students complete the following:

Code	Title	Credits
Requirements		
SOCI 1100	Introduction to Sociology	3
SOCI 3600	Methods of Research Design	3-4
or SOCI 3700	Classical Social Theory	
Select three elective courses in sociology and anthropology ^{1,2}		9
Total Credits		15-16

¹ May include 3 credits (one course) in anthropology.

² May include INTL 1052 Culture and Political Economy (Previously ANTH 2010).

Anthropology Minor

For a 15-credit minor in anthropology, students complete the following:

Code	Title	Credits
ANTH 1100	Introduction to Four-Field Anthropology	3
ANTH 1200	Biological Anthropology	3
or ANTH 1110	Cultural Anthropology	
Select three elective courses in anthropology and sociology ^{1,2}		9
Total Credits		15

¹ May include 3 credits (one course) in sociology.

² May include INTL 1052 Culture and Political Economy (Previously ANTH 2010)

Visual and Performing Arts

The Major

Visual and Performing Arts offers six different programs of study. Students may choose to major in:

- Art History and Visual Culture (30 credits)
- Film, Television, and Media Arts (33 credits)
- Music (30 credits)
- Studio Art (30 credits)
- Theatre (33 credits)

The Minor

A minor in Visual and Performing Arts can be obtained upon completion of 18 credits in one of the five areas of concentration: Art History and Visual Culture; Film, Television, and Media Arts; Studio Art; Music; or Theatre. The minor in Graphic Design is an interdisciplinary 18-credit minor. For further information about the curriculum and areas of concentration, consult the program directors:

Art History and Visual Culture: M. Rose
 Film, Television, and Media Arts: P. Brooks
 Graphic Design: L. Porter
 Music: B. Torff and M. Ciavaglia
 Studio Art: M. Rose
 Theatre: L. Porter

Department Mission and Goals

The arts are an integral part of human existence. Students in the Visual and Performing Arts Department acquire knowledge of the history, context, and theory of the interaction of art, society, and the self. They learn to communicate, produce, collaborate, meet deadlines, think critically, creatively problem solve, manage time, and be responsible to others, all while participating in life's ongoing cultural conversation.

University Core Course Requirement

Please refer to the Curricula section of this undergraduate catalog for a detailed explanation of the *Magis* Core.

Additional Fees

All Studio Art courses and some Film, Television, and Media courses require a materials/lab fee. There are also additional charges for private music lessons. Students enrolling in these courses will be billed an additional fee per course on their term bill. See the Tuition and Fees page for details.

Facilities and Resources

- The Studio Art Program has five Studio classrooms: a Sculpture Studio, Painting Studio, Printmaking Studio, Darkroom, Mixed Media and Drawing Studio; and a digital printing lab.
- A recording studio in Canisius Hall
- Music practice rooms in Regis Hall
- The Film, Television, and Media Arts program has a new production studio, new computer labs with state-of-the-art digital design and editing technology, and cameras and other production equipment available for student assignments and projects.

- The Wien Black Box Theatre at the Quick Center for the Arts is the home of Theatre Fairfield, the production wing of the Theatre Program.
- The Canisius 15 Theatre Lab is the central campus home of the Theatre Program where classes, and workshops are held.
- The Costume Shop and Construction Lab, and Scene Shop are in the Quick Center for the Arts.
- The Fairfield University Art Museum (FUAM) encompasses galleries for the permanent collection and rotating exhibitions in Bellarmine Hall, and the Walsh Gallery for larger special exhibitions in the Quick Center for the Arts. It is an essential academic and cultural resource that brings original works of art to the Fairfield University community, and to the residents of Fairfield County and beyond. The small but choice permanent collection features European and American paintings, drawings, prints and photographs, as well as a group of Asian, African, and Pre-Columbian objects. This is augmented by antiquities and medieval objects on long-term loan from the Metropolitan Museum of Art, the Worcester Art Museum, the Yale University Art Gallery, the American Numismatic Society, and artworks borrowed from private collections. Exhibitions showcase works of art in all media from a broad swathe of time periods and world cultures. The Lukacs and Experimental Art Galleries feature exhibitions by student artists, studio art classes, and contemporary artists.
- Our historic plaster cast collection began in 1991 and it is comprised of long-term loans and gifts from a variety of sources, including The Metropolitan Museum of Art, the Acropolis Museum, Yale University Art Gallery, the Slater Museum, as well as generous individual donors. Our collection consists of one hundred casts representing masterpieces from ancient Greece, Rome, and Renaissance Italy, with particular depth for the Parthenon sculptural program. The collection provides students exceptional opportunities to study the history and process of cast making, as well as involvement with new solutions to the original polychromatic appearance of these sculptures. Students in the programs of Art History and Visual Culture, Studio Arts, and Classical Studies often work first hand on the plaster cast collection. The casts are part of the Fairfield University Art Museum and can be seen in the Katherine A. Schwab Plaster Cast Hall Bellarmine Hall, Loyola Hall (by appointment), the DiMenna-Nyselius Library, and the Quick Center lobby.

Internships

Visual and Performing Arts majors are eligible for internship programs in New York City and the local community. Students may receive credit for gaining valuable practical experience in a variety of activities. Students have interned at Sotheby's, Atlantic Records, Viacom, and many other sites in both New York City and Connecticut. There are also internships at the Fairfield University Art Museum, local galleries, museums, historical societies, television and radio stations, art studios, professional theatres, and production companies.

Class Trips

Students in Visual and Performing Arts courses have access to the rich offerings of New York City and Connecticut, and class trips to music and theatre performances, film festivals, museums, and behind-the-scenes tours are regular parts of our courses. If the trip is not scheduled during regular class time, it is not mandatory. However, the instructor may require that the student attend a similar event or experience, to be

arranged by the student on their own time, at a time when the student's schedule allows.

Performance Opportunities

In addition to its regular courses, the Music Program offers credits for a number of student performing groups including the Fairfield University Jazz Ensemble, Strings Orchestra, Concert Band, and Glee Club. Members of these performing groups earn one credit each semester (provided they are not taking more than 20 in total). The Music Program also offers private lessons in instruments in voice, earning two credits per semester. Up to six credits from ensembles or lessons may be applied toward the major or minor in music. The University's Chamber Singers, a cappella groups, Music Ministry and Pep Band are non-credit performing groups.

Theatre Fairfield is the production company of the Theatre Program. The annual season includes professionally directed and designed productions, performances that feature the work of advanced students, and independent projects created by junior and senior majors. Participation in Theatre Fairfield productions is open to all members of the University community. Theatre majors and minors receive practicum credit for participating in performance or technical work on a production.

Programs

- Art History and Visual Culture Major
 - Concentration in Visual Arts Administration
- Art History and Visual Culture Minor
- Film, Television, and Media Arts Major
- Film, Television, and Media Arts Minor
- Graphic Design Minor
- Music Major
- Music Minor
- Studio Art Major
- Studio Art Minor
- Theatre Major
- Theatre Minor

Courses

Art History

AHST 1001 Exploring Art History: Technology and Art **3 Credits**
Attributes: GDAH Graphic Design: Art History

This course introduces students to art history as a discipline through the theme of technology by examining a series of important artworks from historic cultures within a global context. These works will serve as entry points into varied artistic traditions whose study will develop students' analytic skills. Premodern use of sophisticated technologies such as bronze casting to stained glass will be explored. The use of modern technologies from imaging and digital reconstruction to chemical analysis and artificial intelligence will be examined to understand how analyses and interpretations are formed and changed over time.

AHST 1002 Exploring Art History: Migration and Art: Raids, Trade, Pilgrimage **3 Credits**

Attributes: GDAH Graphic Design: Art History

This course introduces students to the discipline of art history through the theme of human movement across physical and political boundaries, and its relationship to visual art. As people in Europe, Africa, and Asia used land and sea routes to wage or flee war, exchange goods, experience the holy, and seek new opportunities, they bring with them materials, artworks, and ideas. Students will examine a series of important artworks, their historical and cultural contexts, and related works that show evidence of the interconnectedness of people and cultures. Monuments studied may vary, depending on expertise of instructor.

AHST 1003 Exploring Art History: Life, Death, and the Afterlife in Art **3 Credits**

Attributes: GDAH Graphic Design: Art History

This course will introduce students to the discipline of art history through the study of important works of funerary art from across the globe. We will consider how objects from tombs and other funerary contexts construct and negotiate the relationship between life and the afterlife in diverse cultures and time periods. We will study the funerary monuments of rulers as well as objects created for the burial rites of common people, and works of art used by the living to depict and prepare for an afterlife. We will also discuss contemporary debates around these monuments.

AHST 1004 Exploring Art History: Art, Politics, and Propaganda **3 Credits**

Attributes: GDAH Graphic Design: Art History

This course introduces students to the discipline of art history through the theme of propagandizing visual imagery conceived and executed from the earliest world cultures to the present day. Students explore a series of important artworks from a range of historical periods to better understand their aesthetic, political, and cultural contexts. Focusing on masterpieces across media will develop critical visual literacy skills. Historic examples of political art will be compared to imagery from the present day to better understand the embedded nature of propaganda in human societies.

AHST 1005 Exploring Art History: Sex, Sacrilege, Scandals: From Caves to Culture Wars **3 Credits**

Attributes: GDAH Graphic Design: Art History

Overviewing the history of art from its prehistoric roots through the present, students will examine a series of paradigm monuments which sparked controversy and scandal in their societal contexts. Focusing on paradigm examples, students will develop critical visual literacy skills. During the semester, students will expand their capacities for critically enhanced looking, analyzing, and translating ideas. Students will learn to deconstruct visual rhetoric and unpack the prevailing conditions for art censorship sparked by sexual, religious, or political controversies.

AHST 1006 Exploring Art History: Destruction, Plunder, and Preservation **3 Credits**

Attributes: GDAH Graphic Design: Art History

This course introduces students to the discipline of art history through the themes of art's destruction, looting, and preservation across world cultures. Through important artworks studied within their cultural and historical contexts, we will explore topics including the looting and plunder of objects for political and economic purposes, the willful destruction of material culture as a means of cultural erasure, and evolving ideas of ownership and cultural heritage as a common human right. We will consider ethical implications and obligations, and current cultural heritage debates over contested objects and monuments from around the world.

AHST 1102 Art of East Asia**3 Credits**

Attributes: ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, GDAH Graphic Design: Art History, INEL International Studies Elective

This course surveys the art and architectural history of China, Korea, and Japan, emphasizing cultural and artistic contact between these cultures. Periods of focus include the Shang, Han, Tang, Song, and Qing dynasties in China; the Jōmon, Nara, Heian, Kamakura, Edo, and Meiji periods in Japan; and the Three Kingdoms period, Goryeo, and Joseon dynasties in Korea. The course highlights collections of Asian art at Yale University and in New York City, incorporating special exhibitions of East Asian art relevant to the course.

AHST 1103 Art of Africa, the Caribbean, and the Americas**3 Credits**

Attributes: BSCC Black Studies Component Course, DEIE Diversity, Equality, and Inclusion Elective, GDAH Graphic Design: Art History, INEL International Studies Elective, LCEL LACS Minor: Elective

This course is an introduction to art and architecture of Africa, the Caribbean islands, and Central America, South America, and North America. Major works of art and architecture will be examined to understand the respective cultures and traditions of these regions. Cultures designated by their geographical locations will provide a frame of study for African visual culture. Art of Caribbean islands and the influence of the African diaspora will be explored. The Americas will be represented by Pre-Columbian and Native American visual arts. Students will be introduced to different art historical approaches and vocabulary used to study art from each of these areas.

AHST 1104 Art of Asia**3 Credits**

Attributes: ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, GDAH Graphic Design: Art History, INEL International Studies Elective

This course introduces major monuments of the arts of Asia, including architecture, painting, sculpture, ceramics, and prints. Following a roughly chronological progression spanning over three millennia, the course emphasizes contact between Asian civilizations, including South, Southeast, Central, and East Asia, as well as artistic exchanges between Asia and the West. Areas of focus include: ancient funerary arts, the development of Buddhist art throughout the continent, and secular arts associated with imperial courts and the rise of cities. The course highlights collections of Asian art at the Fairfield University Art Museum, Yale University, and in New York City.

AHST 1105 History of Architecture**3 Credits**

Attributes: GDAH Graphic Design: Art History

This introductory course surveys the major periods and key monuments in the history of architecture from antiquity to the present. Topics include Greek and Roman temples and civic architecture, medieval mosques and cathedrals, Renaissance and Baroque cities and their monuments, Early Modern factories and gardens, Machine Age museums and houses, and contemporary architectural developments of all sorts. Students will work with actual buildings in writing assignments and learn the skills necessary to critique and interpret the built environment of the past and present in the United States and beyond.

AHST 1109 Jewish Art: Moses to Modernity**3 Credits**

Attributes: GDAH Graphic Design: Art History, JST Judaic Studies Minor

The earliest known written description of the Jewish people is a visual record on an ancient victory monument. Dated from the 13th century BCE, a carved stele dedicated to Pharaoh Merneptah presents a hieroglyphic relief inauspiciously boasting: "Israel is laid waste; his seed is no more." Tracing 4000 years of Jewish art, culture, and ritual, this course is a panoramic overview of visual expression of a people wandering through six continents, innumerable styles and artistic identities. How did the ineffable theophany at Sinai spark the complexity of Judaism's struggle with Greco-Roman pagan idolatry versus attempts at capturing the "spirit of God with wisdom and discernment and the knowledge of workmanship to design designs" [Exodus 35] transforming spirituality into a living art?

AHST 1110 Myth in Classical Art**3 Credits**

This course surveys the meaning, form, and cultural function of Greek and Roman mythology, particularly as it is expressed in the art and material culture of the ancient Mediterranean. While we may be more familiar with classical mythology as a set of written stories, in antiquity gods, heroes, and monsters were a part of everyday life, adorning temples, public spaces, and everyday objects. This course will introduce students to the seminal poems and plays of the surviving literary tradition, from Homer to Ovid, in dialogue with those myths' appearance in classical art, emphasizing examples from Connecticut and New York museums. Previously AHST 2210.

AHST 1111 Greek Art and Archeology: Athens to Alexandria**3 Credits**

Attributes: GDAH Graphic Design: Art History

This survey explores the artistic and architectural achievements of ancient Greece from the time of Homer to the collapse of the Hellenistic world. The course considers the formation of the Greek city-state and major panhellenic sanctuaries like Olympia in the Geometric and Archaic Periods, the rise of Athens and the artistic achievements of the High Classical Period, and cosmopolitan kingdoms ushered in by Alexander the Great. The course will consist of lectures and structured discussions of seminal scholarly texts, as well as direct engagement with ancient art and reproductions at Fairfield and world-class museums in our region.

AHST 1112 Roman Art and Archaeology: Colosseum to Catacombs**3 Credits**

Attributes: GDAH Graphic Design: Art History, ISIF Italian Studies: Italy-Focused, ITEN Italian Course Taught in English

In this course we will examine art of the Roman Republic and Empire. The major themes of the course are: society as reflected in portraiture; religion as communicated in temple and domestic architecture and decoration; the organization and architecture of urban spaces as expressions of power; the architecture and decoration of houses to show status and culture. These themes will also be related to the art of other places and times, including that of our own society. The course emphasizes objects in area museums and includes trips to world-class museums in our region.

AHST 1113 Art and Archaeology of Ancient Egypt: Images for Eternity **3 Credits****Attributes:** GDAH Graphic Design: Art History, INEL International Studies Elective

In this course, students will examine the art of ancient Egypt, from the unification of the pre-historic cultures of the Nile Valley to the Roman conquest. We focus on thematic examinations of various aspects of ancient Egyptian culture, as illustrated through the art, monuments, artifacts, and anthropological evidence that remains in the archaeological record today. Throughout the course, students will analyze and discuss the influence of scholarly biases and issues in cultural heritage management, and museum collecting ethics. By examining the life cycles of these works, from first creation to modern reinterpretation, students will understand that these works not only reflect a society as complex as our own but also serve an important role in contemporary culture. Students will visit the Metropolitan Museum of Art.

AHST 1120 Medieval Art: Catacombs to Cathedrals **3 Credits****Attributes:** CAOT Catholic Studies: Non-Religious Studies, FREN French Course Taught in English, GDAH Graphic Design: Art History, IWHU Islamic World Studies: Humanities

This introduction to medieval art and architecture in Europe and the Middle East, from its Roman, Jewish, Early Christian, and Islamic sources through the Gothic period, explores continuity and change in art and its relationship to society and culture. We will consider the physical and sensory original environments of the artworks, including sound, smell, and touch. Other topics include the relationship of belief and ritual to religious imagery and architecture, patterns in medieval design, and the impact of imperial patronage on art. The class will use material from the Fairfield University Art Museum's loan collection from the Metropolitan Museum of Art and the Cloisters, and will take a field trip to the Metropolitan Museum of Art.

AHST 1121X Celtic and Early Irish Art **3 Credits****Attributes:** CAOT Catholic Studies: Non-Religious Studies, GDAH Graphic Design: Art History, IRSE Irish Studies Elective, MSID Magis Core: Interdisciplinary**Corequisite:** ENGL 1420X.

This course traces Celtic art from its sources and history on the European continent (1200 BCE to the first century CE) to its migration to the British Isles and its subsequent transformation as it interacts with native cultures there, particularly the Irish culture. It examines native Irish art from the stone circles and passage graves of 3000-2000 BCE to the introduction of the Celtic style and the golden age of Ireland's conversion to Christianity. Rich new art forms such as illustrated bibles, jeweled chalices and reliquaries, high crosses, and the introduction of monastic and ecclesiastical architecture will be discussed. The course also considers the medieval revivals in the 19th and 20th centuries and includes a first-hand examination of Fairfield University's facsimile of the Book of Kells. This course is linked with ENGL 1420X and fulfills the requirements for the interdisciplinary signature element within the Magis Core.

AHST 1130 Early Renaissance Art in Italy **3 Credits****Attributes:** CAOT Catholic Studies: Non-Religious Studies, GDAH Graphic Design: Art History, ISIF Italian Studies: Italy-Focused, ITEN Italian Course Taught in English

In this overview of Italian art, culture, and society between 1300 and 1520, we explore the city of Florence as the "cradle of a new world." From its art workshops and urban planning studios, the monumental Duomo of Brunelleschi rises to symbolize a new era for human creativity. Viewing masterpiece artworks, we discover the exciting shift from medieval formalism to a new aristocratic elegance and classical humanism. In this interdisciplinary humanities course, we contrast and compare aspects of Florentine culture as symbolized and visualized in the arts. Artworks depict banking, science, engineering, diplomacy, women's traditional roles of domesticity in the court, and new clothing fashions. Course includes visits to world-renowned area museums allowing students to study first-hand prime examples of Florentine art.

AHST 1131 High Renaissance and Mannerism in Italy **3 Credits****Attributes:** CAOT Catholic Studies: Non-Religious Studies, GDAH Graphic Design: Art History

Leonardo, Raphael, and Michelangelo were all praised by the 16th-century artist and writer Giorgio Vasari for raising the visual arts to a level unrivaled since ancient Greece and Rome. This course, which spans roughly 1480-1570, explores this narrative of artistic progress, and what happened to Italian art after it reached "perfection" during the period we call the High Renaissance. Areas of focus include the rebirth of classical antiquity, the concept of artistic style, the role of class and gender in the production and consumption of visual art, and new technologies for producing visual art.

AHST 1132 Baroque Art and Architecture in Rome **3 Credits****Attributes:** CAOT Catholic Studies: Non-Religious Studies, ISIF Italian Studies: Italy-Focused

Baroque art began in Rome, and many of its iconic moments remain today. This class will spend two weeks in Rome to experience these works of painting, sculpture, architecture, and decorative arts in their original – and spectacular! – contexts, rather than isolated in museums or on screens. A key goal of Baroque art (created between the end of the 16th and beginning of the 18th centuries) was to elicit a range of physical and emotional responses in its viewers, from piety and awe to disorientation and desire. Through our site visits, we will attempt to recapture some of the embodied experience intended by these creators.

AHST 1152 Modern Art **3 Credits****Attributes:** FREN French Course Taught in English, GDAH Graphic Design: Art History

In this course, students will explore a diverse range of art works and issues, which were central to the practice of Modern Art in Europe and the United States from the mid-nineteenth century to the mid-twentieth century. The course focuses on the artists who challenged the institution of Western art, re-interpreted its norms, and used Modernism as both subject and context. Class revolutions, industrialization, urbanization, imperialism, and capitalism are addressed through a close study of various artists and artworks. The enormous impact of European Modern Art on the rest of the world is considered with the examination of orientalism, primitivism, and "colonial" modernisms. A variety of sources such as novels, philosophical and political texts, films, newspapers, and music are used to inform our understanding of these -isms and Modern Art.

AHST 1164 American Art and Media Culture**3 Credits**

Attributes: ASGW American Studies: Gateway, ASVP American Studies: Visual and Performing Arts, GDAH Graphic Design: Art History

In tracing the themes and artistic statements of American artists, the course takes special notice of unifying national myths such as the Founding Fathers, Manifest Destiny, America as the new Eden, the frontier from the Rockies to the lunar surface, heroes from Davy Crockett to Superman, and America as utopia. Through the masterpieces of Church, Cole, Homer, Eakins, Sloan, Hopper, Pollock, Rothko, Wyeth, Warhol, and the Downtown art scene, the course answers the question: What is uniquely American about American art?

AHST 1165 African-American Art**3 Credits**

Attributes: ASGW American Studies: Gateway, ASVP American Studies: Visual and Performing Arts, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, GDAH Graphic Design: Art History

This course explores black art and culture in the twentieth century. We will focus on the artworks themselves and, when possible, the artist's dialogue. Events in United States history such as the emancipation from slavery and the Civil War Era, the Harlem Renaissance, Jazz Age, Great Depression, Civil Rights Movements, AIDS crisis of the 1980s, and the Los Angeles race riots of the 1990s are used as context to understand black art and culture. While art works created by African-American artists are the primary focus, Cuban and Haitian art and artists are also considered. Throughout the course there is a focus on thinking critically when looking at art as well as how to articulate ideas in writing.

AHST 1172 History of Photography**3 Credits**

Attributes: GDAH Graphic Design: Art History

Students will learn the general historical development of photography from the 1830s to the present day. Concentrating primarily on Europe and the United States, this survey examines some of the themes threaded throughout photography's short history: the interrelationships between photography and other arts, the effect of technology on the medium, identity construction by and through photographs, and the tradition of the popular photograph. Social, cultural, and economic issues are considered as well as important photographers and photographic movements. Throughout the course there is a focus on thinking critically when looking at a photograph as well as how to articulate ideas in writing.

AHST 1191 Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems & Outcomes**3 Credits**

Attributes: GDAH Graphic Design: Art History, GMEL German Major or Minor Course, GMEN German Course Taught in English, ISIC Italian Studies: Italy Component, ITEN Italian Course Taught in English, JST Judaic Studies Minor, RECS Russian, Eastern European, and Central Asian Studies, RSVP Russian Studies Minor: VPA

This interdisciplinary approach to the visual Zeitgeist of these major political/national crises in Europe between 1917 and 1945 surveys the visual rhetoric of Nazi Germany, Fascist Italy, and Bolshevik Russia through the widest possible definition of the visual arts. The course includes the traditional fine arts of painting, sculpture, and architecture as well as the mass cultural outlets of film, radio, propaganda posters, and the staging of public events. The class eliminates the distinctions between high and utilitarian mediums of expression; all means of persuasion are fair game. This course allows students to better understand the complexities of these political/nationalist issues; the "window" is the lens provided by the visual arts and mass media. In doing so, students recognize how the symbolic languages of mythology were married to political ideologies and shaped public opinion from the national consciousness.

AHST 1192 History, Theory, and Practice of Museums**3 Credits**

This course focuses on the history and theory of museums, their operations and roles in society and the practical application of museum theory. Students will put the rapidly evolving field of museum studies into a meaningful context while simultaneously gaining a clearer understanding of contemporary industry standards and modes of best professional practice.

AHST 1193 Inside Museums and Galleries: Taste, Place, Public Space**3 Credits**

This course explores the interactive role of the curator and the museum and gallery visitor in the dynamic cultural spaces of museums, galleries, and public historic spaces, parks, monuments, etc. We explore the responsibilities, ethics, and educational goals for the professional staff of not-for-profit museums in terms of serving the common good of the general public. If museums are "temples of culture," then we need to understand the ways these public "faiths" act while open and engaging for all. In contrast, we highlight the similarities and differences when artworks or collectible objects are placed into a commercialized, for profit-gallery/auction house context. This is an introductory course, welcoming students ready to experience and learn about the rich spectrum of museums, galleries, auction houses, and cultural institutions within the Tri-State area. Field trips include visits with top professionals who share their expertise and experiences.

AHST 2209 Historic Plaster Cast Collection at Fairfield University**3 Credits**

Prerequisite: One 1000-level art history course.

This seminar introduces students to the study of classical and medieval sculpture through the lens of plaster cast collections in Europe and the U.S. including Fairfield's growing collection. Students will develop a deep understanding of the great works of famed Greek sculptors, the complex history of Roman copying, and how the rediscovery and replication of these works influenced tastes from the Renaissance to the modern day. Students will research casts in the Fairfield collection, learn directly from curators and conservators, and visit other cast collections including the Slater Museum, the Institute for Classical Architecture, and the Metropolitan Museum of Art.

AHST 2221 Arts of Ireland and the British Isles, 500-1000**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies, IRSE Irish Studies Elective

Prerequisite: One 1000-level art history course.

This course explores the art and architecture produced in Ireland, England, and Scotland during the early medieval period, often called the "Golden Age of Insular Art." It was an era of rich cultural exchange during which Irish and continental monks were instrumental in the spread of Christianity throughout the British Isles; Irish settled in Scotland; the Anglo-Saxon kingdom was established in England; and Vikings invaded Ireland and Britain. Arts in all media combined pre-Christian Celtic and Germanic traditions with new Christian forms. Irish monasteries throughout the British Isles were centers of production for sumptuous manuscripts such as the Book of Kells and liturgical vessels including the Ardagh Chalice. Monastic architecture and high crosses will also be considered, as well as secular objects such as aristocratic jewelry.

AHST 2222 Byzantine Art**3 Credits****Attributes:** CAOT Catholic Studies: Non-Religious Studies**Prerequisite:** One 1000-level art history course.

This course focuses on the art of the medieval Byzantine Empire, a period of strong imperial patronage that saw the rise of Christianity and its associated new forms of art and architecture. The course is organized chronologically, from Byzantine art's late antique Pagan Roman, Early Christian, and Jewish sources to its relationship to Islamic art and its later impact on the development of the arts of Western Europe and Russia. The major themes of the course are: the relationship of belief and ritual to religious imagery and architecture; cultural exchange and influence on art forms and iconography; and the impact of imperial patronage on art and architecture.

AHST 2250 Fashion Forward: A History of Fashionable Dress in Global Context**3 Credits****Attributes:** MSID Magis Core: Interdisciplinary, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course examines how clothes are a tool of identity and power, by exploring fashions of both Europe and the Global South. The history of fashion is the history of humanity. What we choose to wear, how we style our hair, and how we decorate our bodies, has been a factor of our daily lives for millennia. Fashion is never "just clothes." Our clothes tell ourselves and the world who we are, where we see ourselves in our community, and how our fellow humans view us. Through readings, discussions, research and writings, students will discover the incredible power of dress. Crosslisted with THTR 2250.

AHST 2292 Museums, Art, Ethics, and the Law**3 Credits****Prerequisite:** One 1000-level art history course.

This course examines the complex legal and ethical issues surrounding the conception, creation, communication, display, reproduction, ownership, transfer, and protection of works of art. The first unit is devoted to defining "art" and discussing artists' rights. The legal and ethical constraints affecting museums, collectors and the art market generally will be covered in the second unit, while the third unit will grapple with the problematic area of cultural property (with particular emphasis on looting, plunder, identity, trade, reparation, restitution and restitution). In each of these three segments, we shall read and discuss relevant case law, as well as a number of commentaries authored by leading experts in the field.

AHST 2296 Museum Exhibition Seminar**3 Credits****Prerequisite:** One Art History course or permission of the instructor.

This seminar offers students the opportunity for object-based learning and direct experience of museum practice surrounding the curation, display, and interpretation of works of art for the public.

AHST 2900 Special Topics (Shell)**3 Credits****Prerequisite:** One 1000-level art history course.

Students conduct an in-depth study of a specific subject in the history of art.

AHST 3980 Internship**1-3 Credits**

Internships allow students to gain hands-on experience in fields related to art history through supervised work for galleries, museums, auction houses, and other venues. Internships give students experience in a professional environment, help them to identify possible career paths, and give them skills that they do not acquire in the classroom. Students may apply for on-campus internships at the Fairfield University Art Museum or pursue placement in local or New York City arts institutions. Internships require permission from the Art History program's internship coordinator before registration.

AHST 3990 Independent Study**1-3 Credits**

This in-depth exploration of a specific topic in art history involves students in independent research and field study. Open to students with approval of a faculty member and the director of the Art History program.

AHST 4999 Senior Capstone Seminar**3 Credits**

Required of all art history majors in the spring semester of the senior year, this seminar offers rotating topics that reflect the areas of expertise and research among Fairfield's art history faculty members and culminates in an in-depth research project.

Film, Television, and Media Arts

FTMA 1010 Introduction to Film Studies**3 Credits****Attributes:** ENPC Digital Journalism Production Component, GDFT Graphic Design: Film and Television

This course explores the fundamentals of film form (including narrative modes, visual design, performance styles, editing, and sound design), and the relationship between a film's style and its overall meaning. By learning how to "read" film as a text and utilize sophisticated cinematic language, you will begin to critically understand film as both an art form and a product of culture. Each week's meetings will include lecture, discussion, and a separate, dedicated screening of a feature film.

FTMA 1011 Introduction to Film and Video Production**3 Credits****Attributes:** ENPC Digital Journalism Production Component, SPEL Sports Media Elective**Fee:** \$120 Materials Fee

This course introduces and familiarizes students with the theoretical background and technical skills needed to produce film, video and new media content. Structured around classroom discussions, screenings, and hands-on equipment workshops, this course encourages students to experiment with the moving image and find their unique creative voice, all within a supportive environment. Students will learn the proper use of a professional camera and sound and lighting equipment in order to complete a series of audio and video exercises, culminating in the production of group short films.

FTMA 1101 American Cinema History**3 Credits****Attributes:** ASGW American Studies: Gateway, GDFT Graphic Design: Film and Television

American cinema has evolved from its origins as a technological novelty at the end of the 19th century to become a key component of a multibillion-dollar industry that profoundly influences popular culture in the United States and around the world. This course examines important American films of the past 100 years and the technological, economic, and cultural developments that have influenced their creation, along with the theoretical concepts necessary for their analysis.

FTMA 1102 American Television History**3 Credits****Attributes:** ASGW American Studies: Gateway, GDFT Graphic Design: Film and Television

An introduction to the study of television in the United States, this course reviews the historical roots of television content and technology and its relationship to radio and film, and its evolution new media platforms. Students examine the evolution of the many program types found in broadcast and cable television, explore their narrative conventions, and define criteria for analyzing story, structure, formats, performance, and production values.

FTMA 1103 Global Cinema**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, ENDE Digital Journalism Elective, GDFT Graphic Design: Film and Television, INEL International Studies Elective

In this course, students engage with different expressions of "global cinema": films intended for international audiences. This course pays attention to key films, filmmakers, and moments in film history, across Europe, Asia, Latin America, the Middle East, and Africa. With a particular focus on international art cinema, this course gives students the historical context and critical tools to appreciate and analyze diverse cinematic styles. Dedicated weekly screenings create the theatrical experience for which these films were intended.

FTMA 1104 Documentary Cinema**3 Credits**

Attributes: GDFT Graphic Design: Film and Television

This course surveys the historical, political, social and cultural significance of non-fiction (documentary) storytelling traditions in the U.S. and abroad. Students will study canonical and independently produced documentaries directed by domestic and international filmmakers to deepen their overall understanding of the technological and aesthetic contributions that national cinemas have contributed to nonfiction filmmaking. Major themes to be discussed are tradition vs. modernization, colonialism, religion, cross cultural relationships, class, gender, ethnicity, nationalism, the human condition, hegemony, and displacement. Students will gain factual knowledge and learn to analyze and critically evaluate points of view that may not be their own.

FTMA 1105 Asian New Waves in World Cinema**3 Credits**

An exploration of major filmmakers, themes, and movements in post-war Asian cinema. While recognizing the significance of popular genres and commercial production, this course focuses on the dynamic emergence of Asian art films in the context of world cinema. Through film viewing, class discussion, and essay writing, students explore themes such as family, womanhood, youth, exile, violence, and memory, examining both the distinctive "Asianness" of the films and their resonances with other works of world cinema. Students learn to analyze cinematic language and styles, while taking into consideration filmmakers' responses to cultural traditions, political and socio-economic changes, and technological shifts.

FTMA 1120 Beginning Screenwriting for Film and Television**3 Credits**

This introductory course introduces students to screenwriting by developing their understanding of the structure of short and long form narrative film. The main goal of the course is to develop creative capacities in storytelling and written expression while introducing students to fundamental principles of conventional fiction and television screenwriting. This course utilizes lecture, discussion, screenings, readings, and reflective essay writing to grapple with issues of structure, characterization, conflict, and aesthetics. Students will participate in regular writing workshops and produce a complete draft of a short film screenplay by the end of the course.

FTMA 1122 Writing for Scripted Television**3 Credits**

Attributes: MEVP Magis Core Exploration: VPA

In this course, students will learn the basics of episodic television writing, from drama and comedy, to sketch and sitcom. Through screenings and writing workshops, the class will explore story structure, character development, season arcs and how to write a pilot episode. Students will also analyze the form of traditional television series, as well as newly emerging variations. Finally, this course will give students the realistic experience of working in a television "writers' room," with the entire class collaborating on the creation of an original pilot episode.

FTMA 1130 Film Editing and Media Construction**3 Credits**

Fee: \$120 Materials Fee

This course explores how filmmakers create meaning through the assembly of images and sound, ranging from the classical-Hollywood narrative film, to more experimental modes of time-based storytelling. Students will examine the theoretical conventions of motion picture editing through screenings, discussions and hands-on projects, including the filming their own short films with professional camera and sound equipment and editing in Adobe Premiere Pro.

FTMA 1137 Acting for the Camera**3 Credits**

Prerequisite: THTR 1030.

This course is an experiential introduction to the specialized techniques used in successful on-camera acting. On-camera exercises will emphasize the importance of listening, truthful moment-to-moment response, and effective communication skills. Students will practice their skills and apply their training to commercials, current television scripts, and screenplays. Initial classes examine the difference between acting for the stage and acting for the camera. Students will practice a variety of on-camera styles including comedy, crime drama, and commercials. The course builds towards longer scene work from a screenplay. Topics include script analysis, nuance and depth of performance, and relaxation, and confidence on-camera. Crosslisted with THTR 2237.

FTMA 1140 Introduction to Animation**3 Credits**

Attributes: MEVP Magis Core Exploration: VPA

This course introduces students to the essentials of storytelling in animation: hand-drawn and computer-generated 2D, stop-motion, 3D-modeling, storyboards and more. Through screenings of animated films, episodic television and more experimental shorts, students will explore the aesthetics, historical contexts and current trends of the medium. They'll apply this knowledge towards the production of their own shot films, including experiments in hand-drawn, stop motion and computer-generated animation.

FTMA 1150 Entertainment Technology**3 Credits**

Attributes: MEVP Magis Core Exploration: VPA

This course is an introduction to the technical aspects of theatre production. Students learn basic techniques of set construction, rigging and stage lighting. Lectures serve as foundational information for a series of lab sessions held throughout the semester. In labs, students construct, rig and light a fully realized Theatre Fairfield production. Proper use of hand and power tools is emphasized. Lab schedules are created during the first weeks of class, in consultation between the instructor and students. To compensate students for the lab requirement, students will earn one credit through enrollment in THTR 1952.

FTMA 1152 Costume Construction for Stage & Screen**3 Credits**

Attributes: MEVP Magis Core Exploration: VPA

Learn to make amazing garments, for the stage, for film, or for your own purposes! Costume construction is a vital career in the entertainment industry, combining creativity and hands-on craftsmanship. Through readings, lecture, discussion, and hands-on lab work, students will be introduced to the principles of theatrical garment construction, and learn basic costume-making techniques. Using the textbook as a lab notebook, students will collect sewing samples, notes, textile samples, measurement charts and paper pattern-making, which will then inform their final project: a sewn garment. Students will participate on Wardrobe Crew for a Theatre Fairfield production or a Capstone Film.

FTMA 1154 Theatrical Makeup for Stage & Screen**3 Credits****Attributes:** MEVP Magis Core Exploration: VPA

Expert application of theatrical makeup is a critical tool for the professional actor, and a rewarding career path in theatre and film. Through lecture, discussion, and hands-on lab work you will be introduced to the principles of stage makeup design and application. Combining research, critical analysis, and hands-on techniques, students will develop makeup application skills using their own faces. Whether as a theatre artist or as an audience member, this class will lead to more sophisticated understanding of makeup in both theatre and film. Students will participate on Makeup/Hair Crew for a Theatre Fairfield production or a Capstone Film.

FTMA 1155 Design for Stage & Screen**3 Credits****Attributes:** GDTA Graphic Design: Theatre, MEVP Magis Core Exploration: VPA

Designing for the theatre involves a series of interrelated actions: play analysis, visual research, ideation, development, drawing/painting, and collaborating with others. In this class, students study and practice all of these areas of the creative process. In addition, students study the underlying theories and principles that affect scenery, costume and lighting design.

FTMA 1950 Production Practicum**1 Credit**

In this course, restricted to Film, Television, and Media Arts majors and minors, students will receive credit for their participation on approved student film and media productions, both on-set and in-post, beyond their own classroom assignments. This class will provide students with an opportunity to reflect on their production experiences, through written assignments. Enrollment by permission only. May be taken up to three times.

FTMA 2131 Producing for Film and Television**3 Credits****Attributes:** SPEL Sports Media Elective

This course is designed to enhance students' understanding of the feature film and television industry. Students will be acquainted with common industry business practices and learn about how certain films and television shows are developed and produced, while at the same time expanding their critical understanding of the industry at large. Particular attention will be paid to how corporate mandates in film and television influence creative processes. In this course the student will attain the "language of TV and film" when discussing and creating concepts viable for script development in these forms. We will also analyze the production values of shows currently on TV and Films currently in theaters: casting, directing, costume, music, editing, etc. This course is aimed on students getting an overview/introduction of how the TV and Film business works and learning how to sell it. We will focus both on the American & International markets.

FTMA 2201 Filmmaker Studies**3 Credits****Attributes:** MEVP Magis Core Exploration: VPA

Each semester that it is offered, this course takes up the study of one or more individual filmmakers (primarily directors) and surveys that person's (or pair's or group's) body of work, examining major themes, techniques, motifs, topics, collaborations. In so doing, it seeks to measure and evaluate their contribution to the history and craft of film. May be taken multiple times with different topics.

FTMA 2204 African American Cinema**3 Credits****Attributes:** ASUP American Studies Upper Level, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, GDFT Graphic Design: Film and Television**Prerequisite:** FTMA 1010.

This course explores the historical, social and cultural significance of African American cinema from the silent era until present-day. Students will grapple with issues concerning the politics of representation of people of African descent in the American film industry and deepen their overall understanding of ways that African American filmmakers have achieved artistry and expression in spite of obstacles posed by race, class, and gender. Through regular screenings, readings, and presentations students will deepen their overall understanding of the impact of historical events and key filmic technological advancements on the establishment of the separate and unequal African American film industry.

FTMA 2206 American Film: Decades**3 Credits****Attributes:** ASGW American Studies: Gateway, GDFT Graphic Design: Film and Television**Prerequisite:** FTMA 1010.

This course examines the use of film form (e.g., cinematography, editing, sound design) in American movies made during a given 10-year period, as well as the social, cultural, historical and ideological contexts of the era in which they were made. Each iteration of the course is organized around particular themes relevant to the decade under discussion, e.g. "1970s - Rebels with Causes."

FTMA 2207 Film Genres**3 Credits****Attributes:** GDFT Graphic Design: Film and Television

Genres are categories of film characterized by recognizable conventions that include settings, stock characters, narrative patterns, stylistic devices, historical contexts, and themes. Genres interact with filmmakers' and audiences' shared expectations and evolve over time. Each iteration of this course examines a specific genre (e.g. the Western, Horror, Science Fiction, etc.) and evaluates it in terms of film form and its own evolving set of conventions. May be taken multiple times with different topics.

FTMA 2208 Television Genres**3 Credits****Prerequisite:** FTMA 1010 or FTMA 1011.

Basic to understanding television as an art form is the concept of genre. This course introduces students to the defining characteristics and the critical analysis of television genre. On a rotating basis, the course focuses on drama, serial, situation comedy, news and documentary, and reality television, examining distinct conception, writing, production, directing, editing and other conventions of each. Social and historical elements of the genre are also addressed.

FTMA 2209 Gender, Sexuality, and Cinema**3 Credits****Attributes:** WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** FTMA 1010.

This course examines how American movies' representations of gender and sexuality have been used to both construct and subvert cultural mores. We will consider how queer, trans, and feminist perspectives have rethought cinematic language and challenged societal attitudes through storytelling. From "coded" sexual references in classical films, to New Hollywood-era films, to today's thriving independent cinema, this representational genealogy includes both condescending myth and bold truth-telling.

FTMA 2220 Intermediate Screenwriting**3 Credits****Prerequisite:** FTMA 1120.

Writing a feature film script can be one of the most difficult and daunting tasks for a writer/filmmaker, yet it remains the dominant format in filmmaking practice. This class builds upon the foundation of FTMA 1120, expanding upon the narrative techniques at play in short films and applying them to the roughly 90 page format. The majority of this class is structured like a writers room/group, where students write, write, write, and foster a collaborative environment where they share, critique and develop script ideas.

FTMA 2230 Lighting and Cinematography**3 Credits****Prerequisite:** FTMA 1011.

This advanced motion picture production course focuses on the production of narrative fiction films. Students study and practice advanced techniques of film production: including preproduction, production and postproduction responsibilities of the producer relating to management, financing, contracts, distribution and other business elements of filmmaking. Students in the class collaborate to produce significantly more complex narrative films with more advanced camera, lighting, audio, and editing equipment.

FTMA 2231 Documentary Film Production**3 Credits****Attributes:** SPEL Sports Media Elective**Fee:** \$120 Materials Fee

This course is designed to develop skills and critical perspectives needed to produce character-driven documentary work. Through lectures, discussions, screenings, readings, and hands-on demonstrations, students will learn about documentary workflow, as well the medium's potential to promote social activism and awareness. Students will write, produce, direct, and edit short documentaries and, by periodically presenting their own work, students will engage one another in discussions and develop skills in constructive critique.

FTMA 2232 Scripted Television Production**3 Credits****Attributes:** MEVP Magis Core Exploration: VPA

The modes of scripted television storytelling are varied: 30-minute single-camera comedies, cinematic hour-long dramas, live sketch shows and three-camera sitcoms, to name a few. This course examines the history, aesthetics, and production practices of scripted television production, contextualizing each sub-genre within the broader trends of the film and television industry. In addition to viewing and analyzing television episodes, students will learn the essentials of television production: camera/ sound/ lighting, directing actors, producing and post-production workflows. Students will direct their own single-camera mini-episode, as well as collaborate on the major production of a full-length scripted episode.

FTMA 2234 Directing for Film, TV, Media**3 Credits****Attributes:** SPEL Sports Media Elective**Prerequisite:** FTMA 1011 or FTMA 1130.

This course explores what a film director does, how they manipulate and manage the divergent elements of cinema into a coherent whole, and often, into a unique and personal vision. The specific tasks of a director related to their role with crew and actors, and in the development of a film from start to finish, are studied from practical and theoretical perspectives.

FTMA 2235 New Media Workshop**3 Credits****Attributes:** SPEL Sports Media Elective**Fee:** \$120 Materials Fee

The digital revolution has arrived for the production of moving images, from the omnipresence of photo-realistic visual effects and animation in movies, to the rise of virtual and augmented reality tech as storytelling venues. Students will examine the historical context and cultural impact of the VFX, VR and AR revolution, on their way to developing and making cutting-edge short form media projects, using Adobe After Effects, Unity, VR cameras, VR/AR headsets, and beyond.

FTMA 2236 Digital Audio Workstation**3 Credits**

This course will provide the student with an in-depth knowledge of the practical application of the Digital Audio Workstation (DAW). This course is primarily designed for students interested in audio editing as it applies to producing recordings, creating sound effects, and soundtrack design for film/TV/radio. Creating samples, recording techniques, waveform manipulation, mixing, and the role of the Digital Audio Workstation in the overall process of sound design will be explored. Students will be proficient at using Logic Pro audio software to manipulate MIDI and audio. Students will learn how to record live sound effects from the environment and manipulate the recordings to create Foley sound effects, and apply them to a film segment. Students will learn to mix and master a segment of multi-track audio. Crosslisted with MUSC 2236.

FTMA 2240 Directing Animated Film and Television**3 Credits****Attributes:** MEVP Magis Core Exploration: VPA

This course explores how animated films and television shows are made in pre-production - from story development, to storyboarding- all before any actual animation begins. We will explore the role of the director in envisioning and navigating this process, as well as the historical and cultural context within which animated work is being made. Students will watch films and television episodes, analyze storytelling techniques and gain insight into the production process behind the scenes. Throughout the semester, students will act as writer, director, storyboard artist, editor and producer on their own "animatic" for an original animated short.

FTMA 2245 Survey of Film Music: Hearing the Movies**3 Credits**

This course provides an overview of film music from 1900 to today. Students investigate the defining characteristics of the major historical periods of film music, explore the social and historical events that shaped the industry, learn to actively listen to a score, and discuss salient features of a given score. The object in this course is to develop skills in analyzing the sound track, music's role in the sound track, and the relation of sound track and image track on small-scale and large-scale (narrative) levels. The course develops critical listening and viewing skills as well as a film-music historical survey. Crosslisted with MUSC 2245.

FTMA 2270 Latin American Cinemas**3 Credits**

Attributes: GDFT Graphic Design: Film and Television, LCEL LACS Minor: Elective, LCSC LACS Minor: Spanish Culture and Literature

In this course we examine Latin American and Latinx films to see how artists use cinema to capture their realities, create worlds, challenge stereotypes and social norms, and further complicate stories beyond commercial cinemas. Through consistent practice with the written word and manipulating film images making video essays, we examine the crucial importance of self-representation, and diversity of perspectives in front of and behind the camera. In addition, we study the structures of distribution and exhibition that shape the unequal visibility of some cinemas over others. As an interdisciplinary course that bridges the fields of Spanish, Film Studies, and Film Production, you will work with theoretical approaches, closely study the mechanics of film, and later adapt and apply film analysis to create video essays. Through analysis and application, we explore Latin American cinemas as highly political and culturally-entrenched vehicles circulating unequally throughout the world.

FTMA 2271 Italian Cinema**3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused, ISIT Italian Studies: Italian

This survey of Italian films as textual, cultural, and historical artifacts analyzes movements such as neorealism, commedia all'italiana, the spaghetti western, and new Italian cinema through the works of selected directors. The course follows a chronology from the silent period to present day, with special emphasis on the "golden ages" of Italian cinema, neo-realism of the postwar period, the 1960s' comedy of manners, and the new Italian cinema of the 1980s and 1990s. Students analyze the works of Rossellini, De Sica, Fellini, Visconti, Germi, Antonioni, Wertmüller, Leone, Pasolini, Moretti, Benigni, and others. Crosslisted with ITLN 2271.

FTMA 2290 Italian American Cinema**3 Credits**

Attributes: ITEN Italian Course Taught in English, MWAC Magis Core: Writing Across Curriculum

This course investigates salient aspects of Italian American cinema, including the representation of Italian Americans, works directed by Italian American directors, and roles played by Italian American actors. It also examines the difference in roles and representation for men and women in this subgroup of American society, with particular consideration given to the ethnic roots of these differences. Throughout the semester we will examine the ways in which film displays Italian ethnicity in the United States. The course also analyzes the profound influence of Italian cinema on the film-making of Italian American screenwriters and directors. This class is taught in English. Crosslisted with ITLN 2290.

FTMA 2900 FTMA Special Topics in Cinematography and Post Production**3 Credits**

These courses, offered periodically, focus in depth on a specific theme or issue, and may draw upon films from one or more countries, from among numerous directors, and from various periods in film history from the dawn of cinema to the present. Special applied courses may also be offered in this category. May be taken multiple times with different topics.

FTMA 3980 Internship**1-3 Credits**

In consultation with a faculty member, upper-level major and minor students arrange a semester-long internship with one of many film production companies located within Connecticut and the New York metropolitan area. The course combines on-site supervision and meetings with faculty advisors with weekly journal submissions and an assigned paper at the end of the internship. Enrollment by permission only. May be taken for FTM major credit up to three credits.

FTMA 3990 Independent Study**1-3 Credits**

Open to students majoring or minoring in Film, Television, and Media Arts, this course allows a student to pursue a topic in film, television, or media arts in-depth and in close consultation with a faculty member of the Film, Television, and Media Arts program. Enrollment by permission only. May be taken for FTMA major credit up to three credits.

FTMA 4998 Capstone Seminar I**3 Credits**

Prerequisite: Junior standing.

This course provides an opportunity for Film, Television, and Media Arts majors in their junior year to envision and begin on the production of a creative work that pulls together the theoretical concepts and technical skills they have acquired during their years in the program. This course is required for all Film, Television, and Media Arts majors, who must take it in the spring semester of their junior year. The capstone project is completed with FTMA 4999 in the fall semester of the student's senior year. Open to FTM majors only.

FTMA 4999 Capstone Seminar II**3 Credits**

Prerequisite: FTMA 4998.

This course provides an opportunity for Film, Television, and Media Arts majors in their senior year to produce a creative work that pulls together the theoretical concepts and technical skills they have acquired during their years in the Program. This course is required for all Film, Television, and Media Arts majors, who must take it in the fall semester of their senior year.

Graphic Design

GDSN 3201 Graphic Design I: Making Meaning**3 Credits**

Prerequisite: Completion of four preparatory classes in the Graphic Design minor.

We are literally surrounded by graphic design, from billboards to soda cans, from Facebook pages to political ads. The graphic designer develops engaging material that communicates a pointed message and persuades an audience. This class focuses on the basic ingredients of graphic design: typography, image, and color. We further explore the combination of these elements into compositions, utilizing proximity, alignment, contrast and repetition. We engage in the complexity of the creative process, developing a strong designer's process, working both by hand and on the computer. Being critical of design is an essential element of designing. Therefore, we will analyze designs for their efficacy, as we lay the foundation for further study in graphic design. In addition to personal sketchbooks, we will use Adobe Photoshop, Illustrator, InDesign, and AfterEffects software.

GDSN 3202 Graphic Design II: Clients and Collaboration**3 Credits**

Prerequisite: GDSN 3201.

This course will address the relationship between the graphic designer and the client. What can a designer do when the client specifies a "cleaner" logo? How can a designer respond when a client says, "I don't know what I want, but it's not that"? Students will practice essential research and analysis skills, as well as the questions that designers can ask clients, to help both parties understand the goals of any given design. They will also examine the variety of delivery systems for graphic design, from printed to electronic media, and how they affect both layout and file formats. Students will continue to develop expressive skills using text, image and layout. They will also continue to engage in the complexity of the creative process, developing a strong designer's process, working both by hand and on the computer. We will also continue to develop our design sense by critically analyzing designs.

Music

MUSC 1101 The History of Jazz

3 Credits

Attributes: ASGW American Studies: Gateway, ASVP American Studies: Visual and Performing Arts, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate

This course traces the development of American jazz from its origins in African-American musical traditions. Students examine the roots of jazz in ragtime, blues, work songs, and march music and study the development of different jazz styles such as Dixieland in the '20s, swing in the '30s, bop in the '40s, and continuing to the present. The course emphasizes the connection between historical periods and the music of jazz: America's original art music.

MUSC 1102 History and Development of Rock

3 Credits

Attributes: ASGW American Studies: Gateway, ASVP American Studies: Visual and Performing Arts, DEIE Diversity, Equality, and Inclusion Elective

This course surveys the musical and social trends that resulted in the emergence of rock and roll as an important musical and cultural force in America. The course traces the roots of rock, blues, and country styles, showing how they merged with popular music. Students examine periods from the 1950s to the present, along with Elvis Presley, Chuck Berry, Little Richard, the Beatles, the British invasion, folk music, Bob Dylan, jazz and art rock, Jimi Hendrix, the west coast movement, and the music industry. Students learn to understand, discuss, and differentiate between stylistic periods and their historical relevance to American culture.

MUSC 1103 History of Music: 400-1700

3 Credits

From the humble beginnings of prayer set to chant, through the golden age of polyphony, to the masters of the baroque, this course surveys the origin of western art music. Students learn the basic elements of music and chart the evolution of these elements through the centuries. Students also learn about the cultural and intellectual environment that gave birth to different music genres and styles.

MUSC 1104 History of Music: 1700-1964

3 Credits

Attributes: MUEM European Music

This course explores the ways in which composers manipulated musical language to meet the growing demands of the middle class. After learning the basic elements of music, students explore the world of the Enlightenment and Haydn, Mozart, and Beethoven. In the romantic period, the course explores the interaction of all the arts and the influence of politics and economics on compositional style. With the dawn of the 20th century, the course explores what "modern" means, learns about attempts to expand and replace musical language, and studies the impact of American culture on music.

MUSC 1112 Music of Black Americans

3 Credits

Attributes: ASGW American Studies: Gateway, ASVP American Studies: Visual and Performing Arts, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate

This musical and historical survey of African-American music and its important contributions to American culture examines African heritage, slave songs, and the colonial era, followed by the role of African-Americans in the music and culture of the Revolutionary and Civil War periods. Students examine the evolution of spirituals, minstrel songs, and ragtime as they relate to dance forms; the role of African-Americans as performers and composers in classical music and music of the theatre; and the blues as it evolves into jazz, soul, reggae, funk, disco, and rap. This course takes a look at racism and issues of gender in America, and how musicians of diverse backgrounds have collaborated and contributed to the evolution of American music despite prejudice and adversity.

MUSC 1120 History of American Song

3 Credits

Attributes: ASGW American Studies: Gateway, ASVP American Studies: Visual and Performing Arts

This course examines the history of our most popular form of American music: the song. It explores the origins of song, the impact of immigrants, war, women, and political agendas on the development of this genre, as well as popular American songwriters, singers, and styles. Through critical analysis, we will see the patterns that shaped the music of today.

MUSC 1122 World Music History and Ensemble

3 Credits

Attributes: BSAH Black Studies: Arts and Humanities, BSCC Black Studies Component Course, EDCG Educational Studies Cognate, INEL International Studies Elective, LCEL LACS Minor: Elective

The course includes a survey and hands-on instrumental experimentation with world music including African, Brazilian, African-American, Native American, Latin American, Indian, and South Asian styles. Students attend a formal lecture and a practice or performance session each week. During the latter session, students learn to play (primarily African) percussion instruments, coming to view them as the first building blocks of much larger units of ethnic, folk, traditional, or popular ensembles. The course raises student awareness of corresponding songs and traditions; links history, tradition, music, and culture; and introduces students to the contribution of a wide range of cultures to the music world and to the widespread belief that music is a universal language. Students perform as a class or an ensemble on set show-and-tell occasions that may be open to invited guests and/or the University community. No previous musical experience is required.

MUSC 1124 Bach and Beethoven

3 Credits

Attributes: GMEL German Major or Minor Course, GMEN German Course Taught in English

This course examines the lives and music of two masters. The first half of the course explores the great secular and religious music of Johann Sebastian Bach, the last great exponent of baroque style. The second half of the course investigates the life and works of Ludwig van Beethoven, the composer who, more than any other, represents the struggle for artistic truth.

MUSC 1126 History of Choral Music

3 Credits

From Palestrina's masses to Verdi's Requiem, this course explores the history of music through choral music. The composers themselves often considered these masterpieces to be the culmination of their compositional development and work. A basic ability to read music is helpful.

MUSC 1132 Critical Issues in American Popular Music: Blues to Hip Hop **3 Credits**

Attributes: ASVP American Studies: Visual and Performing Arts, BSAH Black Studies: Arts and Humanities, BSCC Black Studies Component Course, DEIE Diversity, Equality, and Inclusion Elective

This course provides an in-depth look at the important musical, social, and racial issues in American popular music, from the media exploitation of the blues in the 1920s through current issues in hip hop. Subject areas will include blues and its origins, jazz and modernism, the obstacles of race in music, the death of rhythm and blues, rock's evolution in the 1950s, rap and hip hop culture, and issues in both postmodernism and perverse as seen by many music and art critics.

MUSC 1150 Music Theory and Composition I **3 Credits**

This course introduces students to the basic concepts of music theory and beginning compositional skills. Starting with the notation of pitch and rhythm, the course investigates the major/minor key system, intervals, chord construction, melody writing, and rudimentary harmonization. No background in music is expected.

MUSC 1155 Popular Music Theory and Composition **3 Credits**

This course gives students a working knowledge of jazz and pop harmony. Students will attain keyboard proficiency through an emphasis on ear-training, voicings, tritone substitutions, and improvisation theory; this proficiency can be used on other instruments. Students learn all upper-structure chords in all keys as well as ways to improvise on various chord structures. Students should be able to play through lead sheet material with reasonable proficiency using jazz voicings and voice-leading techniques. Basic knowledge of the keyboard is recommended, but the course is open to all instrumentalists and vocalists.

MUSC 1156 Introduction to Music Technology: History and Practice **3 Credits**

This course provides students with an introduction to the use of musical instrument digital interface and its various formats. Participants study principles of MIDI, the use of computers in music, and music software as it applies to composition, arranging, sequencing, and music notation, examining how these formats enhance the performance of music and music production. Students learn the technology used in pop music, soundtracks, and commercial music. This course requires a basic knowledge of music and is open to students with some musical background.

MUSC 1157 Introduction to the Music Industry **3 Credits**

This course introduces students to the various aspects of the music industry. Students discuss the history and process behind the creation, manufacture, and distribution of prerecorded music. The course covers the earliest record companies, changes in the technology, and the growing awareness and sophistication of the consumer and the artists, as well as the function of managers, attorneys, musicians, and agents in the music industry.

MUSC 1243 19th Century Romanticism in Music **3 Credits**

Attributes: ISIF Italian Studies: Italy-Focused, ITEN Italian Course Taught in English

This comprehensive survey of 19th-century romanticism in music considers the music of Beethoven, Chopin, Verdi, and Wagner, among others. The music of the romantic era contains some of the richest masterpieces in music history. The course considers the relationship between music and the other arts. Previously MUSC 2243.

MUSC 1953 Jazz Ensemble **1 Credit**

Prerequisites: Instrumental or vocal performance experience; selection through audition.

Jazz Ensemble is open to musicians who wish to develop their skills in jazz performance. Students rehearse and receive instruction in performing and improvising in different styles of jazz, from swing to fusion. This course may be taken repeatedly.

MUSC 2201 Hip Hop Evolution: From the South Bronx to the World **3 Credits**

Attributes: BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, MUAM American Music, MUHI Music History

This class explores the musical, cultural, political, and aesthetic foundations of hip-hop. We will trace the corporeal, visual, spoken word, literary, and musical antecedents to and manifestations of hip-hop in American cultural. Students will investigate specific black cultural practices that have given rise to its various idioms. Students create material culture related to each thematic section of the course. Scheduled work in performance studio helps students understand how hip-hop is created and assessed. We will analyze the effects of corporate America and examine the images and ideas presented by an industry driven by profit. Are we really in a post-racial society? How does hip-hop help us understand race, class, gender, power, and oppression? Artists studied will not be those with the highest number of albums sold, but those with significant musical or lyrical content and impact on hip-hop as a whole.

MUSC 2215 American Musical Theatre: History and Practice **3 Credits**

Prerequisite: One music or theatre course.

Musical theatre is a complex genre that has developed in tandem with the developing American nation. It is a serious art form that, in its finest iterations, represents total works of art unique in and of themselves. This course expands students' knowledge of the range and diversity of the genre as codified in the middle 20th century by Rodgers and Hammerstein and their imitators. Embedded in great musical theatre pieces is the essence of what it means to be an American living in the United States at a particular time in history. Crosslisted with THTR 2215.

MUSC 2236 Digital Audio Workstation **3 Credits**

This course will provide the student with an in-depth knowledge of the practical application of the Digital Audio Workstation (DAW). This course is primarily designed for students interested in audio editing as it applies to producing recordings, creating sound effects, and soundtrack design for film/TV/radio. Creating samples, recording techniques, waveform manipulation, mixing, and the role of the Digital Audio Workstation in the overall process of sound design will be explored. Students will be proficient at using Logic Pro audio software to manipulate MIDI and audio. Students will learn how to record live sound effects from the environment and manipulate the recordings to create Foley sound effects, and apply them to a film segment. Students will learn to mix and master a segment of multi-track audio. Crosslisted with FTMA 2236.

MUSC 2242 Music of the Classical Era **3 Credits**

During the classical era (about 1750 to 1830), music shifted from an aristocratic concern to the favorite popular art of the middle class. The course examines the lives and music of the three most important composers of this period: Haydn, Mozart, and Beethoven.

MUSC 2244 Music of the 20th Century **3 Credits**

This introduction to the mainstreams of music of our time begins with Debussy, Ravel, and the French moderns. After investigating the music of Stravinsky, Bartók, and other European composers, the course concludes with such modern trends as electronic music, film music, jazz, and popular music.

MUSC 2245 Survey of Film Music: Hearing the Movies 3 Credits This course provides an overview of film music from 1900 to today. Students investigate the defining characteristics of the major historical periods of film music, explore the social and historical events that shaped the industry, learn to actively listen to a score, and discuss salient features of a given score. The object in this course is to develop skills in analyzing the sound track, music's role in the sound track, and the relation of sound track and image track on small-scale and large-scale (narrative) levels. The course develops critical listening and viewing skills as well as a film-music historical survey. Crosslisted with FTMA 2245.	MUSC 3925 Private Lessons: Trumpet 2 Credits Fee: \$710 Music Lesson Fee MUSC 3926 Private Lessons: Violin 2 Credits Fee: \$710 Music Lesson Fee MUSC 3927 Private Lessons: Viola 2 Credits Fee: \$710 Music Lesson Fee MUSC 3928 Private Lessons: Voice 2 Credits Fee: \$710 Music Lesson Fee
MUSC 2250 Music Theory and Composition II 3 Credits Prerequisite: MUSC 1150. In this course, students build a theoretical and compositional foundation by studying 7th chords, part-writing, harmonic progressions, and chromatic harmony. In addition, students compose original melodies and learn how to harmonize them, and undertake simple analysis projects to further understand how music is put together.	MUSC 3951 Instrumental Ensembles 1 Credit Prerequisite: Orchestra or symphonic band performance experience. This ensemble helps instrumental musicians develop their skills further through public concert performances. Students learn ensemble performance ethics and stylistic interpretation, as well as performing pieces from a wide variety of genres and time periods. This course may be repeated each semester. Previously MUSC 1951.
MUSC 2900 Special Topics in Music: Group voice, Technique and practice 3 Credits Attributes: MEVP Magis Core Exploration: VPA Prerequisite: One 1000-level music course. Students will undertake an in-depth study of a specific problem, period, composer, performer, or style of performing, creating, or responding to music. The course will be conducted by a leading scholar/practitioner in the field. The course may be repeated with permission of the program director.	MUSC 3953 Jazz Ensemble 1 Credit Prerequisites: Instrumental or vocal performance experience; selection through audition. Jazz Ensemble is open to musicians who wish to develop their skills in jazz performance. Students rehearse and receive instruction in performing and improvising in different styles of jazz, from swing to fusion. This course may be repeated each semester. Previously MUSC 1953.
MUSC 3911 Private Lessons: Bass 2 Credits Fee: \$710 Music Lesson Fee	MUSC 3955 University Glee Club 1 Credit The University Glee Club is a mixed-voice choral ensemble, providing student singers opportunities to work on vocal technique; enhance their musical skills; and perform on campus in concert and at University events, and off campus in concert venues in the region and beyond. Through a regular schedule of rehearsals and performances, students learn vocal music in variety of styles, including Renaissance polyphony, liturgical and other sacred music of various eras and traditions, oratorio, Spirituals, American folk music, and Musical Theatre, among others. This course may be repeated each semester.
MUSC 3912 Private Lessons: Bassoon 2 Credits Fee: \$710 Music Lesson Fee	MUSC 3980 Internship 1-3 Credits Internships are available in a number of organizations. Students receive semester credit in exchange for working a minimum of 10 hours per week. Students may count no more than six credits towards a major, and no more than three credits towards a minor. Open to music majors and minors only. Enrollment by permission only.
MUSC 3913 Private Lessons: Cello 2 Credits Fee: \$710 Music Lesson Fee	MUSC 3990 Independent Study 1-3 Credits Attributes: MUHI Music History By arrangement with music faculty, students work independently on special topics within the field of music. Open to music majors and minors only. Enrollment by permission only.
MUSC 3914 Private Lessons: Clarinet 2 Credits Fee: \$710 Music Lesson Fee	MUSC 4998 Senior Capstone Project I 3 Credits Attributes: MUHI Music History The capstone project provides opportunities for majors to work at a very high level, reflecting their expertise and ongoing research. Enrollment by permission only.
MUSC 3915 Private Lessons: Flute 2 Credits Fee: \$710 Music Lesson Fee	MUSC 4999 Senior Capstone Project II 3 Credits Attributes: MUAP Applied Music The capstone project provides opportunities for majors to work at a very high level, reflecting their expertise and ongoing research. Enrollment by permission only.
MUSC 3916 Private Lessons: Guitar 2 Credits Fee: \$710 Music Lesson Fee	
MUSC 3917 Private Lessons: Harp 2 Credits Fee: \$710 Music Lesson Fee	
MUSC 3918 Private Lessons: Oboe 2 Credits Fee: \$710 Music Lesson Fee	
MUSC 3919 Private Lessons: Percussion 2 Credits Fee: \$710 Music Lesson Fee	
MUSC 3920 Private Lessons: Piano 2 Credits Fee: \$710 Music Lesson Fee	
MUSC 3921 Private Lessons: Beginning Piano 2 Credits Fee: \$710 Music Lesson Fee	
MUSC 3922 Private Lessons: Jazz/Pop Piano 2 Credits Fee: \$710 Music Lesson Fee	
MUSC 3923 Private Lessons: Saxophone 2 Credits Fee: \$710 Music Lesson Fee	
MUSC 3924 Private Lessons: Trombone 2 Credits Fee: \$710 Music Lesson Fee	

Studio Art

SART 1011 Introduction to Sculpture

3 Credits

Attributes: GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

This beginning sculpture course is an introduction to working three-dimensionally. Promoting an understanding of the creative process, students will construct objects in both abstract and realistic styles. The course emphasizes concepts, contemporary art and theory through a wide variety of materials and aesthetic categories such as collage, sculptural construction, and installation.

SART 1012 Introduction to Drawing

3 Credits

Attributes: GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

This course focuses on the act of seeing and its intimate connection with mark-making. Experiences develop observational, expressive, and conceptual skills. Students explore the formal elements of drawing, such as line, value, composition, and form, and how they can be used to express an awareness of one's self and the world around one. The course explores a variety of materials and processes through in- and out-of-class projects. Students participate in critiques of these projects and, through writing and speaking, develop a language of aesthetic awareness and a sense of artistic quality.

SART 1013 Introduction to Figure Drawing

3 Credits

Attributes: GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

This introduction to drawing from the human figure uses a wide variety of media and techniques. The course emphasizes understanding, interpretation, and expressive use of the figure in contemporary studio practice. Students discover proportion and form through line, value, perspective, anatomical studies, and analysis of structure. Students participate in critiques of their projects and, through writing and speaking, develop a language of aesthetic awareness and a sense of artistic quality.

SART 1014 Introduction to Printmaking

3 Credits

Attributes: GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

Through an interdisciplinary approach in this introductory printmaking course, students will discover new ways of organizing visual space and reflect on the myriad of approaches to making prints. Through hands-on studio projects such as monoprinting and photographic technique, visual thinking will be emphasized as a creative practice that augments intellectual thought and how knowledge is socially constructed within and beyond the studio. Students will be asked to consider the ethical implications of decisions made within our globally interconnected society, including the selection of assignment materials.

SART 1015 Introduction to Painting

3 Credits

Attributes: GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

This course introduces the methods, techniques, and language of oil painting. Students explore principles of color, construction, paint handling, delineation of form and space, light and shadow, surface, texture, and composition. Students paint primarily from observation and employ representational and abstract modes. Materials and historical concerns are integral parts of directed and individual investigations.

SART 1016 Introduction to 2-D Design

3 Credits

Attributes: GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

This course is an introduction to the aesthetic dimension of human existence through the appreciation and practice of pictorial design, a fundamental aspect of our larger visual culture. Studio exercises will familiarize students with concepts such as line, rhythm, shape, balance, texture, and pattern. A hands-on studio environment with computer-based assignments will involve students in practical and creative problem-solving. Adobe Illustrator and Photoshop will be the software programs used on all assignments. Across the semester students become more familiar and conversant in the elements and principles of design as well as the two software programs.

SART 1101 Digital Tools in Art Making

3 Credits

Attributes: GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

In this introductory studio course, students will explore digital graphics software and how it may be used in conjunction with traditional art media (such as painting and drawing in pencil, ink, charcoal, pastels, and gouache) to develop a unique visual voice. Through projects that build on one another's idea-based and technical components, students will develop an understanding of vocabulary fundamental to visual language and technology's relationship to art now and throughout history. Projects will emphasize that digital technology is not an end in itself, but a means to realizing ideas.

SART 1102 Experimental Drawing Practices

3 Credits

Attributes: GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

In this introductory course students will gain an expanded view of how seeing, drawing, and thinking contribute to organizing and expressing one's visual thoughts and ideas. Through hands-on studio projects, visual thinking will be emphasized as a creative practice that augments intellectual thought and teaches problem-solving skills. Through an interdisciplinary approach, students will discover new ways of organizing visual space and reflect on the myriad of approaches to working with their hands and new materials both found and new. Projects will include a wide range of mark making, collage, collotypes, and other layering techniques. This course is designed to be open and accessible to all students.

SART 1105 Color Workshop

3 Credits

Attributes: GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

This course investigates fundamental color theory through studio projects using contemporary and historical references. Students focus on the development and exploration of ideas using a variety of color media and study the practical mixing and application of pigments. The course stresses perception, visual awareness, sensitivity, attitude, and judgment, and is typically offered fall semester. This course is designed to be open and accessible to all students.

SART 1132 Sculpture: Construction and Subtraction

3 Credits

Attributes: GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

An introduction to three-dimensional form and the area that it inhabits, this broad-spectrum course offers an in-depth focus on developing studio skills in sculpture. Hands on collaborative and individual projects introduce students to the themes of space and the environment through an exploration of abstraction and representation. A consideration of the evocative nature of materials is central to this course, as visual organization in the world around us is investigated. This course is designed to be open and accessible to all students.

SART 1133 Alternative Processes Photography**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$145 Materials Fee

This course covers alternative techniques in photography, including Cyanotypes, Kallitypes, collage, and instant photography. Additionally, students will have readings pertaining to the history of the medium, and will be introduced to contemporary concepts and use of the photographic image. A digital camera, while not required, will be useful. There are a small number of manual and digital loaner cameras available through the Studio Art Program, but loans are available on a first come basis. This course is designed to be open and accessible to all students.

SART 1134 Digital Photography**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$145 Materials Fee

This course covers basic techniques of digital photography, including print production, the development of concepts and theory in photography, the relationship of photography to other visual media, and the study of historical and contemporary precedents. In addition, students will explore the manipulation of photographic images in both black and white and color through the use of Adobe Photoshop. Students must provide their own digital camera. For this course, cameras must have a manual over-ride option. There are nine possible loaner cameras available through the Studio Art Program, but loans are available on a first come basis. This course is designed to be open and accessible to all students.

SART 1136 Artist Book Construction**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

In this course, students will engage in book making, book altering, and book deconstruction as a creative endeavor, examining how visual language and written language differ and interact, and will consider the book as a metaphor for any technology that preserves and transmits information. The course will examine our changing relationship with books in the 21st Century by introducing you to the methods and thought processes of working artists as well as social, natural, and/or political issues common to practicing contemporary artists. This course is designed to be open and accessible to all students.

SART 1137 Motion and Time-Based Art**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

This course uses a wide variety of media to develop and present performance and installation art, emphasizing interconnections with video, computer, telecommunications, photography, film, live performance, music, and sound. It is typically offered every other spring semester. This course is designed to be open and accessible to all students.

SART 1138 From Drawing to Painting**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

This course specializes in teaching students to work with drawing as a way to develop subject matter and transition into painting. The first part of the semester is focused on collecting and drawing from visual references such as nature, the figure, interiors and still life. Working with sketches, students learn to develop a visual vocabulary to articulate ideas that are meaningful and personal to them. This practice is used as a starting point to develop a language of expression and transition into painting. This course is designed to be open and accessible to all students.

SART 1139 Watercolor**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

This course is an introduction to the methods, techniques and language of watercolor. In exploring the fundamentals of watercolor this course helps students develop their abilities to see and explore washes of color in relation to pictorial space and form. Value, composition, color, transparency, and wet into wet processes are explored. This course is designed to be open and accessible to all students.

SART 1140 Darkroom Photography**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$145 Materials Fee

This course is an introduction to the practice of photography by means of film and the darkroom. Students will understand the action of light on film and paper as an art medium. Basic principles and practices of black and white film, intention, processing film and prints, exposure, and printing are instructed and built upon. Students will begin to learn the mechanics and vernacular of analog photography while beginning to understand their own personal aesthetics by completing visual exercises and a final portfolio.

SART 2230 Advanced Painting**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee**Prerequisite:** SART 1015.

This course builds on the experience of Introduction to Painting and stresses fluency in paint and the advanced development of technical and expressive skills. It focuses on the generation of ideas as a central component in the process of painting. Individual direction is developed in consultation with the instructor. This course includes individual and group criticism.

SART 2231 Advanced Printmaking**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee**Prerequisite:** SART 1014 or SART 1136.

This course focuses on the development of technical and conceptual skills as a central component in the process of printmaking, with an emphasis on developing individual direction through studio work, drawing, writing, and research. Students explore intaglio, silkscreen, and painterly methods of mono-printing.

SART 2233 Advanced Photography**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$145 Materials Fee

This course builds upon the fundamentals of photography learned in previous photography courses, and depending on the semester focuses on either digital or darkroom techniques. If the focus is digital, a digital camera is required for this course.

SART 2235 Advanced Drawing**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee**Prerequisite:** SART 1012 or SART 1013 or SART 1101 or SART 1102 or SART 1138.

This course builds upon the experience of SART 1012 and stresses advanced development of skills. It focuses on the generation of ideas as a central component in the process of drawing and emphasizes individual direction and inventive drawing through studio projects developed in consultation with the instructor. This course includes individual and group criticism.

SART 2900 Special Topics (Shell)**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee

Students will have the opportunity to work in a specific medium or technique, or on a particular subject, not available in our regular course offerings.

SART 3299 Advanced Projects Seminar**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee**Prerequisites:** Three courses in studio art.

Required for students majoring and an option for students minoring in Studio Art, this course helps students develop a unique body of work representative of their explorations, discoveries and development. Emphasis is on preparing a portfolio reflective of their individual practice. Students read and discuss contemporary and art historical issues. Visiting artists and critics are a feature of the class. Open to majors and minors only.

SART 3980 Studio Internship**1-3 Credits****Attributes:** GDSA Graphic Design: Studio Arts

Internships are for students who have completed at least three studio courses and whose academic work has prepared them for professional work related to internships as studio assistants to professional artists or for work in museums, galleries, or art-related non-profit organizations in the New York City and local areas. Internships require faculty sponsorship and departmental approval, and are developed by each student in consultation with the supervising professor.

SART 3990 Independent Study**1-3 Credits****Attributes:** GDSA Graphic Design: Studio Arts

By arrangement with studio faculty, juniors and seniors may work independently on specific studio projects. Progress is reviewed through individual critiques. Students regularly read and discuss contemporary and art historical issues. Students must finalize independent studies with the studio program director.

SART 4301 Exhibition Seminar**3 Credits****Attributes:** GDSA Graphic Design: Studio Arts**Fee:** \$120 Materials Fee**Prerequisite:** Senior standing.

Students in this course build on Advanced Projects experiences and continue to develop a unique body of work representative of their explorations, discoveries, research, and deep reflection. Students regularly read and discuss contemporary art theory and art historical issues. Emphasis is placed on preparing a portfolio and senior exhibition. Visiting artists and critiques are a feature of the class. Open to studio art majors only.

Theatre

THTR 1011 Exploring Theatre**3 Credits****Attributes:** MWAC Magis Core: Writing Across Curriculum

When we can download any movie we want to our computer and watch it from the comfort of the residence hall, why do live theatre? Why see live theatre? Does live theatre have anything to offer that movies and TV cannot? Is it worth doing or seeing? Actually, the act of witnessing live theatre challenges us to think more deeply, more critically, and more thoughtfully about our society and ourselves. Theatre can change the world. This course is about understanding why we need theatre in our lives, and becoming more active, more engaged, more attentive audience members.

THTR 1030 Acting I**3 Credits**

This class is an intensive introduction to technique and training essential to acting. Manifesting the understanding of key concepts through demonstrating skills is the primary focus of the course. Physical openness and responsiveness are explored and developed in pursuit of performance that is dynamically immediate and wholly engages audience, ensemble, and performer. Students will learn and practice Viewpoints, an approach to performance that allows performers to develop stage presence, play as a member of an ensemble, and make exciting performance choices. The class also introduces vocal technique for stage, the key ingredient to theatrical storytelling.

THTR 1106 Theatre Management**3 Credits**

When considering a theatre event, we usually think of actors performing for an audience. Yet, there is a network of factors ensuring a successful actor/audience connection. On the management side, there is the stage manager, making sure that every moment of the performance runs smoothly. On the administration side, there are other issues: Where did the money come from? How did the audience learn about the production? What is the overriding purpose of the theatre company? This course introduces the numerous managerial and administrative matters that are necessary for theatre production.

THTR 1111 Performance Histories I: Origins to Shakespeare**3 Credits**

We explore the Great Theatre of the World from ancient Greece (Sophocles) to medieval Japan (Shōguns) to the Renaissance (Shakespeare) as social justice. All theatre is social justice theatre, galvanizing audiences to empathize with characters braving injustices through great entertainment. We begin with the hit Broadway musical, Hamilton, and then trace our steps back to Ancient Greece, which produced the first musical dramas about societal injustice. Our journey through the world's great theatres will identify and analyze the values, beliefs, practices, and privileges of our own and other societies and what makes compelling entertainment. Six theatre performances, live and online, included.

THTR 1112 Great Theatre of the World: Henrik, Hanuman, and Hamilton**3 Credits**

We explore the Great Theatre of the World from nineteenth-century European modernism (Henrik) to the epic theatres of Asia (Hanuman) to hit Broadway musicals (Hamilton) through the lens of social justice. All theatre is social justice theatre, designed to galvanize audiences to empathize with characters braving injustices through compelling entertainment that engages both hearts and minds. Theatre provides a window into the people of our own and other times and places—their passions, their needs, their troubles—by dramatizing conflicts of power, oppression, race, gender, and class. Six theatre performances, live and online, are included.

THTR 1135 Modern and Contemporary Dance**3 Credits**

This course explores the movement principles of the major dance figures in the 20th century, including Martha Graham, Doris Humphrey, Hanya Holm, Jose Limon, and Merce Cunningham. Students complete research, compositional assignments, and structured improvisations to support the classroom activity. Overall, students gain a historical perspective of modern dance as an art form and improve their own dance technique in terms of strength, alignment, and flexibility.

THTR 1137 Acting for the Camera**3 Credits**

This course is an introduction to the specialized techniques used in successful on-camera acting. On-camera exercises emphasize the importance of listening, truthful moment-to-moment response, and effective communication skills. Initial classes examine the difference between acting for the stage and acting for the camera. Students practice a variety of on-camera styles including comedy, crime drama, and commercials. The course builds towards longer scene work from a screenplay. Topics include script analysis, nuance and depth of performance, relaxation, and confidence on-camera. Cross-listed with FTMA 1137.

THTR 1138 Folk and Social Dance**3 Credits**

This course explores dance as social interaction and communal activity. Students discuss and participate in various kinds of folk dances originating from different ethnic cultures and explore their common roots in primitive rituals, religious worship, courtship, recreation, celebration, and therapeutic or healing experiences. The course also explores contemporary forms of ballroom, disco, and club dancing. Students complete research, compositional assignments, and structured improvisations to support classroom activity.

THTR 1150 Entertainment Technology**3 Credits**

This course is an introduction to the technical aspects of theatre, film, and television. Students learn basic techniques of scenic construction, rigging, sound, projection and stage lighting. Lectures serve as foundational information for a series of lab sessions held throughout the semester in the Scene Shop. The required labs provide hands-on learning for construction, lighting, and other aspects of technology used in live entertainment. Lab schedules are created during the first weeks of class, in consultation with instructor. Cross-listed with FTMA 1150.

THTR 1152 Costume Construction for Stage & Screen**3 Credits**

Attributes: MEVP Magis Core Exploration: VPA

Learn to make amazing garments, for the stage, for film, or for your own purposes! Costume construction is a vital career in the entertainment industry, combining creativity and hands-on craftsmanship. Through readings, lecture, discussion, and hands-on lab work, students will be introduced to the principles of theatrical garment construction, and learn basic costume-making techniques. Using the textbook as a lab notebook, students will collect sewing samples, notes, textile samples, measurement charts and paper pattern-making, which will then inform their final project: a sewn garment. Students will participate on Wardrobe Crew for a Theatre Fairfield production or a Capstone Film. Cross-listed with FTMA 1152.

THTR 1154 Theatrical Makeup for Stage & Screen**3 Credits**

Attributes: MEVP Magis Core Exploration: VPA

Expert application of theatrical makeup is a critical tool for the professional actor, and a rewarding career path in theatre and film. Through lecture, discussion, and hands-on lab work you will be introduced to the principles of stage makeup design and application. Combining research, critical analysis, and hands-on techniques, students will develop makeup application skills using their own faces. Whether as a theatre artist or as an audience member, this class will lead to more sophisticated understanding of makeup in both theatre and film. Students will participate on Makeup/Hair Crew for a Theatre Fairfield production or a Capstone Film. Cross-listed with FTMA 1154.

THTR 1155 Design for Stage & Screen**3 Credits**

Attributes: GDTA Graphic Design: Theatre

This class explores the visual work of theatre and film designers: how costumes communicate a character's personality, how scenery establishes an atmosphere, and how lighting illuminates both literally and metaphorically. Students study how design functions by working on a series of design projects for both stage and film scripts. In addition, the course closely examines the creative process that underpins the work of all artists. Crosslisted with FTMA 1155.

THTR 1158 Scene Painting**3 Credits**

Attributes: GDTA Graphic Design: Theatre

This workshop introduces the basic principles, skills, and techniques of the scenic artist. Through a series of painting projects, students explore common painting techniques. The course gives special attention to matching the paint project to the paint elevation, as well as developing creative thinking skills. Projects emphasize craftsmanship and the ability to work as part of a team in addition to dealing with the time factors of actual production. Students research various techniques, styles, and visual textures in addition to hands-on work in the class. Students serve as members of a paint crew for a Theatre Fairfield production.

THTR 1200 American Women Playwrights**3 Credits**

Attributes: ASGW American Studies: Gateway, ASVP American Studies: Visual and Performing Arts, ENAM American Literature, E_AF English Literature After 1800, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course traces the evolution of plays by women from the Revolutionary War to plays reflecting the 21st-century concerns of African American, Asian, American, and Latina playwrights. Plays are discussed in light of the social, political, and economic climates that produced them. Special emphasis is given to questions of sex, gender, race, ethnicity, and class, as we explore how American women, despite considerable obstacles, have developed their own theatrical voices. Our study is further informed by the work of feminist performance theorists. Crosslisted with ENGL 1200.

THTR 1250 American Drama**3 Credits**

Attributes: ASGW American Studies: Gateway, ASVP American Studies: Visual and Performing Arts, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

This course examines the development of American theatre from the 18th through the 21st centuries. It includes a study and analysis of the special problems affecting the development and changes in American society as seen through American playwriting and theatre production. Students read and see over fifteen plays that grapple with issues of race, ethnicity, gender, class, and what it means to be an American. The course includes theatre trips. Cross-listed with ENGL 1250.

THTR 1951 Theatre Fairfield Performance Practicum**1 Credit**

Students gain first-hand training in performance under the guidance of theatre professionals. Everyone cast in a Theatre Fairfield production is automatically enrolled in this one-credit practicum. Students may also earn credit by enrolling in weekly Performance Workshops, which focus each semester on introducing a particular performance skill. Some of the topics covered in previous Performance Workshops include: clowning, stage combat, physical performance, and puppetry. This course may be repeated but may not be included in the 120 credits required for graduation.

THTR 1952 Theatre Fairfield Production Practicum 1 Credit

Students gain first-hand training in theatre production under the guidance of theatre professionals. Everyone working on a crew of a Theatre Fairfield production is automatically enrolled in this one-credit practicum. Students must consult with theatre faculty regarding placement as a crew head in stage management, technical, or front-of-house duties. This course may be repeated but may not be included in the 120 credits required for graduation.

THTR 2210 Theatre in Production 3 Credits

Students take this course in conjunction with a particular Theatre Fairfield production. This course offers an immersion experience, as students engage in focused theatrical research in the classroom and immediately apply the concepts in the production. The class/production format makes particularly challenging scripts and/or artistic approaches possible. Some of the topics covered in previous semesters include Restoration comedy, performing Shakespeare, and devised theatre.

THTR 2215 American Musical Theatre: History and Practice 3 Credits

Prerequisite: One music or theatre course.

Musical theatre is a complex genre that has developed in tandem with the developing American nation. It is a serious art form that, in its finest iterations, represents total works of art unique in and of themselves. This course expands students' knowledge of the range and diversity of the genre as codified in the middle 20th century by Rodgers and Hammerstein and their imitators. Embedded in great musical theatre pieces is the essence of what it means to be an American living in the United States at a particular time in history.

THTR 2230 Advanced Acting 3 Credits

Prerequisite: THTR 1030.

This is an intensive acting course that builds upon the basic acting principles taught in Acting I. In this course, students apply what they have learned about the art, analysis, and interpretation of acting to a variety of dramatic styles. Students explore several period acting styles through exercises, scenes and monologues. Students gain a well-rounded and thoughtful understanding of acting as a practical and intellectual art that prepares them for further work in theatre and related performing arts.

THTR 2250 Fashion Forward: A History of Fashionable Dress in Global Context 3 Credits

Attributes: MEVP Magis Core Exploration: VPA, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course examines how clothes are a tool of identity and power, by exploring fashions of both Europe and the Global South. The history of fashion is the history of humanity. What we choose to wear, how we style our hair, and how we decorate our bodies, has been a factor of our daily lives for millennia. Fashion is never "just clothes." Our clothes tell ourselves and the world who we are, where we see ourselves in our community, and how our fellow humans view us. Through readings, discussions, research and writings, students will discover the incredible power of dress. Cross-listed with AHST 2250.

THTR 2253 Costume Design 3 Credits

Attributes: GDTA Graphic Design: Theatre

Before a character even speaks, we have a strong sense of who that person is, based on our impression of the costume design. This class focuses on how costume designers engineer strong connections between the world of the play or film, and the audience's experience. Play analysis, historical research, visual research, idea-generation, design development and rendering styles are addressed. Emphasis is placed on a sound creative process, as well as grounding designs in historical accuracy or consistent world-building.

THTR 2256 Stage Lighting 3 Credits

Attributes: GDTA Graphic Design: Theatre

Prerequisite: THTR 1150 or THTR 1155.

With light on stage, we create a vast array of environmental moods. In order to accomplish these effects, students must grasp two separate fields of information. First, there are technical elements: the nature of light, electricity, reflection, refraction, lighting instruments and control systems. Then there is light in the context of the theatrical production. This involves play analysis, visual research, and manipulating light in the theatre space. Both the technical and aesthetic aspects are covered in this class. Safe use of electricity and lighting equipment is emphasized.

THTR 2288 Scene Design 3 Credits

Attributes: GDTA Graphic Design: Theatre

Prerequisite: THTR 1155.

In a play, scenery provides the context, allowing the audience to connect to the characters and their dramatic journey. Not merely locale, scenery is a visual accompaniment to the action of the play. In this course, students develop their drafting, rendering and model-making skills, as these are the designer's principle communication tools. The course includes play reading, analysis and historical research. Emphasis is placed on a sound creative process, as well as grounding designs with historical accuracy.

THTR 2800 Queer Theatre and Performance 3 Credits

Following a queerly designed course schedule that pushes against normative constructs such as linear time, biological continuance and "progress," as measured by notions of capitalist "success," students will read and unpack a diverse selection of theoretical musings, play scripts, performance texts, descriptions, reviews, and videos in an effort to compose a working definition of "queer performance." Readings, topics and assignments have been curated in an attempt to provide students with a global, fluid view of queer performance practice rather than a comprehensive, historiographic genealogy.

THTR 2900 Special Topics 3 Credits

Attributes: MEVP Magis Core Exploration: VPA

This dynamic dance course is designed for students of ALL LEVELS looking to enhance their technical skills while embracing their unique artistic voice. This course aims to build and/or enhance upon a strong technical foundation utilizing conditioning exercises, flexibility exercises, and the rudiments of ballet, jazz, and commercial dance techniques. We will do a deep dive into how the body moves and how muscles work to support the body when dancing. This will inherently shift the focus away from finding the "perfect dancer body" and towards how to utilize each individual body's strengths and weaknesses to create an expressive and powerful dancer. Physical well-being will be a focus every week as we explore these technical elements. Dancers will also learn choreography in the aforementioned styles and be challenged to execute them artistically.

THTR 3240 Directing 3 Credits

This course for advanced students covers the theory, practice, and history of directing for the theatre. In a workshop format, students explore various ways of bringing a play script from conception to full production. The course includes sessions in text analysis, working with actors and designers, and the role and responsibility of the director to the overall production. Students direct several in-class scenes and a one-act play that is produced in Director's Cut, part of Theatre Fairfield's season.

THTR 3980 Internship**1-3 Credits**

With faculty sponsorship, students work with professional theatre companies and theatre artists. Students develop their skills in real-world situations, while networking and gaining invaluable work experience. Internships are also available on-campus, within Theatre Fairfield. Students interested in becoming interns must consult with theatre faculty well in advance of the desired internship semester. Internships for summer work are encouraged.

THTR 3990 Independent Study**1-4 Credits**

This course allows students to intensively explore a particular aspect of stage management, design, acting, directing or dramaturgy under the guidance of a faculty member. Students must have the approval of the theatre faculty before registering for this course.

THTR 4005 Curriculum Development in Theatre Education**3 Credits**

This course is designed for those who want to teach K-12 students. Students explore a variety of democratic approaches to teaching, as well as pivotal ideas in the field of Education. Students develop a framework for analyzing and assessing learners, curriculum design, and teaching strategies based on readings and observation of children in a classroom setting. Students learn to effectively teach thematic materials and explore how to create a positive, safe learning community. The course includes 10-15 hours of field experience in grades preK-12.

THTR 4010 Teaching Methodologies in Theatre Education**3 Credits**

This course is designed for those who want to teach K-12 students. This course explores how theatre facilitates learning in educational, cultural, and community settings. We will examine key aspects of the field's historical development through the work of prominent leaders, the relationships between theories of dramatic art and general education principles, and the main concepts, pedagogies, and conventions of the field of Educational Theatre. This course will also look at how we keep our artistry inspired by those practitioners who came before us, while also keeping our artistry at the forefront of what we do.

THTR 4999 Theatre Capstone**3 Credits**

All Theatre majors, and interested minors, complete a Capstone Project designed to showcase their artistry, intellect, and expertise. The Project is normally completed in the senior years and is a major component of each student's graduation portfolio.

Faculty**Professors**

Eliasoph, P
Porter
Rose, chair
Torff
Yarrington

Associate Professors

Brooks
Chamlin
Edgecomb

Assistant Professors

Chang
DiMarzo
Gharabaghi (visiting)
Ward

Professors of the Practice

Ciavaglia
O'Connor

Lecturers

Canaj
Cesiro
Chase
Cooney
Covaci
Donovan
Edwards
Ember
Fumasoli
Grauer
Hofmann
Hogan
Kendall
Leavitt-Learson
Lee
MacMillen
Mason
McCaslin
Monahan
Murchie
Pilotti
Post
Rozgonyi
Rutledge
Schwans
Shelley
Smith, T

Applied Music

Crothers
Ferrara
Finegan
Leon
Morrison
Ocasio
Smale
Tate

Faculty Emeriti

Gish
Grossman
LoMonaco
Schwab
Sutherland, J

Art History and Visual Culture Major

We live in a visual world. The study of Art History and Visual Culture provides essential tools for experiencing and understanding humanity's creative achievements.

Studying Art History and Visual Culture develops the mind and vital skills - visual literacy, critical thinking, writing, and speaking - which prepare students to thrive in a wide spectrum of careers. Art History and Visual Culture alumni readily find employment and build careers in museums,

galleries, and auction houses around the world, as well as in social media, law, the non-profit sector, marketing, public relations, development and fundraising, education, publishing, and nearly every occupation that requires observation, analysis, and communication. Fairfield's dedicated alumni are valuable resources for current students and return to campus regularly to give career advice and participate in job shadow programs and intern hiring.

Fairfield's program in Art History and Visual Culture offers a global curriculum, as well as museum studies courses. Students may choose a traditional Art History and Visual Culture major, or an Art History and Visual Culture major with a concentration in visual arts administration.

Among the many outstanding resources available to students are internships at the Fairfield University Art Museum's Bellarmine Hall Galleries and Walsh Art Gallery, special visits to major museums in New York and Connecticut, internships at New York and regional museums and cultural organizations, and research using the Fairfield University Arts Museum's collection and the Historic Plaster Cast Collection.

Many majors enrich their experience further by spending a semester or year studying abroad, including our specially-designed programs in Florence, Italy and Aix-en-Provence, France.

Students in introductory Art History and Visual Culture courses should be able to meet the following learning goals:

- Have visual literacy and fluency
- Be able to discern and evaluate visual forms of expression
- Have an increased comfort in museum/gallery/cultural settings

and learning outcomes:

- Recognize and analyze paradigm monuments, and monuments related to them.
- Use art historical vocabulary correctly.
- Make meaningful connections between artworks and other examples of human expression within their historical contexts.
- Find, evaluate, and use sources to answer questions and present findings in appropriate written form.

Students in upper-level seminars should be able to show proficiency in the above outcomes, as well as:

- Demonstrate writing and research skills necessary in the field of Art History and Visual Culture.
- Demonstrate creative capacities in oral and written expression.
- Analyze and critically evaluate ideas, arguments, and points of view.

Requirements

For a 30-credit major in Art History and Visual Culture, students complete the following:

Code	Title	Credits
Select two Exploration courses from the following:		6
AHST 1001	Exploring Art History: Technology and Art	
AHST 1002	Exploring Art History: Migration and Art: Raids, Trade, Pilgrimage	

AHST 1003	Exploring Art History: Life, Death, and the Afterlife in Art	
AHST 1004	Exploring Art History: Art, Politics, and Propaganda	
AHST 1005	Exploring Art History: Sex, Sacrilege, Scandals: From Caves to Culture Wars	
AHST 1006	Exploring Art History: Destruction, Plunder, and Preservation	
Select three 1100-level Art History and Visual Culture courses from the following: ¹		9
AHST 1102	Art of East Asia	
AHST 1103	Art of Africa, the Caribbean, and the Americas	
AHST 1104	Art of Asia	
AHST 1105	History of Architecture	
AHST 1109	Jewish Art: Moses to Modernity	
AHST 1110	Myth in Classical Art	
AHST 1111	Greek Art and Archelogy: Athens to Alexandria	
AHST 1112	Roman Art and Archaeology: Colosseum to Catacombs	
AHST 1113	Art and Archaeology of Ancient Egypt: Images for Eternity	
AHST 1120	Medieval Art: Catacombs to Cathedrals	
AHST 1130	Early Renaissance Art in Italy	
AHST 1131	High Renaissance and Mannerism in Italy	
AHST 1152	Modern Art	
AHST 1164	American Art and Media Culture	
AHST 1165	African-American Art	
AHST 1172	History of Photography	
AHST 1191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems & Outcomes	
AHST 1192	History, Theory, and Practice of Museums	
AHST 1193	Inside Museums and Galleries: Taste, Place, Public Space	
Select one 2000-level Art History and Visual Culture course from the following:		3
AHST 2209	Historic Plaster Cast Collection at Fairfield University	
AHST 2221	Arts of Ireland and the British Isles, 500-1000	
AHST 2222	Byzantine Art	
AHST 2900	Special Topics (Shell)	
AHST 2292	Museums, Art, Ethics, and the Law	
AHST 3990	Independent Study ²	
AHST 3980	Internship ²	
Select three additional art history courses at the 1100 level or higher		9
AHST 4999	Senior Capstone Seminar	3
Total Credits		30

¹ Students are advised to take courses from a range of time periods and geographical locations.

² AHST 3980 and AHST 3990 are available to advanced students. Only one may be counted toward the major in Art History and Visual Culture.

Concentration in Visual Arts Administration

For a 30-credit major in Art History and Visual Culture with a concentration in Visual Arts Administration, students complete the following:

Code	Title	Credits
Select two of the following Exploring Art History and Visual Culture courses:		6
AHST 1001	Exploring Art History: Technology and Art	
AHST 1002	Exploring Art History: Migration and Art: Raids, Trade, Pilgrimage	
AHST 1003	Exploring Art History: Life, Death, and the Afterlife in Art	
AHST 1004	Exploring Art History: Art, Politics, and Propaganda	
AHST 1005	Exploring Art History: Sex, Sacrilege, Scandals: From Caves to Culture Wars	
AHST 1006	Exploring Art History: Destruction, Plunder, and Preservation	
Select one 1100-level Art History and Visual Culture course		3
Select one 2000-level Art History and Visual Culture course		3
Select one additional art history course numbered 1100 or higher		3
Select at least one of the following museum-themed courses:		3
AHST 1192	History, Theory, and Practice of Museums	
AHST 1193	Inside Museums and Galleries: Taste, Place, Public Space	
AHST 2292	Museums, Art, Ethics, and the Law	
AHST 3980	Internship	3
AHST 4999	Senior Capstone Seminar	3
ENGL 1839	Grant and Proposal Writing	3
Select one of the following Business courses:		3
ACCT 1011	Introduction to Financial Accounting	
MGMT 2101	Introduction to Management	
MGMT 3240	Leading and Managing People	
MGMT 4335	Entrepreneurship: Ideation and Validation	
MGMT 4370	Managing Non-Profit Organizations	
MKTG 1101	Principles of Marketing	
Total Credits		30

It is recommended that AETH 2291 Business Ethics be one of the courses taken for fulfillment Area III of the Core Curriculum. Additional DSB courses listed above are recommended as electives.

Art History and Visual Culture Minor

For an 18-credit minor in Art History and Visual Culture, students complete the following:

Code	Title	Credits
Select two courses from the following:		6
AHST 1001	Exploring Art History: Technology and Art	

AHST 1002	Exploring Art History: Migration and Art: Raids, Trade, Pilgrimage	
AHST 1003	Exploring Art History: Life, Death, and the Afterlife in Art	
AHST 1004	Exploring Art History: Art, Politics, and Propaganda	
AHST 1005	Exploring Art History: Sex, Sacrilege, Scandals: From Caves to Culture Wars	
AHST 1006	Exploring Art History: Destruction, Plunder, and Preservation	
Select four additional art history courses at the 1100-level or higher ¹		12
Total Credits		18

¹ AHST 3980 may not be used. At least three art history courses must be taken while in residence at Fairfield.

Film, Television, and Media Arts Major

The Film, Television, and Media Arts Program at Fairfield University takes a dynamic approach to the study of narrative media. FTMA majors and minors build skills in both critical analysis and hands-on production, acquiring a solid foundation in creating and reflecting on multimedia storytelling forms. In FTMA, students learn the skills and habits of mind needed to succeed in the rapidly evolving media landscape.

Since the Film, Television, and Media Arts Program exists within a comprehensive, liberal arts university, its curriculum strikes an appropriate balance between professional-quality film and television production, film and media history and theory, and analytic research and writing. Students learn the theory, analysis and collaborative practice of all aspects of visual storytelling: writing, moving-image design, producing, directing, cinematography, sound design, digital imaging, and editing. The program's faculty members are scholars, artists, and working professionals, ensuring that students learn information at the cutting edge of the field.

The academic major is a good introduction for students interested in continuing as professionals in the film and television industries. Since Fairfield has an excellent reputation and is situated in the greater New York region, many opportunities exist for internships in media production and significant internships are available at the Media Center and in production companies throughout the metropolitan area. After graduation, many students in this program acquire solid entry-level jobs in various media fields or continue to develop their interest through graduate studies.

Students in Film, Television, and Media Arts courses should be able to:

Goals

- Produce thoughtful creative work
- Think critically about themselves as producers and consumers of media
- Develop skills in creative collaboration

Outcomes

- Analyze and interpret moving images
- Recognize key ideas, forms, and historical contexts in film and television
- Demonstrate media literacy through clear and effective writing
- Exhibit mastery of filmmaking craft and concepts in the service of communicating to an audience

Some courses require an additional materials fee.

Requirements

For a 33-credit major in Film, Television, and Media Arts, students complete the following:

Code	Title	Credits
FTMA 1010	Introduction to Film Studies	3
FTMA 1011	Introduction to Film and Video Production	3
FTMA 1103	Global Cinema	3
FTMA 1120	Beginning Screenwriting for Film and Television	3
FTMA 1130	Film Editing and Media Construction	3
Select four elective courses in FTMA ¹		12
FTMA 4998	Capstone Seminar I	3
FTMA 4999	Capstone Seminar II	3
Total Credits		33

¹ Of these FTMA electives, one must be in film studies and two must be at the 2000 level or higher. FTMA 3980 Internship and FTMA 3990 Independent Study may each be taken once for major credit.

Film, Television, and Media Arts Minor

For a 15-credit minor in Film, Television, and Media Arts, students complete the following:

Code	Title	Credits
FTMA 1010	Introduction to Film Studies	3
FTMA 1011	Introduction to Film and Video Production	3
Select three elective courses in FTMA ¹		9
Total Credits		15

¹ Of these FTMA electives, one must be at the 2000 level or higher. FTMA 3980 Internship and FTMA 3990 Independent Study may not be taken as minor electives.

Graphic Design Minor

We are literally surrounded by graphic design, from billboards to soda cans, from social media posts to political ads. The graphic designer develops engaging material that communicates a pointed message and persuades an audience. The form of the communication can be physical or virtual, and may include images, words, or graphic forms. The work can happen at any scale, from the design of a single postage stamp to a national postal signage system. It can also be for any purpose, whether

commercial, educational, cultural, or political. However you define it, graphic design is ubiquitous.

The interdisciplinary minor in Graphic Design asks students to learn, reflect, and act as designers, preparing students for work in the increasingly complex role of design in virtually all facets of business, in both for-profit and not-for-profit fields. The minor complements students' other fields of study, with the concepts, theories and competencies of design.

Part of being a graphic designer is using Adobe digital graphics software, which is upgraded frequently. Hence, designers also must keep up with the changes in the software. The graphic design courses feature a few software tutorials, but students are expected to train themselves in the digital graphics software. Numerous tutorials for the Adobe software are available through LinkedIn Learning, which is free to all Fairfield students through my.fairfield.

Goals and Learning Outcomes

Graphic Design students demonstrate the following knowledge and skills:

- Apply terminology and knowledge relevant to graphic design.
- Demonstrate competency in technical skills applicable to graphic design.
- Demonstrate the ability to use design thinking strategies in an iterative design process.
- Demonstrate the ability to analyze, synthesize, and develop probable solutions.

The Graphic Design minor prepares students for a range of post-graduate opportunities, in the business world, the non-profit sector and graduate school.

Requirements

For an 18-credit minor in graphic design, students complete the following:

Code	Title	Credits
Select two classes from the following that focus on learning to see and analyze visual art:		6
AHST 1001	Exploring Art History: Technology and Art	
AHST 1002	Exploring Art History: Migration and Art: Raids, Trade, Pilgrimage	
AHST 1003	Exploring Art History: Life, Death, and the Afterlife in Art	
AHST 1004	Exploring Art History: Art, Politics, and Propaganda	
AHST 1005	Exploring Art History: Sex, Sacrilege, Scandals: From Caves to Culture Wars	
AHST 1006	Exploring Art History: Destruction, Plunder, and Preservation	
AHST 1102	Art of East Asia	
AHST 1103	Art of Africa, the Caribbean, and the Americas	
AHST 1104	Art of Asia	
AHST 1105	History of Architecture	
AHST 1109	Jewish Art: Moses to Modernity	
AHST 1110	Myth in Classical Art	

AHST 1111	Greek Art and Archeology: Athens to Alexandria
AHST 1112	Roman Art and Archaeology: Colosseum to Catacombs
AHST 1113	Art and Archaeology of Ancient Egypt: Images for Eternity
AHST 1120	Medieval Art: Catacombs to Cathedrals
AHST 1130	Early Renaissance Art in Italy
AHST 1131	High Renaissance and Mannerism in Italy
AHST 1152	Modern Art
AHST 1164	American Art and Media Culture
AHST 1165	African-American Art
AHST 1172	History of Photography
AHST 1191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems & Outcomes
AHST 2221	Arts of Ireland and the British Isles, 500-1000
AHST 2222	Byzantine Art
AHST 2250	Fashion Forward: A History of Fashionable Dress in Global Context
FTMA 1101	American Cinema History
FTMA 1102	American Television History
FTMA 1103	Global Cinema
FTMA 1104	Documentary Cinema
FTMA 2201	Filmmaker Studies
FTMA 2204	African American Cinema
FTMA 2206	American Film: Decades
FTMA 2207	Film Genres
FTMA 2209	Gender, Sexuality, and Cinema
FTMA 2270	Latin American Cinemas
FTMA 2271	Italian Cinema
FTMA 2900	FTMA Special Topics in Cinematography and Post Production
Select two classes from the following that focus on making art, keeping a sketchbook, and visual composition:	
SART 1011	Introduction to Sculpture
SART 1012	Introduction to Drawing
SART 1013	Introduction to Figure Drawing
SART 1014	Introduction to Printmaking
SART 1015	Introduction to Painting
SART 1016	Introduction to 2-D Design
SART 1101	Digital Tools in Art Making
SART 1102	Experimental Drawing Practices
SART 1105	Color Workshop
SART 1132	Sculpture: Construction and Subtraction
SART 1133	Alternative Processes Photography
SART 1134	Digital Photography
SART 1136	Artist Book Construction
SART 1137	Motion and Time-Based Art
SART 1138	From Drawing to Painting
SART 1139	Watercolor
SART 1140	Darkroom Photography
SART 2230	Advanced Painting

SART 2231	Advanced Printmaking
SART 2233	Advanced Photography
SART 2235	Advanced Drawing
SART 3299	Advanced Projects Seminar
THTR 1155	Design for Stage & Screen
THTR 1158	Scene Painting
THTR 2253	Costume Design
THTR 2288	Scene Design
Select two classes that focus on graphic design. Students may only enroll in these courses after they have completed the requirements above:	
GDSN 3201	Graphic Design I: Making Meaning
GDSN 3202	Graphic Design II: Clients and Collaboration

Total Credits **18**

Music Major

Music allows for analytic, critical, and speculative humanistic inquiry, but is built on a foundation of mathematics and science. It allows creativity and personal interpretation and requires a rigorous understanding of syntax and abstract reasoning; it provides insight into culture and history and relates to and illuminates what is happening here and now; it is a language by which we can communicate with one another and is an art that expresses what words cannot.

As one of the original seven liberal arts, music maintains a place in the university as a subject of broad and passionate interest to educators, historians, performers, composers, and theorists, as well as those interested in arts management, recording, music industry, and the interaction of music with other arts such as film and theatre. At Fairfield, all of these form a community dedicated to furthering a knowledge and love of music. We not only want students to understand, evaluate, and analyze music, but also want to make music a meaningful part of their life. We want students to find the passion in music and to actively engage with the issues and the contexts surrounding, impacting, and influencing music.

The study of music is not just about preserving knowledge of the past; it is a field of study that provides forums for debate and action, and also delivers content that gives context to learning.

The Music program's goals are to:

- Foster students' understanding of both the creative process in music and the products of musical creation.
- Offer students a variety of opportunities to develop musical skills and knowledge.
- Advance the historical, theoretical, and critical study of music.
- Develop the ability to write critically and analytically, and express a well-developed opinion both orally and in writing.

The learning outcomes of the Music program are for students to:

- Demonstrate a deep understanding of the historical, theoretical, and critical constructs of music
- Apply course material by analyzing and evaluating music, both in speaking and in writing.

- Demonstrate knowledge of musical traditions, as well as the fundamental principles, generalizations, and theories behind those traditions.

Applied Music Lessons

The department provides private lesson instruction in instruments and voice for all interested students and University members. Instruction carries an extra charge beyond tuition and includes 10 private lessons per semester. Lessons are for one hour and earn two credits. Lesson times are arranged individually with the instructor.

These credits do not count towards the 38 three-credit courses required for graduation, but six may be counted towards the music major or minor. Students interested in registering for lessons may do so via online registration as they would any other course, and must do so before the end of the add/drop period as identified on the University Academic Calendar. For more information, please contact the department coordinator, Melissa Roberto, or Dr. Michael Ciavaglia.

Music lessons carry an additional fee. See the Tuition and Fees page for details.

Performing Ensembles

In addition to its regular courses, the Music Program offers credits for a number of student performing groups including the Fairfield University Jazz Ensemble, Strings Orchestra, Concert Band, and Glee Club. Members of these performing groups earn one credit each semester (provided they are not taking more than 20 in total). Up to six credits from ensembles or lessons may be applied toward the major or minor in music. The University's Chamber Singers, a cappella groups, Music Ministry and Pep Band are non-credit performing groups.

For information about music at Fairfield, including performance ensembles, students are encouraged to email music@fairfield.edu to reach Dr. Ciavaglia or Prof. Torff

- performance ensembles (Students may accumulate more than 6 credits, but no more than 6 performance credits may count toward the major.)

Music Minor

For an 18-credit minor in music, students complete the following:

Code	Title	Credits
	Select one music history course	3
	Select one applied music course	3
	Select 2-4 music elective courses	6-12
	Performance credits (lessons or ensembles)	0-6
Total Credits		18

Studio Art Major

The Studio Art program promotes the development of creative inquiry, expression of ideas, and critical thinking. Through the use of traditional and new materials and techniques, students increase skills of visual expression and problem-solving. Through art-making, discussions, readings, writings, and museum and gallery visits, students expand their understanding of visual art and its process, while gaining analytical skills and factual knowledge to aid their perception of art and the world around us.

Students who take Studio Art core courses (1000-level) will be able to:

Goals:

- Think and make creatively
- Observe, depict, analyze, and interpret sensory information
- Understand how knowledge is socially constructed within and beyond the studio
- Identify an area of interest and articulate why it is meaningful
- Consider the ethical implications of decisions made within our globally interconnected society

Outcomes:

- Show evidence of critical thinking about the social and cultural forces that shape decision-making
- Demonstrate skills and practices that enhance their expression and communication
- Clearly articulate comprehension of methods and process within and beyond the studio

Students who take upper level Studio Art core courses (2000- and 3000-level) will be able to do the above, and:

- Make art that draws on knowledge from the class gained from other fields and the studio

Requirements

For a 30-credit major in studio art, students complete the following:

Code	Title	Credits
	Select one of the following Drawing courses:	3
SART 1012	Introduction to Drawing	
SART 1013	Introduction to Figure Drawing	

Requirements

For a 30-credit major in music, students complete the following:

Code	Title	Credits
	Select 8-10 courses in Music, including:	24-30
	At least two courses from each of the three categories: American, European, and Experiential music ¹	
	At least one 3000-level course	
	At least one course emphasizing Pre-20th Century music	
	Performance credits (lessons or ensembles)	0-6
Total Credits		30

¹ At least one of these must be at the 2000 level.

The remaining credits to complete the major may be fulfilled with a combination of:

- internship
- independent study
- additional course(s) from any of the three areas

SART 1101	Digital Tools in Art Making	
SART 1102	Experimental Drawing Practices	
SART 1138	From Drawing to Painting	
Select six additional courses in Studio Art from the following:		18
SART 1011	Introduction to Sculpture	
SART 1012	Introduction to Drawing	
SART 1013	Introduction to Figure Drawing	
SART 1014	Introduction to Printmaking	
SART 1015	Introduction to Painting	
SART 1016	Introduction to 2-D Design	
SART 1101	Digital Tools in Art Making	
SART 1102	Experimental Drawing Practices	
SART 1105	Color Workshop	
SART 1132	Sculpture: Construction and Subtraction	
SART 1133	Alternative Processes Photography	
SART 1136	Artist Book Construction	
SART 1134	Digital Photography	
SART 1137	Motion and Time-Based Art	
SART 1138	From Drawing to Painting	
SART 1139	Watercolor	
SART 2230	Advanced Painting	
SART 2231	Advanced Printmaking	
SART 2233	Advanced Photography	
SART 2235	Advanced Drawing	
SART 2900	Special Topics (Shell)	
SART 3980	Studio Internship	
SART 3990	Independent Study	
Select one course in Art History and Visual Culture		3
SART 3299	Advanced Projects Seminar	3
SART 4301	Exhibition Seminar	3
Total Credits		30

Studio Art Minor

For an 18-credit minor in studio art, students complete the following:

Code	Title	Credits
Select one of the following Drawing courses:		3
SART 1012	Introduction to Drawing	
SART 1013	Introduction to Figure Drawing	
SART 1101	Digital Tools in Art Making	
SART 1102	Experimental Drawing Practices	
SART 1138	From Drawing to Painting	
Select four additional 1000- or 2000-level Studio Art courses from the following:		12
SART 1011	Introduction to Sculpture	
SART 1012	Introduction to Drawing	
SART 1013	Introduction to Figure Drawing	
SART 1014	Introduction to Printmaking	
SART 1015	Introduction to Painting	
SART 1016	Introduction to 2-D Design	
SART 1101	Digital Tools in Art Making	
SART 1102	Experimental Drawing Practices	

SART 1105	Color Workshop	
SART 1132	Sculpture: Construction and Subtraction	
SART 1133	Alternative Processes Photography	
SART 1134	Digital Photography	
SART 1136	Artist Book Construction	
SART 1137	Motion and Time-Based Art	
SART 1138	From Drawing to Painting	
SART 1139	Watercolor	
SART 2230	Advanced Painting	
SART 2231	Advanced Printmaking	
SART 2233	Advanced Photography	
SART 2235	Advanced Drawing	
SART 2900	Special Topics (Shell)	
Select one Art History and Visual Culture course		3
Total Credits		18

Theatre Major

The Theatre Major and Minor are tailored to each student. All Majors and Minors work closely with Theatre faculty to determine a course of study that is designed for them. We consider each student's interests, whether they are interested in theatre as a hobby or as a profession. Theatre skills are useful in career paths.

Why Theatre?

At Fairfield, you can major or minor in theatre. Either way, you'll take courses that teach you about Theatre as it's been practiced through history and around the world. You'll also get lots of chances to do theatre as:

- actor
- stage manager
- designer
- playwright
- director
- dramaturg
- business manager
- crew member:
 - hanging lights
 - sewing costumes
 - building and painting sets
 - backstage during performances

You'll have fun, work hard, and make friends.

Theatre majors can double major! Some examples are:

- Film, Television and Media Arts
- Business
- Education
- English
- Psychology
- Sociology
- History
- Philosophy

- Communication
- Modern Languages

Students may also become certified to teach drama in the K-12 system.

Learning Outcomes:

Students in the Theatre Program engage in all aspects of theatre, from the classroom to theatre productions. Majors and minors study acting, design, technology, theatre history, and dramatic literature.

Students will:

- Gain factual knowledge and fundamental theories about theatre.
- Develop their creative capacities and specific skills needed in the theatre profession.
- Develop expression skills, both orally and in writing.
- Learn to apply theatre material to improve thinking and problem solving.
- Learn to analyze and critically evaluate ideas, arguments, and points of view.

Internships!

You can apply for on-campus internships, working on the Theatre Program's productions. These internship experiences will teach you about organizing crews, marketing shows, managing audience relations. In other words, you'll get real life experience in the business of theatre. Our former interns get jobs.

In addition, you can do internships in New York, or right here in Connecticut.

When you graduate, you will have strong empathy skills, people skills, and know how to get things done. You'll be prepared to keep working in theatre, or you can work as managers, lawyers, educators, or any other another field--and do it better than someone who didn't study theatre.

Study Abroad

Theatre Majors and Minors are encouraged to Study Abroad, especially in London, England, where there are a range of excellent English-language theatre courses available. Students will choose their courses in consultation with their Theatre faculty advisor. Up to two three-credit courses taken abroad may be counted towards the major.

MAGIS CORE CURRICULUM

All undergraduate students are required to complete the *Magis* Core Curriculum. Please refer to the Curricula section of this undergraduate catalog for a detailed explanation of the *Magis* Core.

Requirements

Students may:

- Major in Theatre
- Minor in Theatre

For a 33-credit major in theatre, students complete the following:

Code	Title	Credits
THTR 1011	Exploring Theatre	3
THTR 1030	Acting I	3
THTR 1111	Performance Histories I: Origins to Shakespeare	3

or THTR 1112 Great Theatre of the World: Henrik, Hanuman, and Hamilton

THTR/FTMA 1150 or THTR/FTMA 1152	Entertainment Technology Costume Construction for Stage & Screen	3

THTR/FTMA 1155	Design for Stage & Screen	3

THTR 4999	Theatre Capstone	3

Choose five more 3-credit Courses from the list below, selected in consultation with your Theatre faculty advisor. 15

Total Credits 33

Code Title Credits

Performance Courses:

THTR 1030	Acting I	
THTR 1135	Modern and Contemporary Dance	
THTR/FTMA 1137	Acting for the Camera	
THTR 1138	Folk and Social Dance	
THTR 2230	Advanced Acting	
THTR 2900	Special Topics (in Performance)	
THTR 3240	Directing	

Design and Technology Courses:

THTR/FTMA 1150	Entertainment Technology	
THTR/FTMA 1152	Costume Construction for Stage & Screen	
THTR/FTMA 1154	Theatrical Makeup for Stage & Screen	
THTR/FTMA 1155	Design for Stage & Screen	
THTR 1158	Scene Painting	
THTR 2253	Costume Design	
THTR 2256	Stage Lighting	
THTR 2288	Scene Design	
THTR 2900	Special Topics (in Design)	
THTR 2900	Special Topics (in Entertainment Technology)	

Theatre History, Literature, Playwriting, and Theory:

ENGL 1804	Creative Writing: Drama	
THTR 1011	Exploring Theatre	
THTR 1111	Performance Histories I: Origins to Shakespeare	
THTR 1112	Great Theatre of the World: Henrik, Hanuman, and Hamilton	
THTR/ENGL 1200	American Women Playwrights	
THTR/ENGL 1250	American Drama	
THTR 2210	Theatre in Production	
THTR/MUSC 2215	American Musical Theatre: History and Practice	
THTR/AHST 2250	Fashion Forward: A History of Fashionable Dress in Global Context	
THTR 2800	Queer Theatre and Performance	
THTR 2900	Special Topics (in History, Literature, Theory)	
THTR 4999	Theatre Capstone	

Arts Administration

THTR 1106	Theatre Management	
THTR 2900	Special Topics (in Management and Administration)	

Internships and Independent Studies	
THTR 3980	Internship
THTR 3990	Independent Study

Production Requirements for Theatre Majors

All Theatre Majors must be involved in the majority of Theatre Fairfield productions—in a variety of leadership roles. We award one-credit Practicums for every role fulfilled, both on and off stage, in our productions. The minimum requirement for Majors, in their four years, is a total of eight practicum credits. These may be any combination of Performance and Production, based on the student's interests.

Practicums offered:

THTR 1951	Theatre Fairfield Performance Practicum
THTR 1952	Theatre Fairfield Production Practicum

Theatre Minor

For an 18-credit minor in theatre, students complete the following:

Code	Title	Credits
All Theatre Minors take five 3-credit foundational courses to prepare them for more advanced study:		
THTR 1011	Exploring Theatre	3
THTR 1030	Acting I	3
THTR 1111	Performance Histories I: Origins to Shakespeare	3
or THTR 1112	Great Theatre of the World: Henrik, Hanuman, and Hamilton	
THTR/FTMA 1150	Entertainment Technology	3
or THTR/FTMA 1152	Costume Construction for Stage & Screen	
THTR/FTMA 1155	Design for Stage & Screen	3
One additional required course		3
Choose at least one more 3-credit course from the list below, selected in consultation with your Theatre faculty advisor and tailored to your career talents and interests. Students are welcome to take as many additional courses, from the list below, as they desire.		

Total Credits	18

Code	Title	Credits
Performance Courses:		
THTR 1030	Acting I	
THTR 1135	Modern and Contemporary Dance	
THTR/FTMA 1137	Acting for the Camera	
THTR 1138	Folk and Social Dance	
THTR 2230	Advanced Acting	
THTR 2900	Special Topics (in Performance)	
THTR 3240	Directing	
Design and Technology Courses:		
THTR/FTMA 1150	Entertainment Technology	
THTR/FTMA 1152	Costume Construction for Stage & Screen	
THTR/FTMA 1154	Theatrical Makeup for Stage & Screen	
THTR/FTMA 1155	Design for Stage & Screen	
THTR 1158	Scene Painting	
THTR 2253	Costume Design	

THTR 2256	Stage Lighting
THTR 2288	Scene Design
THTR 2900	Special Topics (in Design)
THTR 2900	Special Topics (in Technology)

Theatre History, Literature, Playwrighting, and Theory:

ENGL 1804	Creative Writing: Drama
THTR 1011	Exploring Theatre
THTR 1111	Performance Histories I: Origins to Shakespeare
THTR 1112	Great Theatre of the World: Henrik, Hanuman, and Hamilton
THTR/ENGL 1200	American Women Playwrights
THTR/ENGL 1250	American Drama
THTR 2210	Theatre in Production
THTR/MUSC 2215	American Musical Theatre: History and Practice
THTR/AHST 2250	Fashion Forward: A History of Fashionable Dress in Global Context
THTR 2800	Queer Theatre and Performance
THTR 2900	Special Topics (in History, Literature, Theory)
THTR 4999	Theatre Capstone

Art Administration

THTR 1106	Theatre Management
THTR 2900	Special Topics (in Management and Administration)

Internships and Independent Studies	
THTR 3980	Internship
THTR 3990	Independent Study

Theatre Minor Production Requirements

Practicums offered:

All Theatre Minors must be involved in at least half of Theatre Fairfield productions—in a variety of leadership roles. We award one-credit Practicums for every role fulfilled, both on and off stage, in our productions. The minimum requirement for Minors, in their four years, is a total of five practicum credits. These may be any combination of Performance and Production, based on the student's interests. Students may earn as many practicum credits in their four years at Fairfield as they wish.

THTR 1951	Theatre Fairfield Performance Practicum
THTR 1952	Theatre Fairfield Production Practicum

Women, Gender, and Sexuality Studies

Women, Gender, and Sexuality Studies is an interdisciplinary program that challenges the cultural, intellectual, social, and political assumptions about sex, gender, and sexuality systems. A unique field, Women, Gender, and Sexuality Studies draws on scholarship from multiple disciplines to develop its own theories, methods and epistemologies. The inextricable linkage of theory and practice forms the foundation of the field. Courses in the program critically engage issues of race, ethnicity, class, gender, sexuality and other key components of identity, and the ways they intersect.

Students in the Women, Gender, and Sexuality Studies program will be able to:

- Identify intersecting systems of power; including race, class, ethnicity, gender, sex, and sexuality.
- Gain specialized knowledge and acquire proficiency in course content.
- Apply theories, methods, and epistemologies to course materials and lived experience.
- Analyze and critically evaluate the implications of specialized knowledge put into practice.

As an interdisciplinary program, Women, Gender, and Sexuality Studies offers a unique way to combine elements from other disciplines and bring them together in especially powerful ways: Women, Gender, and Sexuality Studies encourages research and scholarship that integrate diverse ideas.

Programs

- Women, Gender, and Sexuality Studies Major
- Women, Gender, and Sexuality Studies Minor

Courses

WGSS 1101 Introduction to Women, Gender, and Sexuality Studies

3 Credits

Attributes: MSID Magis Core: Interdisciplinary, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course serves as an introduction to the interdisciplinary study of women, gender, and sexuality. Students will explore the constructed nature of these categories and seek to place them in both historical and contemporary frameworks. By extension, this course will critically examine intersecting systems of power within a global and U.S. context. Topics will include politics and health, work and economics, media and culture, as well as religion and family.

WGSS 3980 Internship

3 Credits

Attributes: WSGF Women, Gender, and Sexuality Studies: Gender Focused

The internship program allows students to gain on-site experience that can be related to the discipline of Women, Gender, and Sexuality Studies. Internship areas include health, publishing, communications, politics, and many other fields. Students consult the program director for a list of internship opportunities before registering for this course. Faculty supervision helps students integrate their experiences with the intellectual foundation acquired in their academic courses. Enrollment by permission only.

WGSS 4990 Independent Study

1-3 Credits

Attributes: WSGF Women, Gender, and Sexuality Studies: Gender Focused

By arrangement with Women, Gender, and Sexuality Studies faculty, students may choose to work independently on special topics. Enrollment by permission only.

WGSS 4999 Capstone Seminar

3 Credits

Attributes: MSID Magis Core: Interdisciplinary, PJST Peace and Justice Studies, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Prerequisite: Junior standing.

Students take this final course in the minor sequence in the senior year after completing the other five required courses. The course integrates feminist approaches across the disciplines, emphasizing the relationship between theory and practice.

Faculty

Director

Kelley (English)

Coordinating Faculty

Brennan (Communication)

Brunn-Bevel (Sociology and Anthropology)

Edgecomb (Visual and Performing Arts)

Garvey (English)

Hohl (History)

Kelley (English)

Labinski (Philosophy)

Lawrence (History)

Orlando (English)

Rodrigues (Sociology and Anthropology)

Women, Gender, and Sexuality Studies Major

For a 30-credit major in Women, Gender, and Sexuality Studies, students must complete the following:

Code	Title	Credits
WGSS 1101	Introduction to Women, Gender, and Sexuality Studies	3
Eight elective courses selected from the list below:		24
WGSS 4999	Capstone Seminar	3
Total Credits		30

One of the electives may be WGSS 3980 - Internship in WGSS

Women, Gender, and Sexuality Studies Electives

Code	Title	Credits
ANTH 1125	Sex, Gender, and Sexual Orientation	3
BIOL 1071	Identity and the Human Genome	3
COMM 2236	Gender, Sexuality, and Media	3
COMM 2246	Family Communication	3
COMM 3245	Identities, Discourse, and Social Change	3
COMM 3323	Gender and Organizing	3
ECON 2114	Economics of Race, Class, and Gender in the American Workplace	3
ENGL 1100	Greco-Roman Gender & Sexuality	3
ENGL 1200	American Women Playwrights	3
ENGL 1300	Literature by Women: Vision and Revision	3
ENGL 1310	Contemporary Women Writers of Color	3

ENGL 1620	Irish Women Writers	3
ENGL 1710	Literature and the Visual Arts ¹	3
ENGL 2016	Victorian Poetry and Poetics ¹	3
ENGL 2033	American Women Writers of the 19th Century	3
ENGL 2045	Edith Wharton and Her Circle	3
ENGL 2063	African American Women Writers	3
ENGL 2075	Modern Women Writers	3
ENGL 2083	Asian Diasporas: Challenges to Citizenship	3
ENGL 2091	Gender and Sexuality in Film and Literature	3
ENGL 3014	Renaissance Eros	3
ENGL 3030	Edith Wharton	3
ENGL 3031	Emily Dickinson and Her Contemporaries	3
ENGL 3036	Seminar on Toni Morrison	3
ENGL 3072	All About Eve	3
ENGL 3074	The Woman Question: Early Feminism and 19th Century Transatlantic Literature	3
ENGL 3075	Caribbean Women Writers	3
ENGL 3076	Global Women's Fiction	3
ENGL 3077	Nonstop Metropolis: Literature and Culture in NYC	3
ENGL 3078	People, Power, Politics: Postcolonial Adaptations	3
ENGL 3310	Queer Rhetorics and Theories	3
ENGL 3315	Feminist Rhetorics	3
FTMA 2201	Filmmaker Studies (Women Directors)	3
FTMA 2209	Gender, Sexuality, and Cinema	3
HIST 1146	Women's History as U.S. History	3
HIST 2240	The Personal Is Political: Women's Activism in the 1960s	3
HIST 2245	Feminism in the United States	3
HIST 2247	Family and Sexuality in U.S. History	3
HIST 2257	Who Built America? Working People in America	3
HIST 2263	Inventing Themselves: African-American Women in U.S. History	3
HIST 3346	Saints, Sinners, and Sisters: Women and Religion in American History	3
HIST 3366	Gender, Culture, and Representation: Women in China and Japan, 1600 to Present	3
ITLN 2291	Boccaccio's Decameron in Translation	3
ITLN 3257	Theatre in Italy: Comedy	3
NURS 3314	Maternal and Newborn Nursing	4
PHIL 2206	Philosophical Perspectives on Women in Classical Literature	3
PHIL 2281	Philosophies of Love and Sex	3
PHIL 2282	Violence and the Sacred	3
PHIL 2283	Philosophy and Pornography	3
PHIL 2285	Women and Horror	3
POLI 2334	Sex, Sexuality, and Gender	3
POLI 2336	Politics of Race, Class, and Gender	3
POLI 4301	The Battle Over Family Values in American Politics	3

POLI 4302	Seminar on Feminist Theory	3
POLI/INTL 4303	Gender, War, and Peace	3
PSYC 2330	Gender and Mental Health	3
RLST 2115	Women in Judaism	3
RLST 2205	Women in the Bible	3
RLST 2210	A Feminist, Gender, and Queer Reading of the Hebrew Bible: Finding New Voices	3
RLST 2336	Catholicism and Gender	3
SOCI 1115	Sociology of the Family ¹	3
SOCI 1120	Sociology of Sexuality	3
SOCI 1130	Feminism, Gender, and Everyday Life	3
SOCI 1135	Race, Gender, and Ethnic Relations ¹	3
SOCI 2115	Women: Work and Sport	3
THTR 1200	American Women Playwrights	3
WGSS 1101	Introduction to Women, Gender, and Sexuality Studies	3
WGSS 3980	Internship	3
WGSS 4999	Capstone Seminar	3
WGSS 4990	Independent Study	1-3

¹ Indicates gender-component course.

Women, Gender, and Sexuality Studies Minor

For an 18-credit minor in Women, Gender, and Sexuality Studies, students complete the following:

Code	Title	Credits
Select five courses from the list below, including: ¹		15
at least three gender-focused courses		
two additional gender-focused or gender-component courses		
WGSS 4999	Capstone Seminar ²	3
Total Credits		18

¹ Courses must be chosen from at least two disciplines.

² With permission of the director(s), other capstone experiences that focus on women, gender and sexuality topics may be counted in place of WGSS 4999. If another capstone experience is substituted, then a sixth WGSS course must be completed from the list of approved courses.

Women, Gender, and Sexuality Studies Electives

Code	Title	Credits
ANTH 1125	Sex, Gender, and Sexual Orientation	3
BIOL 1071	Identity and the Human Genome	3
COMM 2236	Gender, Sexuality, and Media	3
COMM 2246	Family Communication	3
COMM 3245	Identities, Discourse, and Social Change	3
COMM 3323	Gender and Organizing	3
ECON 2114	Economics of Race, Class, and Gender in the American Workplace	3

ENGL 1100	Greco-Roman Gender & Sexuality	3
ENGL 1200	American Women Playwrights	3
ENGL 1300	Literature by Women: Vision and Revision	3
ENGL 1310	Contemporary Women Writers of Color	3
ENGL 1620	Irish Women Writers	3
ENGL 1710	Literature and the Visual Arts ¹	3
ENGL 2016	Victorian Poetry and Poetics ¹	3
ENGL 2033	American Women Writers of the 19th Century	3
ENGL 2045	Edith Wharton and Her Circle	3
ENGL 2063	African American Women Writers	3
ENGL 2075	Modern Women Writers	3
ENGL 2083	Asian Diasporas: Challenges to Citizenship	3
ENGL 2091	Gender and Sexuality in Film and Literature	3
ENGL 3014	Renaissance Eros	3
ENGL 3030	Edith Wharton	3
ENGL 3031	Emily Dickinson and Her Contemporaries	3
ENGL 3036	Seminar on Toni Morrison	3
ENGL 3072	All About Eve	3
ENGL 3074	The Woman Question: Early Feminism and 19th Century Transatlantic Literature	3
ENGL 3075	Caribbean Women Writers	3
ENGL 3076	Global Women's Fiction	3
ENGL 3077	Nonstop Metropolis: Literature and Culture in NYC	3
ENGL 3078	People, Power, Politics: Postcolonial Adaptations	3
ENGL 3310	Queer Rhetorics and Theories	3
ENGL 3315	Feminist Rhetorics	3
FTMA 2201	Filmmaker Studies (Women Directors)	3
FTMA 2209	Gender, Sexuality, and Cinema	3
HIST 1146	Women's History as U.S. History	3
HIST 2240	The Personal Is Political: Women's Activism in the 1960s	3
HIST 2245	Feminism in the United States	3
HIST 2247	Family and Sexuality in U.S. History	3
HIST 2257	Who Built America? Working People in America	3
HIST 2263	Inventing Themselves: African-American Women in U.S. History	3
HIST 3346	Saints, Sinners, and Sisters: Women and Religion in American History	3
HIST 3366	Gender, Culture, and Representation: Women in China and Japan, 1600 to Present	3
ITLN 2291	Boccaccio's Decameron in Translation	3
ITLN 3257	Theatre in Italy: Comedy	3
NURS 3314	Maternal and Newborn Nursing	4
PHIL 2206	Philosophical Perspectives on Women in Classical Literature	3
PHIL 2281	Philosophies of Love and Sex	3
PHIL 2282	Violence and the Sacred	3
PHIL 2283	Philosophy and Pornography	3
PHIL 2285	Women and Horror	3

POLI 2334	Sex, Sexuality, and Gender	3
POLI 2336	Politics of Race, Class, and Gender	3
POLI 4301	The Battle Over Family Values in American Politics	3
POLI 4302	Seminar on Feminist Theory	3
POLI/INTL 4303	Gender, War, and Peace	3
PSYC 2330	Gender and Mental Health	3
RLST 2115	Women in Judaism	3
RLST 2205	Women in the Bible	3
RLST 2210	A Feminist, Gender, and Queer Reading of the Hebrew Bible: Finding New Voices	3
RLST 2336	Catholicism and Gender	3
SOCI 1115	Sociology of the Family ¹	3
SOCI 1120	Sociology of Sexuality	3
SOCI 1130	Feminism, Gender, and Everyday Life	3
SOCI 1135	Race, Gender, and Ethnic Relations ¹	3
SOCI 2115	Women: Work and Sport	3
THTR 1200	American Women Playwrights	3
WGSS 1101	Introduction to Women, Gender, and Sexuality Studies	3
WGSS 3980	Internship	3
WGSS 4999	Capstone Seminar	3
WGSS 4990	Independent Study	1-3

¹ Indicates gender-component course.

Post-Baccalaureate Certificate

Pre-Health Certificate

The purpose of the Post-Baccalaureate Pre-Health (PBPH) Program is to prepare and support students for matriculation into medical school. The program is designed for students who have already received an undergraduate degree in a non-science field. These students need to take the core science and math classes that are required to enter any medical or clinical program. The minimum admission requirements for medical programs are one year of biology, one year of physics, one year of English, and two years of chemistry. Additionally, some medical schools highly recommend or may require specific mathematics courses (calculus and/or statistics), biochemistry, psychology, and sociology courses.

Students enrolled in the PBPH Program will take a minimum of 9 math and science courses (most include a mandatory one-credit co-requisite laboratory) or 35 credits. The PBPH Program is designed such that a student may complete all required and recommended math and science courses in two years. All credit transfers of previously taken courses must be approved by the PBPH program prior to program acceptance. Students may also participate in an MCAT preparatory course and receive mentoring by the advisor of the Health Professions Program (HPP), Geoffrey Church, Ph.D.

Requirements

Code	Title	Credits
Select at least nine courses in mathematics and natural sciences		35
Options may include:		
BIOL 1171 & 1171L	General Biology I and General Biology I Lab	

BIOL 1172 & 1172L	General Biology II and General Biology II Lab
BIOL/CHEM 3324 or BIOL/CHEM 3325	Biochemistry I Biochemistry II
Upper-level Biology elective	
CHEM 1171 & 1171L	General Chemistry I and General Chemistry I Lab
CHEM 1172 & 1172L	General Chemistry II and General Chemistry II Lab
CHEM 2271 & 2271L	Organic Chemistry I and Organic Chemistry I Lab
CHEM 2272 & 2272L	Organic Chemistry II and Organic Chemistry II Lab
Upper-level Chemistry elective	
Health Studies elective	
MATH 1121	Applied Calculus I
MATH 2217	Statistics I
Introductory Psychology elective	
PHYS 1145 & 1145L	General Physics for Life Sciences I and General Physics for Life Sciences I Lab
PHYS 1146 & 1146L	General Physics for Life Sciences II and General Physics for Life Sciences II Lab

Total Credits

35

School Directory

Administration

Richard Greenwald, PhD
Dean

Olivia Harriott, PhD
Associate Dean

Jason Smith, PhD
Associate Dean

Nancy Dallavalle, PhD
Special Assistant to the Dean

Dawn DeBiase, MSW
Assistant Dean of Graduate Programs

Colby Lemieux, MA
Senior Assistant Dean

Amanda McKenzie, MSC
Assistant Dean

Jean Daniele
CAS Director of Operations and Budget Manager

Anita Fernandez, PhD
Director of the *Magis* Core

Department Chairs and Program Directors

Lydia Willsky-Ciollo
Director, American Studies

Marice Rose
Director, Art History

Sunil Purushotham
Director, Asian Studies

Shannon Gerry
Chair, Biology

Shannon King
Director, Black Studies

Amanda Harper-Leatherman
Chair, Chemistry and Biochemistry

Giovanni Ruffini
Director, Ancient Mediterranean Studies

Sean Horan
Chair, Communication (BA)

Carol Ann Davis
Director, Creative Writing (MFA)

L. Kraig Steffen
Director, Environmental Studies

Nels Pearson
Chair, English

Patrick Brooks
Director, Film, Television, and Media Arts

Lynne Porter
Director, Graphic Design

Patrick Kelley
Director, Health Studies

Patricia Behre
Chair, History

Julie Mughal
Director, Humanitarian Action

Julie Mughal
Associate Director, Humanitarian Action

Alfred Babo
Director, International Studies

William Abbott and Marion White
Co-Directors, Irish Studies

Sylvia Marsans-Sakly
Director, Islamic World Studies

Mary Ann Carolan
Director, Italian Studies

Glenn Dynner
Director, Judaic Studies

Niall Brennan
Director, Latinx, Latin American and Caribbean Studies

Mark Demers

Chair, Mathematics

Sergio Adrada-Rafael

Chair, Modern Languages and Literatures

Michael Ciavaglia

Director, Music

Melissa Quan

Director, Peace and Justice Studies

Dennis Keenan

Chair (interim), Philosophy

Angela Biselli

Chair, Physics

Gwendoline Alphonso

Chair, Politics

Shannon Harding

Chair, Psychological and Brain Sciences

Sean Horan

Director, Public Relations

John Slotemaker

Chair, Religious Studies

David McFadden

Director, Russian, East European, and Central Asian Studies

David Crawford

Chair, Sociology and Anthropology

Adam Rugg

Director, Sports Media

Marice Rose

Director, Studio Art

Lynne Porter

Director, Theatre

Marice Rose

Chair, Visual and Performing Arts

Shannon Kelley

Director, Women, Gender, and Sexuality Studies

Faculty

William M. Abbott

Associate Professor of History

BA, University of California, Berkeley

DPhil, Oxford University, England

Jennifer Adair

Associate Professor of History

BA, Vassar College

MA, PhD, New York University

Sergio Adrada-Rafael

Associate Professor of Modern Languages and Literatures

BA, University of Zaragoza, Spain

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Martha LoMonaco

Professor of Visual and Performing Arts, Emerita

R. James Long

Professor of Philosophy, Emeritus

Mary Frances A.H. Malone

Assistant Professor of Visual and Performing Arts, Emerita

Diane Menagh

Assistant Professor of English, Emerita

Irene Mulvey

Professor of Mathematics, Emerita

Curtis R. Naser

Associate Professor of Philosophy, Emeritus

Jiri Nedela

Assistant Professor of Communication, Emeritus

Lisa Newton

Professor of Philosophy, Emerita

Edmond J. O'Connell, Jr.

Professor of Chemistry, Emeritus

Sally E. O'Driscoll

Professor of English, Emerita

Marcie J. Patton

Professor of Politics, Emerita

Walter J. Petry Jr.

Assistant Professor of History, Emeritus

Raymond M. Poincelot

Professor of Biology, Emeritus

Judith Primavera

Professor of Psychology, Emerita

Gita Rajan

Professor of English, Emerita

Mariann S. Regan

Professor of English, Emerita

W. Ronald Salafia

Professor of Psychology, Emeritus

Kurt C. Schlichting

Professor of Sociology and Anthropology, Emeritus

Katherine A. Schwab

Professor of Visual and Performing Arts, Emerita

Marie Agnes Sourieau

Professor of Modern Languages and Literatures, Emerita

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Associate Professor of Fine Arts, Emerita

John E. Thiel

Professor of Religious Studies, Emeritus

Ellen M. Umansky

Professor of Religious Studies, Emerita

Robert M. Webster

Associate Professor of Modern Languages and Literatures, Emeritus

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Associate Professor of Chemistry, Emeritus

Joan W. Weiss

Professor of Mathematics, Emerita

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Dolan School of Business

A Message from the Dean

Today more than ever the business world is in need of ethical leaders who are able to adapt to and succeed in a global environment. At the Dolan School of Business, we echo this need in our Jesuit mission and vision of educating people for and with others. Competitive forces, both domestically and abroad, produce markets that are in constant flux, which is compounded by technological innovations, demographic trends, and geopolitical dynamics. Organizations are seeking leaders who can anticipate and act strategically and thoughtfully. An education from Fairfield's Dolan School of Business makes this possible by providing:

Faculty who are both national scholars and highly engaged and informed teachers in the classroom. As thought-leaders in their disciplines, Dolan School faculty members use scholarly research to inform their teaching. As a result, students benefit from lectures and course activities that bring real world issues into the classroom.

Curricula that challenge and inspire students while also providing them with the necessary tools to become true leaders in organizations. At the undergraduate level, business education is purposively infused with a broad and rich arts and sciences university core curriculum. This results in forming engaged students who are critical thinkers, informed participants in the larger society, and highly competent contributors to both profit and not-for-profit endeavors. Regarding graduate study, the Dolan MBA and various specialized MS programs afford students opportunities to study advanced business topics and master quantitative skills. Thus, Dolan students are sought after for positions in public accounting, analytics, finance and investing, human resources, and marketing.

Personal and professional development opportunities tailored to complement one's academic experiences. A rigorous academic curriculum is paramount for success; however, it is also important to develop one's character for the business world. Workshops, seminars, lectures, and experiential activities ranging from field trips to mock interviews to study abroad options are some of the many resources available to further enhance students' personal and professional capabilities.

Businesses are looking for ethical and informed leaders who have the skills and confidence to be not only decision-makers but also "game changers!" If you are forward-thinking, highly motivated and open to challenges, then an education from the Dolan School of Business is definitely for you. I look forward to welcoming you to our community.

Zhan Li, DBA
Dean, Dolan School of Business

Overview

Students in the Dolan School of Business take the general education core curriculum required of all undergraduate students, ensuring that they receive a broad knowledge of the humanities, mathematics, social

sciences, and natural sciences. In addition, students complete a business core curriculum introducing the fields of accounting, business ethics, economics, finance, global strategy, information systems, the legal environment of business, management, marketing, business analytics, and statistics.

The balance of the program depends on the major: accounting, analytics, economics, finance, international business, management, marketing or sports business. Minors are available to all students in accounting, accounting analytics, business analytics, business law and ethics, economics, entrepreneurship, finance, management, marketing, and sports leadership and management.

All members of the business faculty serve as academic advisors. Faculty members have substantial business experience, helping them to be invaluable guides for students choosing a course of study to further specific career goals. The combination of general education and business core courses with those in the major areas of study develops in students the flexibility of mind that is a critical asset for business leaders.

Students are motivated to continue to grow intellectually and be prepared for a professional career and future graduate study. A broad perspective on society and the proper role of business, based on an appropriate set of ethical values, are emphasized. In consultation with faculty, students follow an approved curriculum that reflects the depth and breadth of modern business practices.

School Activities/Programs

Complementing the Dolan School of Business' traditional pedagogical mission is a series of diverse and distinctive programs that serve to enrich the University community and its various constituencies.

- **Dean's Lecture Series.** The Dolan School of Business brings to the classroom setting leaders from the corporate and financial communities who address students on a specific topic related to the subject matter within an identified major area of study within the school. The unique perspective that business practitioners can bring to the academic environment is a welcome and valuable element to a student's business education.
- **Excel Workshop Series.** This three level workshop series provides students with the technical skills they needed to hit the ground running in their next internship or job: Introduction to Excel, Intermediate Excel, and Advanced Excel.
- **Fairfield StartUp Entrepreneurship Competition.** This competition features student teams from across the University presenting their pitches to a panel of expert judges including venture capitalists, social entrepreneurs, and business executives. Substantial cash prizes go to winners to be applied toward developing entrepreneurial businesses. This event attracts a standing-room-only crowd from both the University and the Fairfield community.
- **Money Talks: Financial Planning for College Students and New Graduates.** This two part seminar teaches students and newly minted graduates financial life skills that are not taught in the classroom. Participants will be challenged to think how they can hit the ground running once they receive their degree and place themselves on sound financial footing.
- **Stags in...Networking Events.** Students are encouraged to engage with alumni and industry professionals at events like "Stags in Analytics, Business, Finance, Management, and Marketing" to gain insights into industry trends, resume building, and career preparation.

- **Student Co-curricular Activities.** Students can participate in faculty-advised activities including: NY Society of Security Analysts Case Competition, Rotman School (University of Toronto) Trading Competition, the Fed Challenge, American Accounting Association Conferences, Beta Gamma Sigma (Business Honor Society) Student Leadership Conference, Beta Alpha Psi (Accounting Honor Society) Conference, Student Managed Investment Fund, Fairfield Investment Group, Institute of Management Accounting Student Conference, and departmental clubs in accounting, finance, entrepreneurship, management, and marketing.
- **Dolan Student Advisory Board.** In order to receive student feedback directly, the Dean's Office host meetings each semester with the Dolan Student Advisory Board, a group of 20-25 high-achieving business students representing a variety of disciplines. Events and updates within the Dolan School of Business are discussed, and students provide a range of excellent suggestions.

- Diversity, Equity, and Inclusion
- Economics
- Entrepreneurship
- Financial Technology
- International Business
- Management
- Marketing
- Sports Leadership and Management
- Taxation

Change of School

Students may transfer into the Dolan School of Business from the College of Arts and Sciences, Marion Peckham Egan School of Nursing, or School of Engineering if their overall grade point average is 3.00 or better.

Career Readiness Seminar

Career Readiness is a zero-credit seminar that all Dolan students will be required to pass prior to graduation. This seminar prepares students for experiential learning opportunities where they can apply the knowledge amassed within the classroom and obtain real-world experiences. Students will understand the process required to search for a professional position. Students will create resources and practice demonstrating their marketability to potential employers. The students will be taught how to leverage their professional network and the importance of ongoing professional development.

Internship Program

The Dolan School of Business offers optional internships for qualified students. The presence of a large number of corporate offices in the Fairfield area provides a range of rewarding career preparation opportunities. These internships may be undertaken for credit, for pay, or for both credit and pay. When pursuing an internship for academic credit, an on-the-job supervisor, the Dolan Director of Career Development, and a faculty member monitor student progress. Students interested in internships should discuss arrangements as early as possible with the Dolan Director of Career Development. Students must have officially declared a major in the School of Business, an overall GPA of 2.50 or higher to qualify for the internship program, and all internships must be approved by the appropriate Department Chair through the Dolan Director of Career Development.

Three-credit internships may be pursued by qualified juniors and seniors in any business discipline. These internships do not fulfill any requirements toward the major or minor; rather, they satisfy either the Business Elective or a free elective requirement. One-credit internships may be pursued by qualified sophomores, juniors, and seniors in any business discipline. One-credit internships do not satisfy any graduation requirements.

Students may earn up to eight internship credits (two 3-credit internships and two 1-credit internships).

University Honors Program

The Dolan School of Business participates in the University Honors Program, an interdisciplinary course of study open to invited first years and sophomores and devoted to intellectual history, interdisciplinary studies, and advanced work in the student's major field.

Degrees

Bachelor of Science

Major Areas of Study

Seven major areas of study are available to students in the Dolan School of Business. It is advised that students decide on a major, in consultation with their advisors, prior to the end of the sophomore year (before course registration for the junior year in April). Once a major is selected, students have the option to change their major without penalty provided there is a sufficient period of time to complete the degree. The process of selecting and changing a major requires the student to complete and submit the Change of Major form, available in the Dean's office.

Majors available in the Dolan School of Business include:

- Accounting
- Analytics
- Economics
- Finance
- Integrated Business and Engineering
- International Business
- Management
- Marketing
- Sports Business

Minor Areas of Study

Dolan School of Business minors are available to all university students. It is the student's responsibility to complete the requisite Minor Application and submit to the Dolan School of Business Dean's office.

To ensure the feasibility of minor completion, students are strongly encouraged to declare business minors by the end of the fall semester of the junior year. The completion of the minor is contingent upon course availability and the student's individual progress.

Minors available in the Dolan School of Business are as follows:

- Applied Ethics
- Accounting
- Accounting Analytics
- Business Analytics
- Business Law and Ethics

Courses

BUSN 1101 Messaging and Persuasion: Effective Business Communication 3 Credits

Attributes: MWID Magis Core: Writing in the Discipline
This course is designed to immerse students in the use of various platforms through which to communicate. At times they will make a face-to-face presentation, at other times they will need to craft a convincing and accurate e-mail, and at still other times they will be distilling their analysis of an extensive data set into a clear and comprehensive research report or business document. We will be called upon to deliver difficult messages to peers and superiors, to the media, or to customers. All of these activities require communication skills and also the ability to choose and manage appropriate media platforms. The goal of this course is to provide students with the written, verbal, and non-verbal skills necessary to be effective communicators.

BUSN 2980 Internship 1 Credit

Prerequisite: Sophomore standing.
Students will engage in a work experience that is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The internship provides students with the opportunity to gain experience in workplace settings and to translate classroom learning into practice. The internship is a substantive career development experience. It can be paid or unpaid with the intent of the experience being for the student to be exposed to ideas and concepts in a professional setting while being mentored. At the end of the internship experience, students will be able to reflect on their personal and professional growth and make a more informed decision on their career path. Students must be matriculated in the Dolan School of Business and have a GPA of 2.5 or higher. Enrollment by permission only.

BUSN 3211 Legal Environment of Business 3 Credits

Prerequisite: Junior standing.
This course examines the broad philosophical as well as practical nature and function of the legal system, and introduces students to the legal and social responsibilities of business. The course includes an introduction to the legal system, the federal courts, Constitutional law, the United States Supreme Court, the civil process, and regulatory areas such as employment discrimination, protection of the environment, and corporate governance and securities markets.

BUSN 3391 Seminar in Business Ethics 3 Credits

Attributes: MGEL Management: General Elective
Prerequisites: AETH 2291, BUSN 3211, two additional courses in law or applied ethics.
This course is an interdisciplinary study of these two aspects of the business environment. Topics focus on the interaction of law and ethics, and the regulatory public policy issues in such areas as multiculturalism, work and family, the environment, product safety, international business, and advertising. This course is the capstone experience for students earning a minor in business law and ethics. Crosslisted with AETH 3391.

BUSN 3980 Internship 3 Credits

Prerequisite: Junior standing.
Students will engage in a work experience that is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The internship provides students with the opportunity to gain experience in workplace settings and to translate classroom learning into practice. The internship is a substantive career development experience. It can be paid or unpaid with the intent of the experience being for the student to be exposed to ideas and concepts in a professional setting while being mentored. At the end of the internship experience, students will be able to reflect on their personal and professional growth and make a more informed decision on their career path. Students must have a GPA of 2.5 or higher. Enrollment by permission only.

General Business
Other Subjects

Consult the pages for each department for courses in the following fields:

- Accounting
- Analytics
- Economics
- Finance
- International Business
- Management
- Marketing
- Sports Business

Core Curriculum

The Dolan School of Business has two components to its student undergraduate core curriculum. Fairfield's *Magis* Core, common to all undergraduates, provides a solid grounding in liberal arts skills and habits of mind: critical thinking, oral and written communications, and reflective practice, to name a few. The Dolan Business Core provides a solid foundation in the business disciplines while preparing them to delve deeply into their chosen major.

The plan of study below presents a typical four-year schedule of courses in the program.

Dolan School of Business Curricula

Applies to Class of 2025 and later. Students in the Class of 2024 and earlier should consult the catalog for the year in which they matriculated.

	Courses	Credits
A. Magis Core Requirements	15	45
B. Business Core Requirements	11	33
C. Major Field Courses	6	18
D. Free Electives	8	24
Total	40	120

Magis Core Curriculum

15 courses, 45 credits.

Students in the Dolan School of Business will fulfill certain areas of the *Magis* Core by taking specified courses as outlined below. Please refer to

the Curricula section of this catalog for full requirements and a detailed explanation of the *Magis* Core.

Tier I: Orientation

Code	Title	Credits
Mathematics		
Select one Calculus course ¹		3
MATH 2217	Statistics I	3
Modern or Classical Language		
Select one language course based on placement		3

¹ Students will take MATH 1121, MATH 1122, MATH 1141, MATH 1142, MATH 1171, or MATH 1172, based on placement.

Tier II: Exploration

Code	Title	Credits
Behavioral and Social Sciences		
ECON 1011	Introduction to Microeconomics	3
ECON 1012	Introduction to Macroeconomics	3

Business Core Requirements

11 courses; 33 credits.

Code	Title	Credits
ACCT 1011	Introduction to Financial Accounting ¹	3
ACCT 1012	Introduction to Management Accounting ¹	3
AETH 2291	Business Ethics	3
BUSN 1101	Messaging and Persuasion: Effective Business Communication ¹	3
BUSN 3211	Legal Environment of Business	3
DATA 1101	Business Analytics ⁴	3
DATA 1101L	Excel Certification Lab	0
FNCE 2101	Introduction to Finance ²	3
INTL 2101	Introduction to International Business	3
MGMT 2101	Introduction to Management ²	3
MGMT 4300	Business Strategies in the Global Environment ³	3
MKTG 1101	Principles of Marketing ²	3
Total Credits		33

¹ These courses should be primarily taken in the first year.

² These courses should be primarily taken in the second year.

³ This course may not be taken until the senior year.

⁴ This course should be taken together with DATA 1101L Excel Certification Lab.

Business Major Requirements

6 courses; 18 credits.

Some concentrations may require additional courses. Descriptions and requirements of each of the seven majors are detailed in the respective departmental sections that follow. Course descriptions are also included.

All Business Majors must maintain a GPA of at least a 2.50 in their Dolan major.

Free Electives

8 courses; 24 credits.

All business students must complete a minimum of eight free electives totaling 24 credits. A free elective is a three- or four-credit course chosen by students without any restrictions related to their majors. Students can use the free electives toward the completion of a double major, a minor, or *Magis* core signature elements.

Accounting

The accounting program in the Dolan School of Business offers students a complete liberal arts education combined with the innovative and integrated approach to business studies. Through the program, students acquire the conceptual and technical knowledge to develop, measure, analyze, and validate financial information.

The curriculum emphasizes the role of accounting as a key component of all business enterprises. Our faculty takes a personal interest in developing each student's professional foundation and personal potential. Majors acquire excellent accounting and communication skills and are well-versed in the various fields of business. Throughout, students will learn how to record, examine, and communicate information concerning an individual's or organization's financial performance.

Programs

- Accounting Major
- Accounting Minor
- Accounting Analytics Minor
- Taxation Minor

Courses

ACCT 1011 Introduction to Financial Accounting 3 Credits

This course introduces students to financial accounting. Students learn to read and comprehend published financial statements and are introduced to the financial reporting process. Topics include financial statement analysis; accrual accounting; revenue and expense recognition; and accounting for assets, liabilities, and equities.

ACCT 1012 Introduction to Management Accounting 3 Credits

Prerequisite: ACCT 1011.

This course introduces students to managerial accounting and the role of accounting information in managerial decision-making. Topics include a description of basic cost elements; the interrelationship between fixed costs, variable costs, and profit; and methods of accumulating the costs associated with producing products and providing services (e.g., activity-based costing), so that students can make recommendations about performance evaluation, project evaluation and other management decisions.

ACCT 2203 Intermediate Accounting I**3 Credits****Prerequisite:** ACCT 1011.

This course builds on the fundamental concepts of financial accounting and reporting covered in Introduction to Financial Accounting. It provides an in-depth study of financial accounting theory and concepts, including balance sheet valuations and their relationship to income measurement and determination, as well as the presentation of financial statements in conformity with Generally Accepted Accounting Principles (GAAP). Using a practice set, students create financial statements from transactions to reinforce their knowledge of the accounting cycle.

ACCT 2204 Intermediate Accounting II**3 Credits****Prerequisite:** ACCT 2203.

This course continues the in-depth study of financial accounting theory and concepts, and the presentation of financial statements in conformity with Generally Accepted Accounting Principles (GAAP) begun in ACCT 2203. In addition to balance sheet valuation and income measurement issues, the course includes special topics such as earnings per share, accounting for income taxes, leases, and cash flows.

ACCT 2250 Role of Money and Accounting in Society**3 Credits**

This course is designed to give students two viewpoints on a variety of topics that involve personal finance and concepts that are not always taught in a practical way. One viewpoint will be from the eyes of a practicing accountant/CPA and the other will be from a sociologist. Assessing different perspectives and approaches is critical to personal, civic, and professional development, as well as the ability to critically engage social science scholarship and professional best practices. Topics will range from budgeting to buying a house versus renting, savings, retirement, investing, insurance, income taxes, banking, accounting, reading financials, and fraud, as well as general discussions about wealth and income inequality. The class explores a variety of theoretical as well as practical approaches to navigate the complexity regarding money and finance in contemporary American society as well as abroad. Crosslisted with SOCI 2130.

ACCT 2265 Standalone Accounting Systems: Development and Use**3 Credits****Fee:** \$160 DSB Financial Technology Fee**Prerequisite:** ACCT 2203.

This course covers how accounting data are captured, processed, stored and disseminated in a standalone accounting information system, and the importance of an effective system of internal controls. Employing a common general ledger program, the course incorporates a hands-on approach in which students are taught the flow of data from system set-up, to data entry, and to report generation and customization. Students also develop a chart of accounts from scratch and learn how data flows into the financial reporting model.

ACCT 2980 Internship**1 Credit****Prerequisite:** Sophomore standing.

Students gain practical experience in accounting. Students must be matriculated in the Dolan School of Business and have a GPA of 2.5 or higher. Enrollment by permission only.

ACCT 3255 Accounting Information Systems**3 Credits****Prerequisite:** ACCT 2203.

This course prepares students to be effective users, evaluators, designers and auditors of accounting information systems (AIS). It examines several typical business processes, such as order entry/sales, billing/accounts receivable/cash receipts, and purchasing/accounts payable/cash disbursements and their associated AIS. Major themes throughout the course include oral and written communication, objectives and procedures of internal control, typical business documents and reports, proper system documentation through flowcharts and other techniques, systems analysis and design methodologies, and assessment of information processing in support of operational and strategic objectives in the context of rapidly changing technological advances. The course presents students with hands-on experience with the process, risk and control implications of enterprise systems coupled with an in-depth field-based business process analysis and gives students exposure to state-of-the-art AIS.

ACCT 3265 Enterprise-wide Accounting Systems: Design and Control**3 Credits****Prerequisite:** ACCT 2203.

This course covers fundamental concepts inherent in establishing and maintaining accounting systems that are integrated within a company's enterprise resource planning (ERP) system, with an emphasis on mitigating financial reporting and data ethics risks. Topics include best practices in designing systems to promote data integrity and security (e.g., Completeness, Accuracy, Validity and Restricted access, referred to as "CAVR").

ACCT 3275 Data Analytics in Accounting and Taxation**3 Credits****Prerequisite:** ACCT 3265 or ACCT 3330 or ACCT 3343.

This course provides students with the opportunity to combine accounting/taxation, technology and analytical methods. Students will address real world problems in accounting and taxation using contemporary analysis tools to collect, clean and analyze large, accounting- and tax-specific sets of data. Students also will learn to present project results using appropriate visualizations and reports.

ACCT 3320 Cost Management**3 Credits****Prerequisite:** ACCT 1012 and 2203.

This course focuses on the proactive management of costs and the effect of costs on managers' decision-making, planning, and control. Students learn to accumulate costs and assign them to products and services using several different techniques such as activity-based costing. Other topics include profit planning and resource allocation through the budgeting process; the evaluations of organizational performance in cost, profit, and investment centers; and the importance of cost in the strategic management of the organization.

ACCT 3320L Cost Management Lab**1 Credit****Corequisite:** ACCT 3320.

In this lab, students practice applying cost accounting concepts. Activities include using computer applications (e.g., Excel) to solve and present solutions to cost management problems. Note: This optional lab is not required, but highly recommended.

ACCT 3330 Auditing**3 Credits****Prerequisite:** ACCT 2204.

This course introduces the audit of financial statements by independent CPAs. It bridges the gap between knowledge of accounting principles and the professional practice of accounting and auditing in the working world. Students learn about the role of auditing in society and the professional standards for behavioral and technical competence. They also study the factors entering into judgments about audit risk and the fair presentation of financial statement assertions. The course presents programs and procedures for defining audit objectives, gathering evidence, making decisions, and exercising professional skepticism.

ACCT 3343 Federal Income Taxation I**3 Credits****Prerequisite:** ACCT 2203.

This course introduces students to income tax, adjusted gross income, deductions from adjusted gross income, itemized deductions, property transactions, filing status and exemptions, passive activity losses, tax credits, and tax computations. The course also includes tax compliance and preparation considerations for individuals.

ACCT 3344 Individual Taxation: Socioeconomic Applications**3 Credits****Prerequisites:** ACCT 3343, junior standing.

This course builds on the knowledge students obtained in ACCT 3343. In addition to reviewing the fundamentals of individual income tax theory and the associated various forms and schedules, the course will provide students with practical experience in preparing and filing individual tax returns and the procedures used to enforce the individual taxation system. Students will become familiar with using the tax forms, calculating different tax credits and deductions, and conducting research to answer tax questions. The course will also address different social, economic, and ethical perspectives of the taxation system. Students will apply professional tax software, and will be required to obtain the necessary certification and volunteer in a Volunteer Income Tax Assistance (VITA) site as tax preparers.

ACCT 3345 Federal Income Taxation II**3 Credits****Prerequisites:** ACCT 3343, junior standing.

This course continues the study of taxation begun in ACCT 3343. The topics include formation of the corporation, distributions, liquidations, and reorganizations. The course covers tax return preparation, tax planning, research, and compliance issues throughout, and also includes personal holding companies, Subchapter S corporations, and partnerships.

ACCT 3380 Not-for-Profit Accounting**3 Credits****Attributes:** PANM Public Administration Nonprofit Management**Prerequisites:** ACCT 2204, junior standing.

This course examines accounting theory and concepts, and the reporting principles promulgated by the Financial Accounting Standards Board (FASB) as they relate to voluntary health and welfare organizations, healthcare organizations and universities and all types of not for profit organizations. Learning will be enhanced by a service learning experience.

ACCT 3900 Seminar: Special Topics in Accounting**3 Credits**

This course presents recent practitioner and academic literature in various areas of accounting, including guest speakers where appropriate. Topics change semester to semester, depending upon faculty and student interests.

ACCT 3980 Internship**3 Credits****Prerequisite:** Junior standing.

Students gain practical experience in accounting. Students must be matriculated in the Dolan School of Business and have a GPA of 2.5 or higher. Enrollment by permission only.

ACCT 3990 Independent Study**0-6 Credits****Prerequisite:** Senior standing.

This course provides students with the opportunity to study and research a specialized topic under faculty guidance. Students must have a GPA of 2.5 or higher. Open to Accounting majors only. Enrollment by permission only.

ACCT 4310 Advanced Accounting**3 Credits****Prerequisites:** ACCT 2204, senior standing.

This course focuses on accounting for various financial investments, including financial instruments, derivatives, and business combinations. Students also study the role of financial instruments in hedging foreign currency exposures and the complications encountered in financial reporting in a global environment.

Faculty

Professors

Lee, J.
Massey

Associate Professors

Bloch, *vice chair*
Coyne
Ebrahim
Hunter, *chair*

Assistant Professors

Lee, A.
Gonzales
Nugent
Yan

Instructors of the Practice

Baiye
Brenner
Drusbosky
Kardos
Mettler
Tharrington

Visiting Instructor

Van Hise
Yebba

Lecturers

Brady
Cook
D'Agostin
R. Hunter
Klein
Orticelli
Peck, III
Sciametta
Scully
Van Hise

Accounting Major

Accounting majors take courses that prepare them for their professional careers. Many pursue advanced degrees to meet the 150-hour requirement for CPA certification. Most Fairfield Accounting graduates take positions in public accounting, corporations, governments and not-for-profit organizations.

Requirements

For a 51-credit major in accounting, students complete the following:

Code	Title	Credits
Business Core Requirements		33
ACCT 2203	Intermediate Accounting I	3
ACCT 2204	Intermediate Accounting II	3
ACCT 3255	Accounting Information Systems	3
ACCT 3330	Auditing	3
ACCT 3343	Federal Income Taxation I	3
ACCT 4310	Advanced Accounting	3
Total Credits		51

Accounting majors must maintain a GPA of at least a 2.50 in accounting.

Accounting Minor

The accounting minor offers students an extensive understanding of accounting content and function in areas of business. It is not designed to prepare a student for the Certified Public Accountant exam.

For a 15-credit minor in accounting, students complete the following:

Code	Title	Credits
ACCT 1011	Introduction to Financial Accounting	3
ACCT 1012	Introduction to Management Accounting	3
ACCT 2203	Intermediate Accounting I	3
ACCT 2204	Intermediate Accounting II	3
ACCT 2265	Standalone Accounting Systems: Development and Use (or a 3000- or 4000-level accounting elective course for which the student meets the prerequisite)	3
Total Credits		15

Accounting minors must maintain a GPA of at least 2.50 in all accounting courses.

Accounting Analytics Minor

The accounting analytics minor offers students the opportunity to gain analytics knowledge relevant to today's accounting professional, ranging from capturing, processing, storing, analyzing and disseminating accounting data.

For a 15-credit minor in accounting analytics, students complete the following:

Code	Title	Credits
ACCT 1011	Introduction to Financial Accounting	3
ACCT 2203	Intermediate Accounting I	3

ACCT 2265	Standalone Accounting Systems: Development and Use	3
ACCT 3265	Enterprise-wide Accounting Systems: Design and Control	3
ACCT 3275	Data Analytics in Accounting and Taxation	3
Total Credits		15

Accounting analytics minors must maintain a GPA of at least 2.50 in all accounting courses.

Accounting majors may double count ACCT 2203 for the accounting major and the accounting analytics minor. Accounting analytics minors may not declare a second minor in accounting.

Taxation Minor

The taxation minor offers students the opportunity to gain taxation knowledge, including the ability to identify and resolve issues related to tax compliance and planning in today's technology-driven business environment.

For a 15-credit minor in taxation, students complete the following:

Code	Title	Credits
ACCT 2203	Intermediate Accounting I	3
ACCT 3343	Federal Income Taxation I	3
ACCT 3345	Federal Income Taxation II	3
Select two courses from the following:		6
ACCT 2250	Role of Money and Accounting in Society	
ACCT 3275	Data Analytics in Accounting and Taxation	
ACCT 3344	Individual Taxation: Socioeconomic Applications	
FNCE 2190	Personal Finance	
Total Credits		15

Taxation minors must maintain a GPA of at least 2.50 in all minor required courses.

Analytics

You heard the buzzwords: Analytics, Big Data, Artificial Intelligence, Machine Learning. Did you know that today's leading companies use them to make vital business decisions? Business Analytics major and minor students learn about these modern tools and apply them to various business scenarios in the areas of finance, marketing, accounting, and management. The course curriculum was intelligently designed by our experienced faculty to prepare you for a successful career in today's data-driven business environment.

Our courses offer students valuable hands-on experience through projects, some of which involve real clients. Coursework includes business analytics methods, database systems, sports analytics, business intelligence, and data mining. We encourage you to explore the future of business with us right now!

Programs

- Business Analytics Major
- Business Analytics Minor

Courses

DATA 1101 Business Analytics

3 Credits

This course introduces basic skills necessary for business analytics such as data analysis and preparation, probability and statistical modeling, data-driven decision making, and persuasion/storytelling with data. Spreadsheets are used as the platform for conducting analyses, performing statistical calculations, and presenting results. Previously DATA 2101.

DATA 1101L Excel Certification Lab

0 Credits

This is a required lab component of DATA 1101 with a focus on Microsoft Excel. The lab is designed to improve students' spreadsheet skills, which is vital in today's job market. The lab also prepares students to pass a certification exam that is offered in a secure, proctored format during the course. A passing grade in this lab corresponds to successful completion of the certification exam.

DATA 2000 AI

3 Credits

Prerequisite: DATA 1101.

This course focuses on the practical application of no-code artificial intelligence (AI) tools to solve complex business problems. These tools require no programming, instead emphasizing skills such as prompt engineering and the strategic use of large language models like ChatGPT. Through hands-on weekly projects and a comprehensive final project, students will learn to navigate and apply desktop and cloud-based generative AI tools in application areas including text, images, audio, video, code, and tabular data, preparing them to innovate and lead in the new age of AI.

DATA 2140 Project Management

3 Credits

Prerequisite: ECON 3278 or MATH 1017 or MATH 2217.

This course introduces students to project management and its role in business operations, with applications in such functional areas as accounting, finance, information systems, management, and marketing. Topics include the linkage between projects and organizational strategy, project planning and scheduling, project development and implementation, applying best practices and tools, evaluation methodologies and control techniques, and critical success factors. Special attention is given to showing how concepts and models presented in lectures and readings apply to real-world projects. Previously ISOM 2140.

DATA 2980 Internship

1 Credit

Prerequisite: Sophomore standing.

Students may take up to two semesters of a department-approved internship. Students must be matriculated in the Dolan School of Business and have a GPA of 2.5 or higher. Previously BUAN 2980.

DATA 3210 Business Analytics Methods

3 Credits

Prerequisites: DATA 1101.

This course focuses on quantitative modeling and analyzing business problems using spreadsheet software such as Excel, and data visualization software such as Tableau. Topics include descriptive analytics, visualizing and exploring data, predictive modeling, regression analysis, time series analysis, portfolio decisions, risk management, and simulation. Business models relevant to finance, accounting, marketing, and operations management are set up and solved, with managerial interpretations and "what if" analyses to provide further insight into real business problems and solutions. Previously BUAN 3210.

DATA 3235 Python Apps for Business Analytics

3 Credits

Prerequisite: DATA 1101.

This course introduces students to business analytics using Python. Students should gain a fundamental understanding of how analytics can be done using Python. Business problems will be used for assignments and projects. Technical topics include reading/writing to files, data types, variables, simple control logic, loops, strings, lists, dictionaries, functions, and structure. Previously BUAN 3235.

DATA 3260 Database Systems

3 Credits

Prerequisite: DATA 1101.

This course covers fundamental database concepts, such as tables and queries, using Microsoft Access. Students then gain hands-on knowledge with the industry-standard database language, Structured Query Language (SQL). A semester-wide project helps students bring together learned concepts. Students also learn how to use a popular data analytics software, Alteryx.

DATA 3335 Sports Analytics

3 Credits

Prerequisite: DATA 1101.

Virtually every sport has been improved in recent years with the introduction and widespread acceptance of analytical methods. Analytics help leagues, teams, referees, coaches, athletes, agents, and fans appreciate their favorite sports on a higher level. In this course, students will gain a broad perspective on the methods, findings, impact, and controversies within sports analytics across a variety of sports and e-sports, learn how to analytically evaluate and compare differing perspectives, and practice communicating findings to a non-analytical audience in an impactful and actionable way.

DATA 3980 Internship

3 Credits

Prerequisite: Junior standing.

Students may take up to two semesters of a department-approved internship. Students must be matriculated in the Dolan School of Business and have a GPA of 2.5 or higher. Previously ISOM 3980, BUAN 3980.

DATA 4000 Python Programming with AI

3 Credits

Prerequisite: DATA 2000.

This course aims to introduce students to Python programming, leveraging generative AI to enhance learning and practical application. The course will cover fundamental programming concepts, data structures, and logical thinking, while also focusing on the use of AI models to assist in coding and evaluating AI-generated responses. Ultimately, this course aims to prepare students for their future careers by equipping them with valuable technical skills and AI literacy.

DATA 4310 Business Intelligence

3 Credits

Prerequisites: DATA 3210, DATA 3260.

Business Intelligence (BI) is an umbrella concept covering the processes and methods of collecting, storing, and analyzing data generated from business operations or activities to make informed business decisions. Disparate industries, such as retail, healthcare, and education, have adopted BI for various decision support purposes. Since data in today's business environments is vast in volume and grows at a fast pace, utilizing computerized technologies helps managers make fact-based decisions to support business operations. This course provides an introduction to the use of business intelligence and data visualization in organizations, with emphasis on how data is gathered, stored, analyzed, and used. Topics covered include business intelligence, data warehousing, data visualization, and business reporting. Previously BUAN 4310.

DATA 4315 Data Mining and Applications **3 Credits**
Prerequisites: DATA 3210, DATA 3260.

This course provides students with a practical understanding of data mining, applications, techniques, and tools, with a specific focus on business analytics. The pillars of the data mining process (data collection/extraction and mining) are demonstrated with real world examples. Applications of these techniques and tools to different areas are covered. A semester-wide team project provides students with hands-on experience to bring together data mining concepts learned. Previously BUAN 4315.

DATA 4990 Independent Study **3 Credits**
Students pursue topics of special interest through independent study, research, and/or completion of a business analytics project under the supervision of a full-time faculty member. The Department Chair and Dean must approve the work. The student and the faculty project advisor must submit an application to the Registrar before registering for the course. If any work is expected to occur at any time other than the semester registered, students must obtain the approval of the faculty project advisor and the Department Chair prior to commencing of any work. Normally, students should have completed at least two advanced business analytics courses before taking the independent study. Previously ISOM 4990.

DATA 4999 Business Analytics Capstone **3 Credits**
Prerequisite: Senior standing.
This course is the capstone for the business analytics major. Students collaborate on different types of analytical projects of varying scope and complexity. Each student acquires and applies specialized technical and managerial expertise as required for completing the projects. The capstone projects will be real-world, client-oriented, and faculty-guided applications. Supplementary instruction in analytical project design, development, and evaluation is provided on an as-needed basis within the context of the project work. Previously BUAN 4999.

Faculty

Professors

He

Associate Professors

Huntley, *vice chair*
Maymin
Ozcelik, *chair*
Tao
Vinekar

Assistant Professors

Lee
Lu
Wang, K.
Wang, Z.

Visiting Assistant Professor

Mowerman

Visiting Assistant of the Practice

Wollowick

Lecturers

Brown
Bruck
Drummond
Gadze
McCabe
Winston

Business Analytics Major

Business Analytics is an application of new methods and insights to business problems using data, apps, statistical models, artificial intelligence, and machine learning. A variety of industries need capable individuals who can take on positions to collect, analyze, and interpret data in order to make sound business decisions. Being a popular field among recruiters, the Business Analytics major was intelligently designed by our experienced faculty to complement your existing major through exposure to various data analysis tools and apps.

Requirements

For a 51-credit major in business analytics, students complete the following:

Code	Title	Credits
Business Core Requirements		33
DATA 3210	Business Analytics Methods	3
DATA 3260	Database Systems	3
DATA 4310	Business Intelligence	3
DATA 4315	Data Mining and Applications	3
DATA 4999	Business Analytics Capstone	3
Select one elective course in DATA		3
Total Credits		51

Students must maintain at least a 2.5 average in all business analytics major courses.

Business Analytics Minor

Business Analytics refers to the skills, technologies, applications, and practices for continuous investigation of past business performance to gain insight and drive business planning. The Business Analytics minor focuses on applying new tools and methods to business problems using data and state-of-the-art software. The minor is especially designed to complement other disciplines in Fairfield Dolan.

Student earn a 15-credit business analytics minor by completing the following:

Code	Title	Credits
DATA 1101	Business Analytics	3
DATA 3210	Business Analytics Methods	3
DATA 3260	Database Systems	3
DATA 4310	Business Intelligence	3
or DATA 4315	Data Mining and Applications	
Select one elective course in DATA		3
Total Credits		15

Students must maintain at least a 2.5 average in all business analytics minor courses.

Applied Ethics

Established in 1980 by a grant from the National Endowment for the Humanities, the Program in Applied Ethics is an inter-school program reporting to the Office of the Provost. In 2018, it was renamed the Patrick J. Waide Center for Applied Ethics. It operates in close coordination with the deans of the College of Arts and Sciences, the Dolan School of Business, the School of Engineering, the Egan School of Nursing and Health Studies, and the School of Education and Human Development.

The Center integrates interdisciplinary courses, seminars, lectures, colloquia, and workshops in the fields of professional ethics (business, healthcare, science, law, engineering, education, and communication), ethics for the citizen (government, community, environmental concerns, war and peace), and global studies (ethical dimensions of global violence, global health, environmental policies, business practices, and humanitarian action). This unified approach to the theory and practice of ethical conduct in all fields raises student awareness of the moral dilemmas of their chosen fields of practice, of allied fields, and of society and the world. The Center offers a series of core-level and elective courses and seminars in service to various academic and professional programs, and a 15-credit minor.

In 2002, Patrick J. Waide Jr. '59, a former University trustee and distinguished alumnus of Fairfield University, generously established a continuing fund to spend on invited speakers, course materials, and scheduled activities on topics of international affairs, global ethics, and public policy. In 2018, Mr. Waide made a major gift to endow Applied Ethics as a Center, which now bears his name.

Programs

Applied Ethics Minor

Courses

AETH 2262 Ethics and the Community

3 Credits

Attributes: PJST Peace and Justice Studies

Prerequisite: One course in Philosophy or Religious Studies.

This course surveys the philosophical grounding of the organizations in contemporary society, examining structured human groups from the household, through the village (or religious/ethnic association), to the nation-state to understand their moral undertakings in their environment; to consider how they implement and balance rights and duties, rules and compassion, autonomy and common purposes. This course gives special attention to structural injustice in the treatment of those marginalized by gender, race, or socioeconomic deficit, and includes an effort to determine where new understanding may yield suggestions for structural modification. Students are provided the opportunity to research and present projects on contemporary social problems that illustrate the themes of the course.

AETH 2265 Ethics in Education

3 Credits

Attributes: EDCG Educational Studies Cognate

Prerequisite: One course in Philosophy or Religious Studies.

This survey of the ethical issues that arise in the classroom, school, and school district also covers those issues, to a lesser extent, in the educational policies of the state and federal government. The course directly addresses issues of race, class, and gender in the educational system, addressing entitlement to education, access to education, discipline in the educational setting, multicultural issues in general, politics, accountability, assessment, and the ethics of respect as they pertain to teachers, students, and administrators.

AETH 2270 Ethical Dimensions of Global Violence

3 Credits

Prerequisite: One course in Philosophy or Religious Studies.

A survey of the ethical implications of the new and alarming potentials for violence in a disorderly world. The new faces of violence - insurgency, terrorism inspired by religion, plans for mass destruction, children as warriors - will be examined in the context of Just War theory, the Christian commitment to social justice, and the emerging international order (and disorder). Fully half the course will explore the perspectives of the developing world, especially as violence occurs between factions from the developing world and the traditional wielders of force in the North and West.

AETH 2272 Ethics of Humanitarian Action

3 Credits

Attributes: HAFD Humanitarian Action Foundation Course, PADE Public Administration Disaster and Emergency Management

Prerequisite: One course in Philosophy or Religious Studies.

This course provides students with principles and methods of ethics that they will apply to issues of humanitarian action. Examples of humanitarian action to be considered in this course include the international humanitarian system run by states, non-governmental organizations (NGOs), the United Nations and its lead agencies and, increasingly, the private sector. Students also will learn about the development of humanitarian codes of conduct, values and principles, which they will evaluate in terms of their ethical content.

AETH 2276 Ethical Dimensions of Global Business Practices

3 Credits

Attributes: HACA Humanitarian Action Minor Context Course, PJST Peace and Justice Studies

Prerequisite: One course in Philosophy or Religious Studies.

A survey of the ethical dimensions of contemporary business practice generally, with special emphasis on the ethical implications of global business enterprise. Topics include global employment practices, human and employee rights in a global economy, the implications of external debt for the economies of developing nations, the human costs and benefits of the changes in global agriculture and food provision generally, and the work of international agencies (the World Trade Organization, the International Monetary Fund, and the World Bank in particular) in guiding the economies of the world. A three-week unit will focus on the economic implications of natural and man made disasters and humanitarian crises.

AETH 2281 Ethics of Communications

3 Credits

Attributes: ENEC Digital Journalism Ethics Component

Prerequisite: One course in Philosophy or Religious Studies.

This course examines the moral dilemmas of media management, political propaganda, campaign promotions, public relations, and corporate communication. Topics include advertising and marketing practices, especially political advocacy and messages targeted to various audiences; truth and loyalty in public relations practices; the philosophical and constitutional bases of freedom of the press; and problems of media bias, systematic and otherwise.

AETH 2283 Environmental Justice**3 Credits**

Attributes: EVHU Environmental Studies: Humanities, EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, PJST Peace and Justice Studies

Prerequisite: One course in Philosophy or Religious Studies.

This course examines challenges and controversies associated with the unequal distribution of environmental hazards across communities. Students will explore the social, industrial, and governmental forces that create inequitable burdens of environmental pollution as well as movements to reduce such burdens. It takes as axiomatic the premise that all people have a right to live in a clean environment free from hazardous pollution or contamination, and to the natural resources necessary to sustain health and livelihood. Question will be aimed at why, and through what social, political and economic processes, social justice issues arise in denying certain groups of people this basic right. Students will have the opportunity to report on alternative models and activists' movements aimed at creating a global sustainable future.

AETH 2284 Environmental Ethics**3 Credits**

Attributes: EVHU Environmental Studies: Humanities, EVPE Environmental Studies Elective, PJST Peace and Justice Studies

Prerequisite: One course in Philosophy or Religious Studies.

Students examine the environmental problems that arise in our attempts to reconcile the demands of human fulfillment and economic activity, and the requirements of ecological balance. Issues include the diverse perspectives of conservation, preservation, and deep ecology. Student projects cover the wise use of resources; pollution of land, air, and water; conservation of species and open space; global climatic change; and the future stewardship of oceans, forests, and the atmosphere.

AETH 2285 Ethics of Health Care**3 Credits**

Attributes: HSTE Health Studies: Traditions, Delivery, and Ethics

Prerequisite: One course in Philosophy or Religious Studies.

This course considers the moral dilemmas of the healthcare setting. Topics include patients' rights (medical paternalism and patient autonomy, informed consent to therapy, and participation in research); dilemmas of reproduction (technological assistance, abortion, cloning); dilemmas of life and death (assisted suicide, euthanasia, technological interventions for the dying); allocation of healthcare resources; and the special dilemmas of healthcare professionals caught in binds between HMO contracts and professional obligations.

AETH 2287 Engineering Ethics**3 Credits**

Prerequisite: One course in Philosophy or Religious Studies.

This course systematically explores the ethical dimensions of situations and tasks common to engineering practice. Issues include professionalism, codes of ethics, consumer risk and safety, employee loyalty and whistle-blowing, research and ownership of information, and the engineer's responsibility to the natural environment.

AETH 2291 Business Ethics**3 Credits**

Prerequisite: One course in Philosophy or Religious Studies.

This course investigates ethical problems in business practice. Topics include the foundation of the free-market system, personal morality in profit-oriented enterprises; codes of ethics, obligations to employees and other stakeholders; truth in advertising, whistle-blowing, and company loyalty; self and government regulation; the logic and future of capitalism; and the changing responsibilities of the manager in a rapidly globalizing business environment.

AETH 2293 Ethics of War and Peace**3 Credits**

Attributes: HACA Humanitarian Action Minor Context Course, INEL International Studies Elective, PJST Peace and Justice Studies

Prerequisite: One course in Philosophy or Religious Studies.

This is a survey of issues relating to war and international conflict. Topics include Just War theory, human rights issues, the impact of war on women, the role of the United Nations Security Council, and the history of global attempts to proscribe and prevent aggression. The course also looks at related issues that have emerged in recent years, such as humanitarian intervention and economic sanctions.

AETH 2295 Ethics in Law and Society**3 Credits**

Prerequisite: One course in Philosophy or Religious Studies.

This course is an inquiry into the ethical dilemmas of making, enforcing, adjudicating, obeying and practicing the law. Topics include the nature of law and the province of jurisprudence, responsibility of the criminal bar (defense, prosecution, judicial), conflicts of interest, election or appointment of judges, the moral infrastructure of the Constitution, the limits of adjudication, and issues relating to investigative technique (torture and extreme confinement conditions).

AETH 2908 Special Topics**3 Credits**

Prerequisites: sophomore, junior or senior standing.

AETH 2908 Special Topics (Law and Society): This seminar will explore the legal system in the United States and how it affects our lives individually and as a community. Through discussion of how the law intersects with topics such as race, gender, immigration, religion, technology, climate change, and crime, we will consider not only what the law is, but also what we think the law should be. Should the law reflect particular ethical standards, morals, or values? How should the law address changes in society? Who gets to decide? Students will have opportunities throughout the semester to expand their development of the legal skills of reasoning, making effective arguments, and critical thinking. Of particular interest to pre-law students, guest speakers will also offer insights into the realities of law school and practicing law in a variety of specialties.

AETH 3391 Seminar in Business Law, Regulation, and Ethics**3 Credits**

Attributes: MGEL Management: General Elective

Prerequisites: AETH 2291, BUSN 3211, two additional courses in law or applied ethics.

This seminar investigates ethical dilemmas of business management, primarily as encountered in real cases. Themes vary from year to year. Format: guest presentations by members of the business community, followed by discussion. Crosslisted with BUSN 3391.

AETH 3990 Independent Study**3 Credits**

Students undertake an advanced program of course, field, and library work arranged with the instructor. Enrollment by permission only.

Faculty

Director

Caruso (Management)

Lecturers

Alker
Batra
Butler
Francis
Hyman
Jackson

Pacheko
Schmidt, N.
Ong

Steering Committee

Conelius (Nursing)
Hulse (Education and Human Development)
Lee (Accounting)

Applied Ethics Minor

For a 15-credit minor in Applied Ethics, students complete the following:

Code	Title	Credits
Select two to three Intermediate Applied Ethics courses		6-9
Select two to three Advanced Applied Ethics seminars		6-9
Total Credits		15

Students must maintain at least a 2.5 average in all applied ethics minor courses.

Note: Substitutions are possible as approved by the program director.

Diversity, Equity, and Inclusion Minor

Students who Minor in Diversity, Equity, and Inclusion (DEI) draw from an introductory course that establishes the breadth of topics in economics and business that are impacted by individual personal characteristics, such as race, class, and gender. After completing this course, students take electives drawn from the College of Arts and Sciences that provide context and skills that inform the experience of diverse people. Finally, students bring this knowledge to a final course that focuses attention on diversity in the workplace. This curriculum is designed to provide breadth and depth of understanding, and encourages students to recognize the wide range of perspectives that help to shape relationships among people.

Requirements

For a 15-credit minor in diversity, equity, and inclusion, students complete the following:

Code	Title	Credits
Requirements		
ECON 2114	Economics of Race, Class, and Gender in the American Workplace	3
MGMT 4320	Diversity in the Workplace	3
Select three courses from the following: ¹		9
AHST 1102	Art of East Asia	
AHST 1103	Art of Africa, the Caribbean, and the Americas	
AHST 1104	Art of Asia	
AHST 1165	African-American Art	
ANTH 1110	Cultural Anthropology	
ANTH 1125	Sex, Gender, and Sexual Orientation	
ANTH 2010	Culture and Political Economy	
ANTH 2015	Refugees and Culture	
ANTH 2025	Philosophy and Economic Anthropology	

ANTH 2100	Culture and Inequality
BIOL 1071	Identity and the Human Genome
CHIN 2250	Modern China Through Fiction and Film
ECON 3235	Economic Development
ENGL 1010	Introduction to Literary and Cultural Studies
ENGL 1050	African Diaspora: Literature and Culture
ENGL 1180	Modern China through Fiction and Film
ENGL 1260	American Social Protest Literature
ENGL 1300	Literature by Women: Vision and Revision
ENGL 1310	Contemporary Women Writers of Color
ENGL 1330	African American Literary Tradition
ENGL 1720	Literacy and Language
FTMA 1103	Global Cinema
HIST 1102	China, Japan, and Europe
HIST 1146	Women's History as U.S. History
HIST 2205	Anti-Semitism: Medieval to Modern
HIST 2263	Inventing Themselves: African-American Women in U.S. History
INTL 1050	People, Places, and Global Issues
MUSC 1101	The History of Jazz
MUSC 1102	History and Development of Rock
MUSC 1112	Music of Black Americans
MUSC 1132	Critical Issues in American Popular Music: Blues to Hip Hop
MUSC 2201	Hip Hop Evolution: From the South Bronx to the World
NURS 1112	Healthcare Delivery Systems
PHIL 2260	Social and Political Philosophy
PHIL 2263	The Concept of Human Rights
PHIL 2265	Philosophy and Economic Anthropology
PHIL 2267	(De)Colonizing the Human
PHIL 3360	Critical Race Theory
POLI 2253	Latin American Politics
POLI 2336	Politics of Race, Class, and Gender
PSYC 2210	Social Psychology
PSYC 2220	Stereotyping, Prejudice, and Discrimination
PUBH 1101	Public Health and Social Justice
RLST 1601	Religion in the United States
RLST 1801	Asian Religions
RLST 2552	Contemporary Moral Problems
RLST 2555	Catholic Social Teaching
RLST 2662	Afro-Caribbean and African American Religions: Shout, O Children!
RLST 2669	Religion and the Civil Rights Movement
RLST 2760	Islam in America
RLST 2795	Islam, Race, Power
SOCI 1130	Feminism, Gender, and Everyday Life
SOCI 1135	Race, Gender, and Ethnic Relations
SOCI 1150	Introduction to International Migration
SOCI 2110	Race, Cities, and Poverty
SOCI 2135	Race in the Americas
SOCI 2215	Death Penalty in America

SOCI 2300	Sociology of Education	
SPAN 3253	Spanish-American Civilization	
SPAN 3271	Hispanic Film	
SPAN 3286	Languages and Identities: Sociolinguistic Approaches to Spanish in the U.S.	
SPAN 4359	Culture, Civilization, and Literature in the Spanish-American Caribbean Region	
Total Credits		15

Students must maintain at least a 2.5 average in all diversity, equity, and inclusion minor courses.

¹ At least two departments must be represented among the three electives.

Courses

AHST 1102 Art of East Asia **3 Credits**

Attributes: ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, GDAH Graphic Design: Art History, INEL International Studies Elective

This course surveys the art and architectural history of China, Korea, and Japan, emphasizing cultural and artistic contact between these cultures. Periods of focus include the Shang, Han, Tang, Song, and Qing dynasties in China; the Jōmon, Nara, Heian, Kamakura, Edo, and Meiji periods in Japan; and the Three Kingdoms period, Goryeo, and Joseon dynasties in Korea. The course highlights collections of Asian art at Yale University and in New York City, incorporating special exhibitions of East Asian art relevant to the course.

AHST 1103 Art of Africa, the Caribbean, and the Americas **3 Credits**

Attributes: BSCC Black Studies Component Course, DEIE Diversity, Equality, and Inclusion Elective, GDAH Graphic Design: Art History, INEL International Studies Elective, LCEL LACS Minor: Elective

This course is an introduction to art and architecture of Africa, the Caribbean islands, and Central America, South America, and North America. Major works of art and architecture will be examined to understand the respective cultures and traditions of these regions. Cultures designated by their geographical locations will provide a frame of study for African visual culture. Art of Caribbean islands and the influence of the African diaspora will be explored. The Americas will be represented by Pre-Columbian and Native American visual arts. Students will be introduced to different art historical approaches and vocabulary used to study art from each of these areas.

AHST 1104 Art of Asia **3 Credits**

Attributes: ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, GDAH Graphic Design: Art History, INEL International Studies Elective

This course introduces major monuments of the arts of Asia, including architecture, painting, sculpture, ceramics, and prints. Following a roughly chronological progression spanning over three millennia, the course emphasizes contact between Asian civilizations, including South, Southeast, Central, and East Asia, as well as artistic exchanges between Asia and the West. Areas of focus include: ancient funerary arts, the development of Buddhist art throughout the continent, and secular arts associated with imperial courts and the rise of cities. The course highlights collections of Asian art at the Fairfield University Art Museum, Yale University, and in New York City.

AHST 1165 African-American Art **3 Credits**

Attributes: ASGW American Studies: Gateway, ASVP American Studies: Visual and Performing Arts, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, GDAH Graphic Design: Art History
This course explores black art and culture in the twentieth century. We will focus on the artworks themselves and, when possible, the artist's dialogue. Events in United States history such as the emancipation from slavery and the Civil War Era, the Harlem Renaissance, Jazz Age, Great Depression, Civil Rights Movements, AIDS crisis of the 1980s, and the Los Angeles race riots of the 1990s are used as context to understand black art and culture. While art works created by African-American artists are the primary focus, Cuban and Haitian art and artists are also considered. Throughout the course there is a focus on thinking critically when looking at art as well as how to articulate ideas in writing.

ANTH 1110 Cultural Anthropology **3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective

Why is there such variety in the way people live, dress, speak, eat, love and fight? This course explores the shared patterns of thought, behavior, and feelings - that is, the cultures - of a number of peoples and presents explanations for the forms they take and the differences between them. The course helps students develop a new perspective on the values and institutions of Western culture.

ANTH 1125 Sex, Gender, and Sexual Orientation **3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, WSGF Women, Gender, and Sexuality Studies: Gender Focused

Through a comparison of selected Asian, Middle Eastern, African, and Native American societies, this course explores the ways that culture can mold the biological facts of sexual difference into socially accepted behavior, creating two, and sometimes more, genders. Topics include the allocation of work, power, and prestige between men and women, the belief systems that legitimate gender roles, and some possible causes for the wide variation that exists among cultures.

ANTH 2010 Culture and Political Economy **3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, MWAC Magis Core: Writing Across Curriculum

This course examines the ways in which global political economic dynamics impact local cultures. Students will begin with classic texts in social theory, examine how this theory informs contemporary debates, and look to small-scale societies in the Global South for an intimate, ethnographic perspective of our global era. Crosslisted with INST 1052.

ANTH 2015 Refugees and Culture **3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, HACA Humanitarian Action Minor Context Course, INEL International Studies Elective, PJST Peace and Justice Studies

This course provides students with an overview of refugee movements with a focus on cultural encounters across the world. Students will focus on the social integration and identity adjustments of refugees in their host communities and/or country. The course will also allow students to learn about cultural adjustments of both refugees and host communities whether it is in the United States, Europe, Middle East, or Africa. Students will explore how features of the specific societies serve to inhibit or augment cultural adjustments and meet the new needs and realities of populations in movement.

ANTH 2025 Philosophy and Economic Anthropology 3 Credits

Attributes: DEIE Diversity, Equality, and Inclusion Elective, PMMP Philosophy Major: Major Philosopher

This course examines the economy from philosophical and anthropological perspectives. We will investigate why people produce and exchange things, why they seek to amass things in some circumstances and give them away in others, and how our modern understandings of value, debt, and rationality emerged.

ANTH 2100 Culture and Inequality 3 Credits

Attributes: DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, PJST Peace and Justice Studies

This course focuses on the concepts of "culture" and "inequality," two terms employed to deal with "difference" in a range of intriguingly different and morally charged ways. The course explores recent work in anthropology, economics, and sociology using culture and/or inequality as a lens through which to view various issues in contemporary social theory. In the process, students work to discover what kind of lens culture and/or inequality provides, how our implicit understandings of these ideas shape how we think about the world, and how we might better use such ideas to do our thinking.

BIOL 1071 Identity and the Human Genome 3 Credits

Attributes: BSCC Black Studies Component Course, BSCC Black Studies: Physical and Natural Sciences, DEIE Diversity, Equality, and Inclusion Elective, HSST Health Studies: Science and Technology, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course introduces human genetics to the non-science major. Topics of discussion include the structure and function of genes, modes of inheritance, gene editing, sex and gender, race, and human genetic diversity. Special emphasis is placed on ethical, legal and social issues related to the knowledge and application of genetic information. Note: This course counts as a natural science core but does not satisfy requirements for the biology major or minor.

CHIN 2250 Modern China Through Fiction and Film 3 Credits

Attributes: ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, MELT Magis Core Exploration: Literature

This course is a study of various cultural aspects of modern China in the 20th century through reading translated fiction as well as films. Students explore topics such as modernity, nationalism, individualism, gender, and cultural identity in the modern cultural-historical context. Also will be discussed are issues particular to fiction and film as representational modes: How do fiction and film narrate history and the complex Chinese experience? How have they both been shaped by and contributed to the socio-cultural transformations? And how do they represent the increasingly diversified cultural and social landscape of contemporary China? Crosslisted with ENGL 1180.

ECON 2114 Economics of Race, Class, and Gender in the American Workplace 3 Credits

Attributes: EDCG Educational Studies Cognate, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course examines the impact of race, class, and gender differences on decisions made in households and in the workplace. It begins with an in-depth analysis of labor supply decisions and responsibilities of households, moving to an examination of labor demand decisions and wage-rate determination. The course reviews applications of theoretical predictions as they relate to important public policy issues such as child and elder care, social security, pay equity, the glass ceiling, affirmative action, sexual harassment, and poverty.

ECON 3235 Economic Development 3 Credits

Attributes: ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, IBEL International Business Elective

Prerequisites: FNCE 3210 or FNCE 3215.

This course considers the nature and causes of problems facing low-income nations, with a focus on the impact that various economic policies have on promoting economic development.

ENGL 1010 Introduction to Literary and Cultural Studies 3 Credits

Attributes: DEIE Diversity, Equality, and Inclusion Elective, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

This course allows students to develop ways of reading, analyzing, and interacting with texts in English from around the globe. You will focus on such questions as: How are literary texts produced? How do local, national, and global cultures and events affect the way authors fashion their texts? Do literary works produced in different cultures at the same time "speak to each other" across time and space? The course will be run as a combination of lecture and small group discussion and will make use of web-based background materials to provide context and depth to the readings.

ENGL 1050 African Diaspora: Literature and Culture 3 Credits

Attributes: ASEN American Studies: Literature, ASGW American Studies: Gateway, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, E_AF English Literature After 1800, LCEL LACS Minor: Elective, MELT Magis Core Exploration: Literature

This course offers an interdisciplinary introduction to the African Diaspora, incorporating texts from Africa, the Caribbean, North America, and Europe. Beginning with colonization in Africa and representations of the Middle Passage, the course covers historical topics such as enslavement and the plantation system, abolition movements, migration within and out of the Caribbean, resistance movements, the Harlem Renaissance, and independence struggles. As we study the Atlantic world and globalization across several centuries, we will examine cultural syncretism, commodity culture rooted in the Triangle Trade, and creative endeavors in literature and the arts (painting and sculpture, film, music, dance, theatre).

ENGL 1180 Modern China through Fiction and Film 3 Credits

Attributes: ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

This course is a study of various cultural aspects of modern China in the 20th century through reading translated fiction as well as films. Students explore topics such as modernity, nationalism, individualism, gender, and cultural identity in the modern cultural-historical context. Also will be discussed are issues particular to fiction and film as representational modes: How do fiction and film narrate history and the complex Chinese experience? How have they both been shaped by and contributed to the socio-cultural transformations? And how do they represent the increasingly diversified cultural and social landscape of contemporary China? Crosslisted with CHIN 2250.

ENGL 1260 American Social Protest Literature**3 Credits**

Attributes: ASEN American Studies: Literature, ASGW American Studies: Gateway, DEIE Diversity, Equality, and Inclusion Elective, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature, PJST Peace and Justice Studies

This course explores the long tradition of non-violent social protest in American literature. We examine how many writers have challenged their contemporaries to become aware of important issues - race, women's rights, Native American activism, the environment, war, and poverty. Students keep a journal in which they reflect on the literature and develop strategies for changing themselves and the world around them. A final project asks students to consider ways to raise awareness about a social issue at the University or in the larger community. Selected writers include Stowe, Davis, Thoreau, Crane, Douglass, Steinbeck, King, Wright, and Ginsberg.

ENGL 1300 Literature by Women: Vision and Revision**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, ENAM American Literature, ENBR British Literature, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This study of transatlantic, post-1800 literature by women will adopt Virginia Woolf's notion that "books continue each other." The course will be anchored in such touchstone texts as Jane Austen's *Pride and Prejudice*, Charlotte Brontë's *Jane Eyre*, and Edith Wharton's *The House of Mirth*. Each touchstone work will be grouped with a number of subsequent literary texts responding to and/or revising the earlier work. Readings will reach across centuries and continents. Topics include the social constructions of race, sexuality, gender, class, and beauty, intertextuality, influence, and canon formation.

ENGL 1330 African American Literary Tradition**3 Credits**

Attributes: ASGW American Studies: Gateway, BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, ENAM American Literature, MELT Magis Core Exploration: Literature

This survey course examines the development of African American literature from the late eighteenth century to the present, with a focus on issues of literacy, authority, and identity. The course traces this tradition's history from Phillis Wheatley's role in defining American poetry and Olaudah Equiano's *Interesting Narrative*, to the narratives of enslavement by authors such as Harriet Jacobs and Frederick Douglass, to the New Negro Renaissance, the Civil Rights Movement, and contemporary African American fiction and poetry.

ENGL 1720 Literacy and Language**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, E_AF English Literature After 1800, MELT Magis Core Exploration: Literature

This course examines the concept of literacy as it is represented in fiction and non-fiction texts. Reading widely, in memoirs, essays, fiction, creative non-fiction, and drama, we will consider individual experiences with literacy, language, and schooling, as well as the relationship between literacy and power. The course includes a service learning experience that connects issues from the course to the real context of a local elementary school.

FTMA 1103 Global Cinema**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, ENDE Digital Journalism Elective, GDFT Graphic Design: Film and Television, INEL International Studies Elective

In this course, students engage with different expressions of "global cinema": films intended for international audiences. This course pays attention to key films, filmmakers, and moments in film history, across Europe, Asia, Latin America, the Middle East, and Africa. With a particular focus on international art cinema, this course gives students the historical context and critical tools to appreciate and analyze diverse cinematic styles. Dedicated weekly screenings create the theatrical experience for which these films were intended.

HIST 1102 China, Japan, and Europe**3 Credits**

Attributes: ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective

How can we provide a non-Eurocentric explanation of the rise of the modern world that has European and American features? We can do so by examining the encounters between the West and other parts of the world and by beginning and ending the story of the rise of the modern world not in Europe but elsewhere. This course surveys the history of Europe and the Atlantic world and their encounters with East Asia from the 1400s to the 1800s.

HIST 1146 Women's History as U.S. History**3 Credits**

Attributes: ASHI American Studies: History, DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course is an introduction to the discipline of history through a survey of American women's experiences from the pre-colonial era to the 1960s. Weighing the impact of gender with race and class on everyday life, we explore the intersectional features of identity from multiple perspectives.

HIST 2205 Anti-Semitism: Medieval to Modern**3 Credits**

Attributes: CAOT Catholic Studies: Non-Religious Studies, DEIE Diversity, Equality, and Inclusion Elective, H_BF History Before 1750, H_EU European History, JST Judaic Studies Minor

Prerequisite: One 1000-level history course.

This course surveys the history of Jewish-Christian interaction in Europe from late antiquity until the Dreyfus Affair, with emphasis on the 10 centuries between the ninth and the 19th. Using primary and secondary sources, literature, and film, students explore the complex relationships between Jews and Christians in these years, including often overlapping instances of persecution, segregation, disputation, coexistence, assimilation, and cooperation. The major political events, social shifts, and intellectual trends that profoundly altered European society in this extended period provide the backdrop against which the changing lives of Jewish and Christian Europeans are studied.

INTL 1050 People, Places, and Global Issues**3 Credits**

Attributes: BUEL Business Elective, DEIE Diversity, Equality, and Inclusion Elective, MSID Magis Core: Interdisciplinary, PJST Peace and Justice Studies

This course introduces students to some of the fundamental concepts of International Studies. Major world regions and selected countries within them are discussed with respect to the people, and their physical, demographic, cultural, political, and economic characteristics. Several concepts and global issues are explored, among which the physical environment, conflict, inequality, global interconnectedness, and the movement of goods and people across borders are central. This course will emphasize contemporary events, particularly as they relate to the fundamental themes covered. Previously INST 1050.

MGMT 4320 Diversity in the Workplace**3 Credits****Prerequisite:** Junior standing.

This course allows questions to be framed, and answers sought, with regard to the challenge of diversity in the work environment. The course uses readings, exercises, and real-world projects to formulate the following: a definition of diversity; an awareness of its impact on businesses and their managers; the identification of the challenges that diversity presents and the opportunities it allows for even more productive workplace interactions; and the necessary skills, attitudes, and patterns of critical thinking needed for effective leadership in this important area. The course presents issues in the specific real-life context of ethnic, racial, gender, and class groups.

MUSC 1101 The History of Jazz**3 Credits**

Attributes: ASGW American Studies: Gateway, ASVP American Studies: Visual and Performing Arts, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate

This course traces the development of American jazz from its origins in African-American musical traditions. Students examine the roots of jazz in ragtime, blues, work songs, and march music and study the development of different jazz styles such as Dixieland in the '20s, swing in the '30s, bop in the '40s, and continuing to the present. The course emphasizes the connection between historical periods and the music of jazz: America's original art music.

MUSC 1102 History and Development of Rock**3 Credits**

Attributes: ASGW American Studies: Gateway, ASVP American Studies: Visual and Performing Arts, DEIE Diversity, Equality, and Inclusion Elective

This course surveys the musical and social trends that resulted in the emergence of rock and roll as an important musical and cultural force in America. The course traces the roots of rock, blues, and country styles, showing how they merged with popular music. Students examine periods from the 1950s to the present, along with Elvis Presley, Chuck Berry, Little Richard, the Beatles, the British invasion, folk music, Bob Dylan, jazz and art rock, Jimi Hendrix, the west coast movement, and the music industry. Students learn to understand, discuss, and differentiate between stylistic periods and their historical relevance to American culture.

MUSC 1112 Music of Black Americans**3 Credits**

Attributes: ASGW American Studies: Gateway, ASVP American Studies: Visual and Performing Arts, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate

This musical and historical survey of African-American music and its important contributions to American culture examines African heritage, slave songs, and the colonial era, followed by the role of African-Americans in the music and culture of the Revolutionary and Civil War periods. Students examine the evolution of spirituals, minstrel songs, and ragtime as they relate to dance forms; the role of African-Americans as performers and composers in classical music and music of the theatre; and the blues as it evolves into jazz, soul, reggae, funk, disco, and rap. This course takes a look at racism and issues of gender in America, and how musicians of diverse backgrounds have collaborated and contributed to the evolution of American music despite prejudice and adversity.

MUSC 1132 Critical Issues in American Popular Music: Blues to Hip Hop**3 Credits**

Attributes: ASVP American Studies: Visual and Performing Arts, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Component Course, DEIE Diversity, Equality, and Inclusion Elective

This course provides an in-depth look at the important musical, social, and racial issues in American popular music, from the media exploitation of the blues in the 1920s through current issues in hip hop. Subject areas will include blues and its origins, jazz and modernism, the obstacles of race in music, the death of rhythm and blues, rock's evolution in the 1950s, rap and hip hop culture, and issues in both postmodernism and perverse as seen by many music and art critics.

MUSC 2201 Hip Hop Evolution: From the South Bronx to the World**3 Credits**

Attributes: BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, MUAM American Music, MUHI Music History

This class explores the musical, cultural, political, and aesthetic foundations of hip-hop. We will trace the corporeal, visual, spoken word, literary, and musical antecedents to and manifestations of hip-hop in American cultural. Students will investigate specific black cultural practices that have given rise to its various idioms. Students create material culture related to each thematic section of the course. Scheduled work in performance studio helps students understand how hip-hop is created and assessed. We will analyze the effects of corporate America and examine the images and ideas presented by an industry driven by profit. Are we really in a post-racial society? How does hop-hop help us understand race, class, gender, power, and oppression? Artists studied will not be those with the highest number of albums sold, but those with significant musical or lyrical content and impact on hip-hop as a whole.

NURS 1112 Healthcare Delivery Systems**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, HSTE Health Studies: Traditions, Delivery, and Ethics

The health care delivery system is explored from a historical, economic, political, and health information technology perspective. Emphasis is given to social, ethical, and legal aspects of the current system that remain unresolved, such as access to care, health disparities, and equity. The history and progression of healthcare reform and its influence on our current healthcare system performance will be analyzed. Global health issues and their impact on the delivery of health care services are discussed, along with consumer use of complementary and alternative therapies. This course is designed to give an inter-professional perspective to students interested in health care from any field of study. 42 theory hours.

PHIL 2260 Social and Political Philosophy**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies

Prerequisite: PHIL 1101.

This course analyzes the writings of leading social and political thinkers, with special consideration of the movements of protest and dissent.

PHIL 2263 The Concept of Human Rights**3 Credits****Attributes:** DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, PJST Peace and Justice Studies**Prerequisite:** PHIL 1101.

Bosnia, Somalia, Guatemala, the Holocaust: The notion of human rights and accusations of human rights violations are a constant presence in our political environment and in the formulation of U.S. foreign policy. This course follows the emergence of this concept from the political and ethical thought of the Greeks, to the Enlightenment, to the explicit formulation of "human rights" in the 20th century as a guiding principle of international relations.

PHIL 2265 Philosophy and Economic Anthropology**3 Credits****Attributes:** DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, PMMP Philosophy Major: Major Philosopher**Prerequisite:** PHIL 1101.

This course examines the economy from philosophical and anthropological perspectives. We will investigate why people produce and exchange things, why they seek to amass things in some circumstances and give them away in others, and how our modern understandings of value, debt, and rationality emerged.

PHIL 2267 (De)Colonizing the Human**3 Credits****Attributes:** BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies**Prerequisite:** PHIL 1101.

This course approaches the problem of colonialism and coloniality, as well as the task of decolonization from a philosophical perspective. As such, attention will be paid to generating the problem space and question sets needed to de-naturalize the everyday colonial structures that shape our human condition.

PHIL 3360 Critical Race Theory**3 Credits****Attributes:** BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies**Prerequisite:** Two courses in philosophy.

Although race can be considered as one of several physical features of an individual, this course will investigate the recent research and literature in the field of Critical Race Theory that critiques this purely biological conception. For the purpose of understanding how race functions in our socio-political world, this body of work treats the concept as a social construction, drawing heavily on the phenomenological and existential traditions. Pertinent themes like lived experience, authenticity, and racial privilege will be explored using key texts (by Jean-Paul Sartre, Franz Fanon, Lewis Gordon, and Robert Bernasconi, to name a few).

POLI 2253 Latin American Politics**3 Credits****Attributes:** DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, LCEL LACS Minor: Elective, PMCP Politics Major: Comparative Politics

This course examines contemporary Latin American politics, with particular attention to the challenges and opportunities for democracy and human rights in the region. The course explores key historical developments, the challenges and opportunities presented by domestic and international dynamics in the region, the causes and consequences of democratic breakdowns in the past, the transition to democracy in the later part of the twentieth century, the difficulties several young democracies face today, and the continuous and uneven efforts to advance human rights in the region.

POLI 2336 Politics of Race, Class, and Gender**3 Credits****Attributes:** ASGW American Studies: Gateway, ASPO American Studies: Politics, BSCC Black Studies Component Course, BSSS Black Studies: Social and Behavioral Sciences, DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies, PMPT Politics Major: Political Theory, SPEL Sports Media Elective, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course investigates how race, class, and gender function in American political culture. Students explore how the theoretical ideas of central thinkers such as Thomas Jefferson, Martin Luther King Jr., and Susan B. Anthony shape the political practices of the people who express themselves in songs, speeches, art, and music. The focus on race, class, and gender enables students to engage with historically challenging questions about equality, freedom, individualism, republicanism, liberalism, and American exceptionalism from alternative perspectives. The course does so by assessing whether or not the contemporary Hip Hop movement can overcome the barriers of race, class, and gender.

PSYC 2210 Social Psychology**3 Credits****Attributes:** DEIE Diversity, Equality, and Inclusion Elective**Prerequisite:** PSYC 1010.

This course surveys the major areas of concern in social psychology, emphasizing current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion.

PSYC 2220 Stereotyping, Prejudice, and Discrimination**3 Credits****Attributes:** DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies**Prerequisite:** PSYC 1010.

This course will familiarize students with basic and applied social psychological research on stereotyping, prejudice, discrimination, and minority experience. After considering the cognitive and motivational factors that contribute to stereotyping and prejudice, students will proceed to examine prejudice in the "real world," exploring literature on discrimination-related policies, effects of stereotyping, prejudice, and identity on achievement and status, and prejudice reduction programs. The course will take a primarily empirical approach, focusing on the ways in which scientific methods and empirical evidence can inform our understanding of these emotionally-charged and socially consequential issues.

PUBH 1101 Public Health and Social Justice**3 Credits****Attributes:** DEIE Diversity, Equality, and Inclusion Elective, PAPH Public Administration Public Health

This course introduces students to the history, core functions, and essential services of public health and serves as a foundation for further study in the discipline. During this course, students will gain an understanding of the social, ecological, and environmental determinants of health; recognize the roles of public policy and cultural values in maintaining health inequities in the U.S. and globally; and develop the ability to advocate for solutions to public health problems using a social justice approach.

RLST 1601 Religion in the United States 3 Credits

Attributes: ASGW American Studies: Gateway, ASRS American Studies: Religion, CARS Catholic Studies: Religious Studies, DEIE Diversity, Equality, and Inclusion Elective, RSST Religious Studies Major Track

This course explores the story of religion in America from a multicultural, multi-faith perspective. Students will examine how different religious peoples and traditions have interacted across time and how these interactions and exchanges have both complicated and enriched the American religious landscape. Much attention will be paid to those voices often left out of the master narrative of American religion for reason of race, gender, ethnicity, class, or even peculiarity. The course is a survey, thus students will encounter a variety of topics varying from indigenous religious practices, revivalism, the early roots of traditions like Judaism and Islam, new religious movements, to secularization.

RLST 1801 Asian Religions 3 Credits

Attributes: ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, RSST Religious Studies Major Track

This course examines the basic religious systems of India and China, including their fundamental differences, performative functions, and worldviews. The course evaluates Euro-American theories of religion in light of Asian religious expressions.

RLST 2552 Contemporary Moral Problems 3 Credits

Attributes: CARS Catholic Studies: Religious Studies, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This theological examination of contemporary moral problems considers selected ethical issues in contemporary society and leading approaches to moral decision-making. The course investigates moral problems such as euthanasia and physician-assisted suicide, the death penalty, violence and just war theory, bioethics, sexual and reproductive ethics, global poverty, environmental ethics, and issues in business and legal ethics.

RLST 2555 Catholic Social Teaching 3 Credits

Attributes: CARS Catholic Studies: Religious Studies, DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies, RSTH Religious Studies Theology Track

Prerequisite: One 1000-level religious studies course.

This course examines the modern teachings of the Catholic Church on peace and justice; Christian/humanist attitudes towards war; pacifism and the just war theory; and changes in global political and economic structures that seem necessary to ensure a peaceful and just world order.

RLST 2662 Afro-Caribbean and African American Religions: Shout, O Children! 3 Credits

Attributes: ASRS American Studies: Religion, BSAH Black Studies: Arts and Humanities, BSFC Black Studies Focus Course, CARS Catholic Studies: Religious Studies, DEIE Diversity, Equality, and Inclusion Elective, INEL International Studies Elective, PJST Peace and Justice Studies, RSST Religious Studies Major Track

Prerequisite: One 1000-level religious studies course.

This course examines the evolution and innovation of the religions of African people as they were shaped through the middle passage, merged with other religions during the institution of slavery, and created anew on the American continent and throughout the Caribbean Sea. Students will examine how Caribbean traditions like Vodou and Santeria and American iterations of Christianity and Islam arose out of and against institutions and cultures that sought to subjugate them. Further, students will explore how elements of black religious life, from preaching style to music to liturgy to religious thought, have left an indelible mark upon American and Caribbean religious cultures and traditions.

RLST 2669 Religion and the Civil Rights Movement 3 Credits

Attributes: BSFC Black Studies Focus Course, DEIE Diversity, Equality, and Inclusion Elective, RSST Religious Studies Major Track

Prerequisite: One 1000-level religious studies course.

With a special emphasis on the public speeches and work of Martin Luther King, Jr., this course will consider the role black religious leaders, institutions, culture played in shaping the modern Civil Rights Movement of the 1950s and 60s.

RLST 2760 Islam in America 3 Credits

Attributes: ASRS American Studies: Religion, ASUP American Studies Upper Level, DEIE Diversity, Equality, and Inclusion Elective, IWHU Islamic World Studies: Humanities, RSST Religious Studies Major Track

Prerequisite: One 1000-level religious studies course.

This course is a survey of Muslim life and religious movements connected to Islam in North America. The course traces the history of Islam on the continent from the Atlantic slave trade to the post-9/11 era. We will investigate the many ways in which Islam, as both a religion and idea, has appeared on the American horizon and in the American imagination. The historic diversity of Muslim communities on the continent will be explored through their respective beliefs, cultures, and sense of identity. Special attention will be paid to the African-American and Immigrant Muslim communities.

RLST 2795 Islam, Race, Power 3 Credits

Attributes: DEIE Diversity, Equality, and Inclusion Elective, IWHU Islamic World Studies: Humanities

Prerequisite: One 1000-level religious studies course.

Students will undertake a critical investigation of race and ethnicity within Islam from the classical period to the present. The course examines how different Muslims approached the concepts as well as how those concepts were applied to or imposed upon particular Muslim communities. The historical experience of Black Muslims serves as a recurring case study. Moreover, the relationship of race to power is also a central analytical theme. Topics to be discussed include the construction of race, slavery and its abolition, the Black American Muslim experience, and Muslim theologies of liberation and resistance. This course is research and writing intensive.

SOCI 1130 Feminism, Gender, and Everyday Life 3 Credits

Attributes: ASGW American Studies: Gateway, ASSO American Studies: Sociology, DEIE Diversity, Equality, and Inclusion Elective, PJST Peace and Justice Studies, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course provides an introduction to the study of gender through a feminist lens. The central themes of the course are the changes and continuities of gender roles within the United States, the social processes that influence our gender identities, and the connections between gender, power, and inequality. The course addresses the ways in which the media, popular culture, work, and schools have been pivotal sites for the creation and maintenance of gender performances, and explores sites of resistance in art and activism. The course pays special attention to the ways in which race, class, and sexualities intersect processes of gender relations and social change.

SOCI 1135 Race, Gender, and Ethnic Relations**3 Credits**

Attributes: ASGW American Studies: Gateway, ASSO American Studies: Sociology, BSFC Black Studies Focus Course, BSSS Black Studies: Social and Behavioral Sciences, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, PJST Peace and Justice Studies, SPEL Sports Media Elective, WSGC Women, Gender, and Sexuality Studies: Gender Component

This course analyses sociological and social psychological dimensions of race relations, ethnic interaction, and the changing role and status of women. It focuses on the American scene but also examines problems of women and minorities in other parts of the world and their importance for world politics. It also considers what sociologists and social psychologists have learned about improving dominant/minority relations.

SOCI 1150 Introduction to International Migration**3 Credits**

Attributes: BSCC Black Studies Component Course, BSSS Black Studies: Social and Behavioral Sciences, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, HACA Humanitarian Action Minor Context Course, INEL International Studies Elective, LCEL LACS Minor: Elective

This course examines the causes, processes, and concerns of international migration, which are explored through the use of case studies that include a wide range of countries from different world regions. These case studies include international migrants, such as refugees, labor migrants, and undocumented migrants. In addition to studying the migrants and the reasons for their international movement, participants have the opportunity to discuss opposing perspectives on the immigration policies of developed countries.

SOCI 2110 Race, Cities, and Poverty**3 Credits**

Attributes: ASSO American Studies: Sociology, BSFC Black Studies Focus Course, BSSS Black Studies: Social and Behavioral Sciences, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, PACG Public Administration City Government, PJST Peace and Justice Studies

The geography of cities is in constant flux. People move in and out, businesses open and close, city government institutes social policy in response to existing changes in different communities. Many of the changes in cities have been influenced by racial-ethnic and economic dynamics. In this course we will examine the ways race has shaped our perceptions of and responses to community. Why are urban areas "racialized"? Why does talk of the underclass imply Black Americans and Latinos? We will focus primarily on Black Americans, but will also consider white ethnic groups and other ethnic groups in discussion. In our examinations we will focus on case studies of urbanization and race such as post-Katrina New Orleans, southern migration to Chicago, and Bridgeport. Graduate equivalent: SOCI 5110.

SOCI 2135 Race in the Americas**3 Credits**

Attributes: BSFC Black Studies Focus Course, BSHI Black Studies: History, BSSS Black Studies: Social and Behavioral Sciences, DEIE Diversity, Equality, and Inclusion Elective, H_AF History After 1750, H_NW Non-Western History, H_US U.S. History, LCEL LACS Minor: Elective
Prerequisite: Sophomore standing.

This team-taught course explores the construction of race throughout the Americas. Course readings and assignments focus on Brazil, Dominican Republic, Mexico, Cuba, and Puerto Rico, among others. These places are emphasized as sharing overlapping concerns with the US, based on geography, common histories, and patterns of migration. We use an interdisciplinary approach integrating theory and research methods from history, sociology, politics, Latin American and Caribbean Studies, and Black Studies. We explore essential questions related to difference that all human societies have encountered over time. We deepen our understanding of why we categorize people, how we label them, and who decides. Crosslisted with HIST 2235.

SOCI 2215 Death Penalty in America**3 Credits**

Attributes: ASSO American Studies: Sociology, DEIE Diversity, Equality, and Inclusion Elective, PACJ Public Administration Criminal Justice, PJST Peace and Justice Studies

This course is an in-depth analysis of capital punishment. The history of the death penalty and its contemporary status in the U.S. is explored. Public opinion and the decisions of the courts, prosecutors, and juries are addressed. Some of the questions raised include the following: Is the death penalty a deterrent? Is it racially biased? Does it victimize the poor? Are the innocent ever convicted and executed? What sociological factors influence clemency decisions? How is the U.S. position on the death penalty perceived by the international community?

SOCI 2300 Sociology of Education**3 Credits**

Attributes: BSFC Black Studies Focus Course, BSSS Black Studies: Social and Behavioral Sciences, DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate

This course introduces students to sociological perspectives on education. We will focus on the structure, practices, content, and outcomes of schooling in contemporary society. Throughout the semester, we address three fundamental questions. What are the primary goals of American education? Why are there systematic patterns of race, class, and gender inequality in education? How can we use the sociological lens to understand, contextualize, and alleviate educational problems in the real world? Drawing upon readings dealing primarily with American education, we discuss how educational experiences influence important life outcomes including lifetime earnings, health status, and interaction with the criminal justice system. Graduate equivalent: SOCI 5300.

SPAN 3253 Spanish-American Civilization**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, LCEL LACS Minor: Elective, LCSC LACS Minor: Spanish Culture and Literature
Prerequisite: SPAN 2220.

This course presents a general view of Spanish-American civilization from pre-Columbian times to the present. Participants study the culture, social history, and politics of Spanish-America through select literary readings, articles, documentaries, films, newspapers, and Internet research. The course includes a special topic covering the globalization in Latin America and its impact in the 21st century. Students complete exams, oral presentations, written papers, and a final paper.

SPAN 3271 Hispanic Film**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, GDFT Graphic Design: Film and Television, LCEL LACS Minor: Elective, LCSC LACS Minor: Spanish Culture and Literature, MEVP Magis Core Exploration: VPA
Prerequisite: SPAN 2220.

In this course we examine Latin American and Latinx films to see how artists use cinema to capture their realities, create worlds, challenge stereotypes and social norms, and further complicate stories beyond commercial cinemas. Through consistent practice with the written word and manipulating film images, we examine the crucial importance of self-representation, and diversity of perspectives in front of and behind the camera. Through analysis and application, we explore Latin American cinemas as highly political and culturally-entrenched vehicles as they circulation in the world film landscape.

SPAN 3286 Languages and Identities: Sociolinguistic Approaches to Spanish in the U.S.**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, SPME Spanish Major or Minor Elective

Prerequisite: SPAN 2220 or SPAN 2220H.

While the increased visibility of Spanish has surprised some in recent decades, people have been speaking Spanish in what is now the US for hundreds of years. This course offers an introduction to sociolinguistics, i.e., the study of the language in relation to social factors, with a focus on Spanish in the US. Particular emphasis is placed on social and political issues that impact the use and representation of Spanish. Taught in Spanish.

SPAN 4359 Culture, Civilization, and Literature in the Spanish-American Caribbean Region**3 Credits**

Attributes: DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, LCEL LACS Minor: Elective, LCSC LACS Minor: Spanish Culture and Literature, MELT Magis Core Exploration: Literature, PJST Peace and Justice Studies

Prerequisites: SPAN 3245, junior standing.

This study and explanation of distinctive elements of Puerto Rico, Cuba, Dominican Republic, and Central American countries focuses on the fusion of indigenous, Black, and Hispanic as manifestation in the Spanish-American Caribbean Region. Students will read, study, and critically analyze relevant documents, and cultural materials from pre-Columbian populations until the contemporary period.

regularly use a variety of up-to-date analytical tools, including Microsoft Excel and PowerPoint, and are introduced to Stata, a sophisticated statistical package. The economics major also prepares students for advanced study in graduate or professional schools.

Learning Outcomes for Economics Students

Students who study in the economics department should be able to use models and analytical tools, within an institutional framework, to understand and evaluate economic outcomes.

Goal I

Students will understand the tradeoffs between efficiency and equity that are made as resources are allocated among economic actors

Learning Objectives: Students will be able to

- appraise various market models
- use welfare measures to analyze economic tradeoffs

Goal II

Students will describe economic concepts and apply them to real world issues.

Learning Objectives: Students will be able to

- use theory to explain economic events
- evaluate the success or failure of policies used to achieve intended economic outcomes

Goal III

Students will acquire quantitative skills to analyze data and use that data and analysis to support logical positions

Learning Objectives: Students will be able to

- acquire data-gathering skills in order to analyze an existing economic argument or present an economic argument of their own
- experience using statistical software packages to analyze economic data,
- formulate empirically testable hypotheses

Goal IV

Students will use qualitative and quantitative models to interpret the impact of public policy choices

Learning Objectives: Students will be able to

- identify how economic policies can be utilized to overcome market inadequacies
- construct economic arguments using both quantitative and non-quantitative forms of evidence

Programs

Dolan School of Business

- Business Economics Major - Bachelor of Science
- Economics Minor

Faculty

Director

Nantz

Economics

The curriculum of the Department of Economics blends basic economic concepts and their applications with contemporary issues. Courses develop reasoning capacity and analytical ability in students. By focusing on areas of application, students use economic principles to stimulate their powers of interpretation, synthesis, and understanding. The department's individualized counseling encourages majors to tailor their study to career and personal enrichment goals. A major in economics provides an excellent background for employment in the business world while maintaining the objectives of a liberal education. The economics degree pairs nicely with a wide variety of double majors and minors, including finance, math, international studies, area studies, and other social sciences. In fact, many economic elective courses "double count" towards other major, minor, and core requirements. Economics majors

College of Arts and Sciences

- Economics Major - Bachelor of Arts
- Economics Major - Bachelor of Science
- Economics Minor

Courses

ECON 1011 Introduction to Microeconomics 3 Credits

This course analyzes the behavior of individual consumers and producers as they deal with the economic problem of allocating scarce resources.

The course examines how markets function to establish prices and quantities through supply and demand, how resource costs influence firm supply, and how variations in competition levels affect economic efficiency. Topics may include antitrust policy, the distribution of income, the role of government, and environmental problems.

ECON 1012 Introduction to Macroeconomics 3 Credits

This course develops models of the aggregate economy to determine the level of output, income, prices, and unemployment in an economy. In recognition of the growing importance of global economic activity, these models incorporate the international sector. The course examines and evaluates the role of public economic policy, including fiscal and monetary policy. Topics may include growth theory and price stability.

ECON 2112 Economic Aspects of Current Social Problems 3 Credits

Attributes: BUEL Business Elective

This course uses a policy-oriented approach to study contemporary economic issues. Topics include government spending, the role of federal budgets in solving national problems, poverty, welfare, social security, population, the limits to growth controversy, pollution, energy, and regulation.

ECON 2114 Economics of Race, Class, and Gender in the American Workplace 3 Credits

Attributes: EDCG Educational Studies Cognate, WSGF Women, Gender, and Sexuality Studies: Gender Focused

This course examines the impact of race, class, and gender differences on decisions made in households and in the workplace. It begins with an in-depth analysis of labor supply decisions and responsibilities of households, moving to an examination of labor demand decisions and wage-rate determination. The course reviews applications of theoretical predictions as they relate to important public policy issues such as child and elder care, social security, pay equity, the glass ceiling, affirmative action, sexual harassment, and poverty.

ECON 2120 Introduction to Environmental Economics 3 Credits

Attributes: ANMC Asian Studies Elective, EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, EVSS Environmental Studies: Social Science, IBEL International Business Elective, INEL International Studies Elective, LCEL LACS Minor: Elective, PAEP Public Administration Environment Policy

This course, which presents an overview of the theory and empirical practice of economic analysis as it applies to environmental issues, first establishes a relationship between the environment and economics. It then develops the concept of externalities (or market failures) and the importance of property rights before exploring the valuation of non-market goods. It examines the practice of benefit-cost analysis and offers economic solutions to market failures, while highlighting pollution control practices, especially those based on incentives. Throughout, the course examines current issues regarding environmental protection around the globe.

ECON 2140 Health Economics 3 Credits

Attributes: HACA Humanitarian Action Minor Context Course, HSSS Health Studies: Social Science, PAPH Public Administration Public Health, PJST Peace and Justice Studies

This course begins by applying microeconomic theory to the health sector of the U.S. economy. The U.S. experience will be generalized to global health issues and alternative health care systems. Topics include the demand for health care and health insurance, managed care and the role of government, physician compensation, and specialty choice, the role of nurses and other healthcare professionals, the hospital sector, and medical cost inflation.

ECON 2150 Media Economics 3 Credits

This course analyzes the operation and consumption of the music, television, and entertainment industries within a microeconomic framework. Students will learn what forms of competition drive the production and distribution of media in the context of a changing technical environment. Theories of different media market settings will be illustrated and then concepts reinforced by real-world examples, including the changing operation of music production and distribution as the internet evolves, and the ways in which current media companies integrate seemingly different products. To explain these processes the topics of competition, pricing, industry structures, and regulatory environments will be explored.

ECON 2152 Economics of Sport 3 Credits

This course develops and examines the tools and concepts of economic analysis as they apply to the sports industry. Topics in professional sports include free agency, salary cap, and new franchises. The course also explores economic issues and institutional structures of sports such as golf and tennis, and the broader industry including the National Collegiate Athletic Association, sports equipment, advertising, minor leagues, and the Olympics. Students gain an increased understanding of how economics affect them through this combination of sports and economics.

ECON 2154 Contemporary Issues Affecting the Global Business Environment 3 Credits

Attributes: INEL International Studies Elective

Prerequisites: ECON 1011, ECON 1012; or INST 1053.

This course introduces students to contemporary issues facing businesses that operate in the global market. Students will learn about the changing global business environment on a macro-level. The course focuses on the evolving rhetoric surrounding international trade and its impact on business activity, the flow of investment to developing countries and emerging markets, and the status of global and regional integration and/or potential disintegration. Through the study of these current real-world topics in international business, students will learn about challenges and opportunities of doing business in an interconnected global environment while working with international organizations, local governments, and global competitors. Previously ECON 1054.

ECON 2185 Regional Economic Development 3 Credits

Attributes: PACG Public Administration City Government, PALE Public Administration Economic Development

This course includes two key components: a theoretical examination of the basic theories of regional economic development such as growth poles, spillovers, infrastructure requirements, and center-periphery analysis; and an application of these theories to a specific economic issue. Students participate in a comprehensive study of a significant economic issue facing a Connecticut community, in cooperation with a regional agency, resulting in detailed analysis of the issues and potential solutions. Fieldwork is required.

ECON 2980 Internship**1 Credit**

Students will engage in a work experience that is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The internship provides students with the opportunity to gain experience in workplace settings and to translate classroom learning into practice. The internship is a substantive career development experience. It can be paid or unpaid with the intent of the experience being for the student to be exposed to ideas and concepts in a professional setting while being mentored. At the end of the internship experience, students will be able to reflect on their personal and professional growth and make a more informed decision on their career path. Students must be matriculated in the Dolan School of Business and have a GPA of 2.50 or higher. Enrollment by permission only.

ECON 3204 Intermediate Microeconomic Theory**3 Credits****Prerequisite:** ECON 1011.

This course builds upon and expands the theoretical models of EC 0011. The course introduces indifference curves to explain consumer behavior; short- and long-run production functions, showing their relationship to product costs; and the efficiency of various competitive market structures. Topics include marginal productivity theory of income distribution, monopoly, and general equilibrium theory.

ECON 3205 Intermediate Macroeconomic Theory**3 Credits****Prerequisite:** ECON 1012.

This course, which includes computer applications, analyzes the determination of national income and output; fiscal and monetary tools; and growth, inflation, and stabilization policies.

ECON 3210 Money and Banking**3 Credits****Prerequisite:** ECON 1012.

This course covers the commercial banking industry, the money market, Federal Reserve operations and policy making, and monetary theory.

ECON 3215 Innovation and Economic Growth**3 Credits****Prerequisite:** ECON 1011 and ECON 1012.

This course discusses the determinants of long-term economic growth, emphasizing modern growth theory and topics of current macroeconomic relevance. We will address issues such as: What is the role of technology and innovation in driving the growth process? How does finance contribute to it? What are the current trends in the automation of economic activity, and how do they interact with income inequality? Is sustained growth possible on a finite planet, and how? Previously ECON 4305.

ECON 3224 Labor Economics and Labor Relations**3 Credits****Attributes:** PACG Public Administration City Government**Prerequisites:** ECON 1011, ECON 1012.

Nearly 70 percent of income earned in the United States is a return to labor. This course applies the fundamentals of microeconomic and macroeconomic analysis to important decisions that people make in labor markets. From an employee's perspective, questions include: Should I work in exchange for a wage? If so, how much? How will my work affect my lifestyle and family decisions? Should I go to school to improve my skills? From an employer's perspective, questions include: Should I hire workers? If so, how many? How should I pick workers out of a pool of applicants? What techniques should I use to provide incentives for these workers? Many of the answers to these questions require complex analysis and an understanding of the impact of government policy on the workplace. The course explores a variety of public policy issues such as minimum wage programs, government welfare programs, workplace regulatory requirements, Title IX, immigration, and the union movement.

ECON 3225 Applied Environmental Economics**3 Credits****Attributes:** EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, EVSS Environmental Studies: Social Science, PAEP Public Administration Environment Policy**Prerequisite:** ECON 1011 or ECON 2120.

This in-depth examination of the economic tools used in environmental economics and policy-making builds on basic environmental economic concepts and provides the opportunity to put those concepts into practice. The course explores common externalities and market failures in the United States and analyzes governmental policies used to control them.

ECON 3230 Comparative Economic Systems**3 Credits****Attributes:** IBEL International Business Elective, INEL International Studies Elective, MSID Magis Core: Interdisciplinary**Prerequisite:** ECON 1011 or ECON 1012.

Is communism dead? Is capitalism the only real economic system left? This course explores the various economic systems that are used to distribute resources, i.e., to decide "who gets what" in a nation's economy. The course considers the differences between alternative distribution mechanisms, what it means to transition from one system to another, and how these economic decisions are affected by political and national realities. Because there are so many international alternatives to be explored, each semester focuses on an economic region of the globe: Asia, Eastern Europe and Central Asia, Africa, or Latin America. This course, where appropriate, is available for credit in international studies or area studies programs.

ECON 3231 International Trade**3 Credits****Attributes:** IBEL International Business Elective, INEL International Studies Elective**Prerequisite:** ECON 1011.

This course covers international trade theory, U.S. commercial policy (tariffs, quotas), common markets, trade with and among developing nations, balance of payments disequilibria, and multinational enterprises.

ECON 3233 International Economic Policy and Finance**3 Credits****Attributes:** IBEL International Business Elective, INEL International Studies Elective**Prerequisite:** ECON 1012.

This course explores international financial relations. Topics include the international monetary system, exchange rate systems, balance of payments adjustment mechanisms, and changes in international finance relations. It treats theoretical concepts and considers governmental policy approaches to the various problems.

ECON 3235 Economic Development**3 Credits****Attributes:** ANMC Asian Studies Elective, DEIE Diversity, Equality, and Inclusion Elective, IBEL International Business Elective**Prerequisites:** FNCE 3210 or FNCE 3215.

This course considers the nature and causes of problems facing low-income nations, with a focus on the impact that various economic policies have on promoting economic development.

ECON 3236 Income Inequality**3 Credits**

This course examines income inequality in the US and other high-income countries within a global context. Students will learn to measure inequality, to examine trends across time and geography, and to consider factors affecting income mobility. Topics include globalization and technological change, minimum wage, unionization, universal basic income, migration policy, systemic racism, welfare reform, tax policy, education policy, and criminal justice reform.

ECON 3237 Fair Trade and Microfinance**3 Credits**

Attributes: HASM Humanitarian Action Minor Skills/Method Course, IBEL International Business Elective, INEL International Studies Elective, LCEL LACS Minor: Elective, MSID Magis Core: Interdisciplinary

Prerequisites: ECON 1011, ECON 1012.

Fair trade and microfinance are two very important trends aiding the development of poor countries around the world. In this project-based course, will learn about the challenges of producing and distributing fair trade products, bringing them to market, and accessing funding to pay for expanding one's business or materials to increase production.

ECON 3244 Behavioral Economics**3 Credits**

Prerequisites: ECON 1011, ECON 1012.

This course is an introduction to behavioral economics: incorporating insights from psychology into economics. Though behavioral economics is a relatively new field, it has already led to one Nobel Prize and is beginning to have a huge impact in finance, marketing, management, industrial organization, psychology, political science, and philosophy. In this course, we will study how behavioral economists explain a range of psychological and social phenomena, and how those explanations differ from standard economic ones. Likely topics include drug use, sex, crime, gambling, over-eating, overconfidence and procrastination. In particular, we will study various ways in which (apparent) irrationality influences people's judgment and decision-making.

ECON 3250 Industrial Organization and Competitive Strategy**3 Credits**

Attributes: BUEL Business Elective

Prerequisite: ECON 1011.

Using microeconomic theory, this course examines the economic behavior of firms and industries, identifying factors affecting the competitive structure of markets and using these structural characteristics to evaluate the efficiency of resource use. Topics include mergers, measures of concentration, pricing, entry barriers, technological change, and product development.

ECON 3252 Urban Economics**3 Credits**

Attributes: PALE Public Administration Economic Development

Prerequisites: ECON 1011, ECON 1012.

This course analyzes the development of modern urban areas by applying the tools of economic analysis to their problems. Topics include transportation, housing, and the provision and financing of public services.

ECON 3270 Engineering Economics**3 Credits**

Prerequisite: ECON 1011.

Engineering projects must be analyzed based upon their technical soundness, but also upon their ability to attract investment dollars in a market economy. This course prepares engineering students to apply microeconomic, financial, and statistical methods as they analyze the economic feasibility of projects. Students will learn about capital budgeting, risk and uncertainty, demand analysis, production and cost modeling, and linear programming. They will apply Excel and other computer-based simulations to analyze data. The goal of the course is ultimately to provide the student with the economic decision-making skills they need to plan, design, and finance engineering projects.

ECON 3275 Managerial Economics**3 Credits**

Attributes: BUEL Business Elective

Prerequisite: ECON 1011.

This course prepares economics and business students to apply microeconomic, financial, and statistical methods as they analyze the economic feasibility of projects. Students will learn about capital budgeting, risk and uncertainty, demand analysis, regression analysis, production and cost modeling, and linear programming. They will apply Excel and other computer-based simulations to analyze data. The goal of the course is ultimately to provide students with the economic decision-making skills they need to plan, design, and finance projects, and to understand how various divisions of a firm must work together to achieve goals.

ECON 3276 Public Finance**3 Credits**

Attributes: PALE Public Administration Economic Development

Prerequisites: ECON 1011, ECON 1012.

This course examines government expenditure and tax policies with an emphasis on evaluation of expenditures; the structure of federal, state, and local taxes; and the budget as an economic document.

ECON 3278 Economic Statistics**3 Credits**

Attributes: EVAP Environmental Studies: Applied Professional Skills

Prerequisites: ECON 1011, ECON 1012.

This course introduces students to descriptive statistics, probability theory, discrete and continuous probability distributions, sampling methods, sampling distributions, interval estimation, and hypothesis testing. A weekly lab provides opportunities for active exploration and application of course concepts.

ECON 3290 Mathematical Economics**3 Credits**

Attributes: BUEL Business Elective

Prerequisites: ECON 1011, ECON 1012, MATH 1016.

This course applies mathematical models and concepts to economic problems and issues. Mathematical techniques include calculus and matrix algebra. Economic applications include the areas of consumer theory, theory of the firm, industrial organization, and macroeconomic modeling.

ECON 3340 Environmental, Social and Governance Investing**3 Credits**

Attributes: EVME Environmental Studies Major Elective, EVPE

Environmental Studies Elective, EVSS Environmental Studies: Social Science

Prerequisite: Select one course from: ECON 1011; ECON 1012; FNCE 2101.

ESG investing presents the arguments for maximizing shareholder returns, alternative theories of the firm and various approaches for investors to 'do well while doing good'. Topics covered include impact investing, sustainable investing, shareholder activism, and religious values investing. Empirical performance of ESG funds will be reviewed, providing evidence to those who wish to participate in ESG investing as well as those looking to improve their competency in the area of these increasingly prominent strategies.

ECON 3980 Internship**3 Credits**

Students will engage in a work experience that is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The internship provides students with the opportunity to gain experience in workplace settings and to translate classroom learning into practice. The internship is a substantive career development experience. It can be paid or unpaid with the intent of the experience being for the student to be exposed to ideas and concepts in a professional setting while being mentored. At the end of the internship experience, students will be able to reflect on their personal and professional growth and make a more informed decision on their career path. Students must be matriculated in the Dolan School of Business and have a GPA of at least 2.50. Enrollment by permission only.

ECON 4310 Fed Challenge**3 Credits**

In this course, students participate in the College Fed Challenge, organized by the Federal Reserve. Students cooperate in preparing a presentation that includes the following: an analysis of current macroeconomic conditions; a forecast of near-term economic and financial conditions relevant to the formulation of monetary policy, with a focus on risks that should receive special attention; a monetary policy recommendation. If students qualify for the following stage, they will participate in a questions and answers session with Federal Reserve judges. Enrollment by permission only.

ECON 4320 Financial Markets and Institutions**3 Credits****Prerequisite:** ECON 3210.

Topics include capital markets, financial intermediaries, equities, bonds, options, futures, security analysis, portfolio theory, and the efficient markets hypothesis. Students manage a hypothetical portfolio and use a computer model.

ECON 4380 Econometrics**3 Credits****Attributes:** MWID Magis Core: Writing in the Discipline**Prerequisites:** ECON 1011, ECON 1012; ECON 3278 or MATH 2217.

This course introduces students to the process used to formulate theories of economic behavior in mathematical terms and to test these theories using statistical methods. The course discusses the technique and limitations of econometric analyses as well as methods available for overcoming data problems in measuring quantitative economic relationships.

ECON 4391 Microeconomics Seminar**3 Credits**

This seminar seeks to familiarize participants with recent developments in the discipline and sharpen research skills. Students complete a research project concerning a topic of their choice. The course includes computer applications. Enrollment by permission only.

ECON 4392 Macroeconomics Seminar**3 Credits**

This seminar seeks to familiarize participants with recent developments in the discipline and sharpen research skills. Students complete a research project concerning a topic of their choice. The course includes computer applications. Enrollment by permission only. Prerequisite: ECON 3205

ECON 4980 Internship**1-4 Credits**

Students, placed in a professional environment by the department, use economic and analytical skills acquired from their courses in a non-academic job setting. Students submit a written assignment detailing their internship experience to a faculty sponsor by the end of the term. Enrollment by permission only.

ECON 4990 Independent Study**1-3 Credits**

For economic majors only, this course is open to seniors by invitation or mutual agreement with the instructor.

Faculty

Professors

Aksan

Franceschi

Nantz

Vasquez Mazariegos, *chair*

Associate Professors

Glebocki

Hiller

Murray

Shadmani

Assistant Professors

Massari

Morais Santos

Samantha (Visiting)

Sun

Assistant Professor of the Practice

Kibe

Krot

Lecturers

Daniel

Hatheway

Hill

Matthews

Milazzo

Walpole

Faculty Emeriti

Deak

Kelly

Lane

Leclair

Miners

Economics Major

Economics majors in the Dolan School of Business test the claims of theory against the everyday experience of the marketplace. Courses develop reasoning capacity and analytical ability in students, while internships and service learning courses prepare students for a variety of jobs in business, finance, and government.

Requirements

For a 51-credit major in economics, students complete the following:

Code	Title	Credits
Business Core Requirements		33
ECON 3204	Intermediate Microeconomic Theory	3
ECON 3205	Intermediate Macroeconomic Theory	3

Select four elective courses in economics ¹	12
Total Credits	51

¹ No more than two 2000-level economics courses may be counted toward the major.

Economics majors must maintain a GPA of at least 2.50 in economics.

Economics Minor

The economics minor complements a wide variety of majors. Students are able to apply the skills and theory learned in introductory courses to their primary areas of interest.

For a 15-credit minor in Economics, students complete the following:

Code	Title	Credits
ECON 1011	Introduction to Microeconomics	3
ECON 1012	Introduction to Macroeconomics	3
Select three elective courses in Economics		9
Total Credits		15

Economics minors must maintain a GPA of at least 2.50 in economics.

No more than one 2000-level economics course may be counted toward the minor.

Finance

The Finance program at the Dolan School of Business is designed to develop individual competency in the financial theory and tools necessary to conduct sound financial analysis to support the financial decision-making of individuals and organizations. Through the use of lecture, case studies, and computer-based problem solving and simulation, the finance major blends financial theory and practice.

Business core coursework includes accounting and financial reporting, business organization, production and operations, management, marketing, information systems, business law, and ethics. Major courses focus on financing and investing decision-making at the level of the individual and organizations.

Programs

Dolan School of Business

- Finance Major
- Finance Minor
- Financial Technology Minor
- Dual Major in Finance and Computer Science

School of Engineering and Computing

- Dual Major in Computer Science and Finance

Courses

FNCE 2101 Introduction to Finance 3 Credits

Fee: \$145 DSB Financial Technology Fee

Prerequisites: ACCT 1011, ECON 1011, ECON 1012, MATH 1016 or higher, sophomore standing.

This course provides the building blocks for understanding the role of finance in the domestic and international environments. Specifically, in a qualitative and quantitative manner, this course addresses the three interrelated fields of finance, namely: financial markets, investments, and business finance.

FNCE 2190 Personal Finance 3 Credits

This course for non-majors covers financial decision-making from a personal standpoint. The course examines investments including stocks, bonds, housing purchases, and mutual funds with an emphasis on the elementary financial principles of risk and return. Other topics include life, health, and other insurance needs, and pension and estate planning.

FNCE 2980 Internship 1 Credit

Prerequisite: Sophomore standing.

Students may take up to two semesters of a department-approved internship. Students must be matriculated in the Dolan School of Business and have a GPA of 2.5 or higher.

FNCE 3200 Global Capital Markets 3 Credits

Attributes: IBEL International Business Elective, INEL International Studies Elective

Prerequisites: FNCE 2101, junior standing.

This course surveys a variety of financial instruments, institutions, and markets from a global perspective and covers the relationship between financial intermediaries and central banks. Students review the use of traditional and new financial instruments in the context of the specific markets they serve.

FNCE 3210 Principles of Investment 3 Credits

Prerequisites: FNCE 2101, junior standing.

This course offers a general view of the operation of security markets and the factors that influence security prices. Further, it includes basic analysis and valuation of stocks, bonds, options, and futures. The course also provides an introduction to the tools and techniques that can be used to measure performance, manage risk, and construct efficient portfolios.

FNCE 3215 Financial Management 3 Credits

Prerequisites: FNCE 2101, junior standing.

This course examines the role of financial managers in the context of the firm. The course covers the theory and operationalization of the major financial decisions faced by financial managers. Major topics include optimal financial decision-making, capital budgeting, financing, and cash distribution decisions within the framework of firm value maximization.

FNCE 3235 Financial Technology 3 Credits

Prerequisites: FNCE 3210 or FNCE 3215.

Financial Technology commonly known as FinTech in the marketplace refers to technological innovation in the financial industry. FinTech entrepreneurs are attempting to change how the financial services are delivered to the users. The class will cover overview of FinTech industry and examine FinTech application in wealth management and payments as well as cryptocurrency including Bitcoin. It will cover FinTech background, ecosystem, evolutions, FinTech and financial institution and collaboration with Fintech entrepreneurs. The course will also cover how FinTech reshaped asset management and financial planning, cryptocurrency and blockchain and its regulation.

FNCE 3340 Sustainable Investing**3 Credits**

Attributes: EVME Environmental Studies Major Elective, EVPE Environmental Studies Elective, EVSS Environmental Studies: Social Science

Prerequisite: Select one course from: ECON 1011; ECON 1012; FNCE 2101.

This course provides students with a broad understanding of sustainable investing, including three generalized categories of sustainable investing, namely ESG Investing, Socially Responsible Investing, and Impact Investing. Students will explore how and why investors and fund managers might employ/offer each of these three categories of sustainable investing. This exploration includes the financial and impact considerations for each category of sustainable investing. Students will also learn how incorporating environmental, social, and governance criteria can improve returns and/or reduce risk. Additional topics covered include shareholder activism, religious values investing, and stakeholder value. Students will learn about sustainable investing through both top down (investor lens) and bottom up (company lens) approaches. This course provides students with hands on experience researching, analyzing, and developing investment recommendations, which will serve to improve their business writing, analytical skills, and technical competency in sustainable investing.

FNCE 3980 Internship**3 Credits**

Prerequisite: Junior standing.

Students may take up to two semesters of a department-approved internship. Students must be matriculated in the Dolan School of Business and have a GPA of 2.5 or higher.

FNCE 4240 International Financial Management**3 Credits**

Attributes: IBEL International Business Elective, INEL International Studies Elective

Prerequisite: FNCE 3215.

This course deals with the international aspects of corporate finance. Topics include foreign exchange with emphasis on exchange rate determination, exchange rate risk management, international money and capital markets, international capital budgeting, cost of capital, and international trade financing.

FNCE 4300 Seminar in Fixed Income**3 Credits**

Prerequisite: FNCE 3210 or FNCE 3215.

This course provides an in depth analysis of fixed income securities and markets. The primary focus of the course is the analysis and valuation of fixed income securities. The course also provides an overview of fixed income markets and an introduction to fixed income portfolio management. Topics to be discussed include interest rate exposure (duration and convexity), credit risk analysis, hedging with swaps and futures, and the term and credit structure of interest rates.

FNCE 4305 Financial Trading and Strategic Simulations**3 Credits**

Attributes: BUEL Business Elective, FIEL Finance Elective

Prerequisites: FNCE 3210, FNCE 3215.

In this course, students will be introduced to the forces at work that create a market for various types of financial securities. The emphasis of the course will be to understand the microstructure of financial markets and to investigate the risks and returns of various trading strategies. Students who complete the course satisfactorily will be able to design and execute trading strategies with a firm understanding of their potential outcomes.

FNCE 4310 Portfolio Analysis**3 Credits**

Prerequisite: FNCE 3210.

This course deals with the principles and applications of modern portfolio theory from the point of view of both the institutional and the individual investor. More specifically, the course analyzes portfolio objectives, efficient portfolio construction, performance evaluation, and portfolio risk management using derivatives.

FNCE 4315 Futures and Options Markets**3 Credits**

Prerequisite: FNCE 3210.

This course deals with options and futures on financial assets, as well as commodities. The course covers the basic uses of these instruments and the various pricing methodologies based on equilibrium conditions.

FNCE 4320 Financial Modeling**3 Credits**

Prerequisite: FNCE 3210 or FNCE 3215.

In this course, students will build financial models in a spreadsheet environment. Emphasis is placed on the use of financial models to conduct quantitative analysis and aid in decision making using advanced spreadsheet analytical tools and commands including simulation. The modeling assignments cover a wide range of topics in corporate finance and investment topics. The course requires group work and a final project.

FNCE 4325 Seminar in Real Estate**3 Credits**

Attributes: FIEL Finance Elective

Prerequisite: FNCE 3210 or FNCE 3215.

This course provides an in depth analysis of real estate debt and equity markets. Both primary and secondary markets will be studied. The course will cover the following topics: analysis of real estate markets; valuation of residential and commercial real estate; investment and financing of residential and commercial real estate property; application of financial mathematics to the calculation of payment streams, outstanding loan balances, equity returns and other basic financial measurements; secondary mortgage market securitization and the market for residential and commercial mortgage backed securities; Real Estate Investment Trusts.

FNCE 4330 Case Studies in Finance**3 Credits**

Prerequisites: FNCE 3210, FNCE 3215, senior standing.

This course examines and applies the principles developed in financial management and investments in a domestic and international context with the objective of integrating finance practice and theory using case studies.

FNCE 4390 Seminar in Finance**3 Credits**

Attributes: FIEL Finance Elective

This course involves contemporary or specialized topics in finance. Seminars are open to finance majors only; prerequisites may vary.

FNCE 4990 Independent Study**3 Credits**

This course offers students the opportunity for independent study in contemporary or specialized topics in finance. Independent studies are open to finance majors only and require senior standing and a GPA of 2.5 or higher.

Faculty

Professors

Bardos, *chair*

Koutmos

Associate Professors

Alan

Kozlowski
Martinez
McDermott
McDonald
Puleo
Zhang

Assistant Professors

Manna

Assistant Professors of the Practice

Farlekas
Mangini
Ritsatos

Visiting Assistant Professor

Nguyen
Reed

Lecturers

Bazzano
Fleisig
Handa
Harrity
Kemp
Lonski
Mergenthaler
Parisi
Richardson
Rothenberg
Schwartzman
Van Ness
Ward

Finance Major

Finance majors study the theory and practice of financial management and investments in the required foundation courses. The finance major builds upon a solid foundation in math and statistics, economics, and accounting. Finance electives provide for the study of more specialized topics within financial management and investments such as financial modeling, futures and options, portfolio analysis, real estate, and other specialized topics. All finance major complete a capstone experience in their final semester that synthesizes their business and finance knowledge in analyzing case studies in a wide variety of applications. The finance major prepares students to enter into a wide variety of finance positions with corporate, not-for-profit, and governmental organizations.

Requirements

For a 51-credit major in finance, students complete the following:

Code	Title	Credits
Business Core Requirements		33
FNCE 3210	Principles of Investment	3
FNCE 3215	Financial Management	3
FNCE 4330	Case Studies in Finance	3
Select three courses from the following:		9

FNCE 3200	Global Capital Markets	
FNCE 3235	Financial Technology	
FNCE 3340	Sustainable Investing	
FNCE 4240	International Financial Management	
FNCE 4300	Seminar in Fixed Income	
FNCE 4305	Financial Trading and Strategic Simulations	
FNCE 4310	Portfolio Analysis	
FNCE 4315	Futures and Options Markets	
FNCE 4320	Financial Modeling	
FNCE 4325	Seminar in Real Estate	
FNCE 4390	Seminar in Finance	
FNCE 4990	Independent Study	
Total Credits		51

Finance Majors must maintain a GPA of at least a 2.50 in finance.

Finance Internships do not satisfy the finance elective requirement but may be used to satisfy a free elective requirement.

Finance Minor

This minor offers students the opportunity to complement their major by studying financial theory and its application to decision-making. The investment and financing decisions of organizations are emphasized.

For a 15-credit minor in finance, students complete the following:

Code	Title	Credits
FNCE 2101	Introduction to Finance	3
FNCE 3210	Principles of Investment	3
FNCE 3215	Financial Management	3
Select two courses from the following:		6
FNCE 3200	Global Capital Markets	
FNCE 3235	Financial Technology	
FNCE 3340	Sustainable Investing	
FNCE 4240	International Financial Management	
FNCE 4300	Seminar in Fixed Income	
FNCE 4305	Financial Trading and Strategic Simulations	
FNCE 4310	Portfolio Analysis	
FNCE 4315	Futures and Options Markets	
FNCE 4320	Financial Modeling	
FNCE 4325	Seminar in Real Estate	
FNCE 4390	Seminar in Finance	
FNCE 4990	Independent Study	
Total Credits		15

Finance minors must maintain a GPA of at least a 2.50 in finance.

Dual Major in Finance and Computer Science

The dual major (Finance and Computer Science) is an innovative interdisciplinary combination of curriculum that will provide students with

unique skills. As such, a graduate of this dual major will be able to apply computer science techniques to the finance field.

This dual major does not constitute a dual degree. Students will not be receiving two bachelor's degrees if they pursue this dual major. Students pursuing the Finance -Computer Science dual major must declare their degree selection as BA in Computer Science or BS in Finance.

Requirements

Curricula

	Courses	Credits
Magis Core	15	45
Business Core	11	33
Finance Major	6	18
Computer Science Major	12 (1-4 credits each)	32
Total	44	128

Note: The Computer Science major also requires six (6) credits in Math (part of the *Magis* Core) and nine (9) Computer Science elective credits, which are part of the Finance major.

Magis Core Curriculum for Finance and Computer Science Dual Major

15 courses, 45 credits

Students pursuing the Computer Science – Finance dual major will fulfill certain areas of the *Magis* Core by taking specified courses as outlined below. Please refer to the Curricula section of this catalog for full requirements and a detailed explanation of the *Magis* Core.

Tier I: Orientation

Code	Title	Credits
Mathematics		
MATH 1121	Calculus or higher calculus course based on placement	3
MATH 2217	Statistics or higher statistics course based on placement	3
Modern or Classical Language		
	Select one language course based on placement	3

Tier II: Exploration

Code	Title	Credits
Behavioral and Social Sciences		
ECON 1011	Introduction to Microeconomics	3
ECON 1012	Introduction to Macroeconomics	3

Business Core Requirements

11 courses; 33 credits

Code	Title	Credits
ACCT 1011	Introduction to Financial Accounting ¹	3
ACCT 1012	Introduction to Management Accounting ¹	3
AETH 2291	Business Ethics	3
BUSN 1101	Messaging and Persuasion: Effective Business Communication ¹	3
BUSN 3211	Legal Environment of Business	3

DATA 1101	Business Analytics	3
FNCE 2101	Introduction to Finance ²	3
INTL 2101	Introduction to International Business	3
MGMT 2101	Introduction to Management ²	3
MGMT 4300	Business Strategies in the Global Environment ³	3
MKTG 1101	Principles of Marketing ²	3
Total Credits		33

¹ These courses should be primarily taken in the first year.

² These courses should be primarily taken in the second year.

³ This course may not be taken until the senior year.

Finance Major Requirements

Code	Title	Credits
FNCE 3210	Principles of Investment	3
FNCE 3215	Financial Management	3
FNCE 4305	Financial Trading and Strategic Simulations (Satisfies a Computer Science Elective)	3
FNCE 4320	Financial Modeling (Satisfies a Computer Science Elective)	3
FNCE 4330	Case Studies in Finance	3
FNCE 4390	Seminar in Finance (Satisfies a Computer Science Elective)	3
Total Credits		18

Finance Majors must maintain a GPA of at least a 2.50 in finance.

Computer Science Major Requirements

Code	Title	Credits
Mathematics Requirements		
MATH 1121	Applied Calculus I	3
MATH 1122	Applied Calculus II	3
or MATH 2217	Statistics I	
Computer Science Requirements		
CPSC 1101	Introduction to Computing (Satisfies Business Elective)	3
CPSC 1131	Fundamentals of Programming	3
CPSC 2304	Web Development	3
CPSC 2250L	Computer Science Sophomore Clinic	1
CPSC 2231 & 2231L	Programming Workshop and Programming Workshop Lab	4
CPSC 2232 & 2232L	Data Structures and Data Structures Lab	4
SWEG 3301	Software Engineering Methods	3
CPSC 3351L	Computer Science Junior Clinic I	1
SWEG 3302	Software Design Methods	3
CPSC 3352L	Computer Science Junior Clinic II	1
CPSC 3354	Theory of Programming Languages	3

Computer Science Electives

CPSC/SWEG Computer Science Elective	3
Three required Computer Science Electives are met with these courses: ¹	

FNCE 4305 & FNCE 4320 & FNCE 4390	Financial Trading and Strategic Simulations and Financial Modeling and Seminar in Finance	
Total Credits		38

¹ The 9 credits for these courses are counting under Finance Major Requirement

Plan of Study

Suggested Course of Study

Course	Title	Credits
First Year		
Fall		
ACCT 1011	Introduction to Financial Accounting	3
ECON 1011	Introduction to Microeconomics	3
CPSC 1101	Introduction to Computing	3
MATH 1121	Applied Calculus I	3
	Modern or Classical Language course	3
	First Year Experience (FYE)	0
Credits		15
Spring		
ACCT 1012	Introduction to Management Accounting	3
BUSN 1101 or INTL 2101	Messaging and Persuasion: Effective Business Communication or Introduction to International Business	3
CPSC 1131	Fundamentals of Programming	3
ECON 1012	Introduction to Macroeconomics	3
ENGL 1001	Introduction to Rhetoric and Composition	3
MATH 2217	Statistics I	3
Credits		18
Second Year		
Fall		
CPSC 2231	Programming Workshop	3
CPSC 2231L	Programming Workshop Lab	1
CPSC 2250L	Computer Science Sophomore Clinic	1
CPSC 2304	Web Development	3
DATA 1101	Business Analytics	3
DATA 1101L	Excel Certification Lab	0
FNCE 2101	Introduction to Finance	3
PHIL 1101	Introduction to Philosophy	3
Credits		17
Spring		
BUSN 1101 or INTL 2101	Messaging and Persuasion: Effective Business Communication or Introduction to International Business	3
CPSC 2232	Data Structures	3
CPSC 2232L	Data Structures Lab	1
MGMT 2101	Introduction to Management	3
MKTG 1101	Principles of Marketing	3

RLST 1000-level		3
Credits		16
Third Year		
Fall		
AETH 2291	Business Ethics	3
BUSN 3211	Legal Environment of Business	3
CPSC 3351L	Computer Science Junior Clinic I	1
FNCE 3210	Principles of Investment	3
HIST 1100	Origins of the Modern World Since 1500	3
SWEG 3301	Software Engineering Methods	3
Credits		16
Spring		
CPSC 3352L	Computer Science Junior Clinic II	1
FNCE 3215	Financial Management	3
SWEG 3302	Software Design Methods	3
	CPSC/SWEG Elective	3
	Literature (Literature/Classics/Modern) course	3
	Visual/Performing Arts 1000-level	3
Credits		16
Fourth Year		
Fall		
CPSC 3354	Theory of Programming Languages	3
FNCE 4305	Financial Trading and Strategic Simulations	3
FNCE 4320	Financial Modeling	3
	First Natural Science course	3
	History/Philosophy/Religious Studies at 2000-level ¹	3
Credits		15
Spring		
FNCE 4330	Case Studies in Finance	3
FNCE 4390	Seminar in Finance	3
MGMT 4300	Business Strategies in the Global Environment	3
	Second Natural Science course	3
	History/Philosophy/Religious Studies course at 2000-level ¹	3
Credits		15
Total Credits		128

¹ Must take two different disciplines

Integrated Business and Engineering

The BS in Integrated Business and Engineering (BSIBE) aims to guide students in developing capabilities, knowledge, and skills to bridge business technology, and STEM fields and to grow and succeed at the intersections of business and technology. Many students will have the long-term goal of managing and leading technological initiatives and operations of enterprises and organizations and/or of thriving in technology-based startups.

This major combines the Dolan business core with significant engineering courses, and couples this academic work with practical internships and entrepreneurial opportunities. Students will combine theory with practice in this innovative program that is designed to

bridge the gap that often exists between engineering and business professionals.

Programs

Integrated Business and Engineering

Faculty

Director

Nantz

Major in Integrated Business and Engineering

Curricula

	Courses	Credits
Magis Core	15	49
Business Core	12	36
Engineering Courses	8	25
Elective Courses	5	15
Total	40	125

Magis Core Curriculum for Integrated Business and Engineering Major

15 courses, 49 credits

Students pursuing the integrated business and engineering major will fulfill certain areas of the *Magis* Core by taking specified courses as outlined below. Please refer to the Curricula section of this catalog for full requirements and a detailed explanation of the *Magis* Core.

Tier I: Orientation

Code	Title	Credits
Mathematics		
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors ¹	4
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors ¹	4
Modern or Classical Language		
Select one language course based on placement		3

Tier II: Exploration

Code	Title	Credits
Behavioral and Social Sciences		
ECON 1011	Introduction to Microeconomics ¹	3
ECON 1012	Introduction to Macroeconomics ¹	3
Natural Science		
PHYS 1171 & 1171L	General Physics I and General Physics I Lab ²	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab ²	4

Business Core Requirements

12 courses; 36 credits

Code	Title	Credits
ACCT 1011	Introduction to Financial Accounting ¹	3
ACCT 1012	Introduction to Management Accounting ¹	3
AETH 2291	Business Ethics	3
BUSN 1101	Messaging and Persuasion: Effective Business Communication ¹	3
BUSN 3211	Legal Environment of Business	3
DATA 1101	Business Analytics	3
FNCE 2101	Introduction to Finance ²	3
INTL 2101	Introduction to International Business	3
MATH 2217	Statistics I ²	3
MGMT 2101	Introduction to Management ²	3
MKTG 1101	Principles of Marketing ²	3
MGMT 4300	Business Strategies in the Global Environment ³	3
Total Credits		36

¹ These courses should be primarily taken in the first year.

² These courses should be primarily taken in the second year.

³ This course may not be taken until the senior year.

Engineering Course Requirements

8 courses; 25 credits

Code	Title	Credits
ENGR 1031	Fundamentals of Engineering ¹	3
CPSC 1101	Introduction to Computing ¹	3
ENGR 2145	Mathematical Analysis	3
ENGR 4360	Engineering Project Management	3
ENGR 4310	Industrial Quality Control	3
ELEG 2213 & 2213L	Introduction to Electric Circuits and Electric Circuits Lab	4
or MEEG 2201 & MEEG 2206L	Engineering Statics and Mechanics Lab	
Engineering Elective		3
Engineering Elective		3
Total Credits		25

Plan of Study

Course	Title	Credits
Freshman		
Fall		
ACCT 1011	Introduction to Financial Accounting	3
ECON 1011	Introduction to Microeconomics	3
ENGL 1001	Introduction to Rhetoric and Composition	3
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
ENGR 1031	Fundamentals of Engineering	3
Credits		16
Spring		
ACCT 1012	Introduction to Management Accounting	3
BUSN 1101	Messaging and Persuasion: Effective Business Communication	3

ECON 1012	Introduction to Macroeconomics	3
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
CPSC 1101	Introduction to Computing	3
Credits		16

Sophomore**Fall**

MATH 2217	Statistics I	3
FNCE 2101	Introduction to Finance	3
MKTG 1101	Principles of Marketing (History course)	3
History course		3
PHYS 1171 & 1171L	General Physics I and General Physics I Lab	4
Credits		16

Spring

DATA 1101	Business Analytics	3
MGMT 2101	Introduction to Management	3
INTL 2101	Introduction to International Business	3
Modern Language course		3
PHYS 1172 & PHYS 1171L	General Physics II and General Physics I Lab	4
Credits		16

Junior**Fall**

ENGR 2145	Mathematical Analysis	3
Philosophy course		3
ELEG 2213 & 2213L	Introduction to Electric Circuits or Engineering Statics <i>and</i> Mechanics Lab	4
or MEEG 2201 <i>and</i> MEEG 2206L		
Literature course		3
Elective course		3
Credits		16

Spring

ENGR 4310	Industrial Quality Control	3
BUSN 3211	Legal Environment of Business	3
Religious studies course		3
History or Philosophy or Religious Studies course		3
Elective course		3
Credits		15

Senior**Fall**

MGMT 4300	Business Strategies in the Global Environment	3
Visual & Performing Arts course		3
ENGR 4360	Engineering Project Management	3
Engineering Elective		3
Elective		3
Credits		15

Spring

Engineering elective		3
AETH 2291	Business Ethics	3

History or Philosophy or Religious Studies course	3
Elective course	3
Elective course	3
Credits	15
Total Credits	125

International Business

The International Business program at Fairfield University is an interdisciplinary program, which draws on the expertise of faculty from in both the Dolan School of Business and the College of Arts and Sciences to prepare students for the challenges of business in a global context.

Students explore geography, economics, politics, anthropology, and more as they learn to productively engage various forms of diversity and pursue business and economic development across a variety of social and environmental contexts. Each International Business major chooses a co-curricular minor (or major) in the Dolan School of Business.

Programs

- International Business Major
- International Business Minor

Courses

INTL 1050 People, Places, and Global Issues **3 Credits**

Attributes: BUEL Business Elective, DEIE Diversity, Equality, and Inclusion Elective, MSID Magis Core: Interdisciplinary, PJST Peace and Justice Studies

This course introduces students to some of the fundamental concepts of International Studies. Major world regions and selected countries within them are discussed with respect to the people, and their physical, demographic, cultural, political, and economic characteristics. Several concepts and global issues are explored, among which the physical environment, conflict, inequality, global interconnectedness, and the movement of goods and people across borders are central. This course will emphasize contemporary events, particularly as they relate to the fundamental themes covered. Previously INST 1050.

INTL 1051 Introduction to International Relations **3 Credits**

Attributes: HACA Humanitarian Action Minor Context Course, PJST Peace and Justice Studies, PMIR Politics Major: International Relations

This course introduces International Relations (IR) theories to students, providing concepts, frameworks and approaches that will help them make sense of global politics historically and today in a systematic and critical manner. The goal of the course is to familiarize students with these tools and to help them use them to understand and address challenges at a global scale, particularly different manifestations of violence, development and social injustice, including from war to economic, social, gendered, and political marginalization. Crosslisted with POLI 1104. Previously INST 1051.

INTL 1052 Culture and the Political Economy**3 Credits****Attributes:** MWAC Magis Core: Writing Across Curriculum

This course examines the ways in which global political economic dynamics impact local cultures. Students will begin with classic texts in social theory, examine how this theory informs contemporary debates, and look to small-scale societies in the Global South for an intimate, ethnographic perspective of our global era. Crosslisted with ANTH 2010. Previously INST 1052.

INTL 1053 Introduction to Economics**3 Credits**

This course introduces the fundamentals of economic analysis from individual consumer behavior to the choices firms make, as well as framing the aggregate economy and indicators that measure global economic activity. It will cover the basics of both micro and macro economic study. Supply and demand, market structures, international trade, fiscal, and monetary policy are introduced. Students may petition for this course to also count toward a major or minor in economics. Previously INST 1053.

INTL 2101 Introduction to International Business**3 Credits**

The main goal of this course is to introduce students to the core concepts, topics, and issues facing businesses operating in the global market today. Students will learn about the changing business environment, international institutions, issues related to international trade and trade agreements, international financial system and exchange rates, global production and supply chain management and global marketing. Through the study of these topics in international business, students will learn about how the global economy functions and the challenges and opportunities multinational corporations face in working with international organizations, local governments, businesses and consumers, and global competitors. Previously INST 2101

INTL 2150 International Operations of Non-Profits**3 Credits****Attributes:** BUEL Business Elective, HASM Humanitarian Action Minor Skills/Method Course, INEL International Studies Elective

This course introduces students to the environment of international not-for-profit organizations. The course examines the relationships between non-profits and the private and public sectors. Accountability is discussed in terms of short-term financial efficiencies and long-term program quality assessment. Course objectives include understanding internal and external environments in which non-profits operate; the relationship between non-profits with the public and private sectors; acquiring skills for accounting and financial information in the non-profit sector; understanding roles, performance and accountability issues of nongovernmental organizations in international development assistance; and developing case study analyses. Previously INST 2150.

INTL 2154 Contemporary Issues Affecting the Global Business Environment**3 Credits****Attributes:** IBEL International Business Elective, INEL International Studies Elective**Prerequisites:** ECON 1011, ECON 1012; or INTL 1053.

The focus of this course is to introduce students to contemporary issues in international business and to understand the impact of real-world events on the global business environment. With in-depth case study analysis and country-specific investment research, students learn about the evolving global business environment, the unique challenges and opportunities businesses face of operating in emerging versus advanced economies, and connections between multinational corporations, governments, and international organizations that can facilitate or hinder cross-border activities. Crosslisted with ECON 2154. Previously INBU 1054.

INTL 2980 International Business Internship**1 Credit****Attributes:** IBEL International Business Elective

Students will engage in a work experience that is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The internship provides students with the opportunity to gain experience in workplace settings and to translate classroom learning into practice. The internship is a substantive career development experience. It can be paid or unpaid with the intent of the experience being for the student to be exposed to ideas and concepts in a professional setting while being mentored. At the end of the internship experience, students will be able to reflect on their personal and professional growth and make a more informed decision on their career path. Students must be matriculated in the Dolan School of Business and have a GPA of 2.50 or higher. Enrollment by permission only.

INTL 3980 Internship**0-3 Credits****Attributes:** IBEL International Business Elective, INEL International Studies Elective**Prerequisite:** Junior standing.

Students accept placements with local organizations, government agencies, or non-profit organizations in positions with an international component. Interns learn to apply knowledge acquired in their course of study to real-world situations. Completion of the internship requires regular meetings with the supervising faculty member, submission of journal entries, and one paper. Note: Students complete the internship in addition to the basic requirements for the major or minor. Arrangements for summer and international internships are also available. Students must have a GPA of 2.8 or higher. Previously INST 3980.

INTL 3990 Independent Study**1-3 Credits****Attributes:** IBEL International Business Elective, INEL International Studies Elective

Students pursue an independent research project on international issues under the supervision of a faculty member. Open to juniors and seniors with the director's permission. Previously INST 3990.

INTL 4999 Senior Capstone Seminar**3 Credits****Attributes:** MWID Magis Core: Writing in the Discipline**Prerequisites:** ECON 1011, ECON 1012, INTL 1050, INTL 1051, INTL 1052.

This course requires students to theorize and analyze emerging trends in the political, socio-cultural, economic, and business dimensions of global affairs, and develop the implications in a particular context or setting. Students undertake a major research project as a central activity in this course drawing on the expertise and research methodologies they have developed in International Studies. This course is taken during the senior year, after students have completed all core courses in international studies. Previously INST 4999

Faculty

Director of International Studies

Babo (Sociology and Anthropology)

Co-Director of International Business

Glebocki (Economics)

Executive Committee

Babo (Sociology and Anthropology)

Crawford (Sociology and Anthropology)

Franceschi (Economics)

Glebocki (Economics)

Han (International Business)
 Leatherman (Politics)
 Sachdeva (International Business)

International Business Major

Students of International Business begin with foundational coursework in geography, economics, anthropology, and international relations. Students then choose electives to deepen their understanding of particular areas of interest, and complete their degree by synthesizing their coursework in a senior research capstone project. Electives may be taken from several departments in the Dolan School of Business, paired with a co-curricular major or minor. Both the elective courses and those selected for a student's Dolan School of Business minor or major may be utilized in the capstone research project. Popular electives include classes on international finance, cross-cultural management, global marketing, international trade, international finance and economic policy and many more. Students should work with their adviser in their junior year to prepare for their capstone project.

Several of the *Magis* Core Signature elements, including the *Magis* Interdisciplinary requirement (MSID), Writing Across the Curriculum (MWAC), and Writing Within the Discipline (MWID), are satisfied by the foundational coursework in International Business. Many of electives count towards other *Magis* Core requirements, ensuring that International Business is an excellent complement to any major or minor in the Dolan School.

Co-Curricular Business Requirement

Students pursuing the major in International Business are required to complete a co-curricular minor (or major) in the Dolan School of Business.

Complementary Studies and International Opportunities

The International Business major is part of the International Studies Program. The Program provides opportunities for rich, multidimensional learning with real-world experience through foreign language studies, service learning, work on the Undergraduate Journal of Global Citizenship or in the International Business/International Studies Club. Students also pursue international internships, study abroad opportunities, and work with our faculty on research projects. Students are highly encouraged to engage in one or more of these forms of experiential learning.

Graduation with Honors

Fairfield University has a campus chapter of Sigma Iota Rho, the national honor society for international studies. Students must have attained a junior standing and completed at least twenty-one hours of course work toward the International Studies or International Business major, or nine hours towards the International Studies minor. Students with an overall GPA of 3.30 or greater and a GPA of 3.40 or higher in their International Studies or International Business major are nominated for membership.

Requirements

For a major in International Business, students complete the following:

Code	Title	Credits
Business Core Requirements		33
INTL 1050	People, Places, and Global Issues	3
INTL 1051	Introduction to International Relations	3
INTL 1052	Culture and the Political Economy	3
INTL 4999	Senior Capstone Seminar	3
Select two elective courses from the list below		6
Total Credits		51

International Business courses completed abroad must be pre-approved by the Assistant Dean of the Dolan School of Business and the Co-Director of International Business.

International Business Electives

Code	Title	Credits
ECON 2120	Introduction to Environmental Economics	3
ECON 3230	Comparative Economic Systems	3
ECON 3231	International Trade	3
ECON 3233	International Economic Policy and Finance	3
ECON 3235	Economic Development	3
ECON 3237	Fair Trade and Microfinance	3
FNCE 3200	Global Capital Markets	3
FNCE 4240	International Financial Management	3
INTL 2154	Contemporary Issues Affecting the Global Business Environment	3
INTL 2980	International Business Internship	1
INTL 3980	Internship	0-3
INTL 3990	Independent Study	1-3
MGMT 4350	International Law	3
MGMT 4385	Managing People for Global Business	3
MGMT 4390	Cross-Cultural Management	3
MKTG 4312	Global Marketing Strategy	3

International business majors must maintain a GPA of at least 2.50 in international business.

Plan of Study

Suggested Course of Study

Course	Title	Credits
First Year		
ECON 1011	Introduction to Microeconomics	3
ECON 1012	Introduction to Macroeconomics	3
Credits		6
Second Year		
INTL 1050	People, Places, and Global Issues	3
INTL 1051	Introduction to International Relations	3
INTL 1052	Culture and the Political Economy	3
Credits		9
Third Year		
Elective 1		3
Elective 2		3
Credits		6

Fourth Year

INTL 4999	Senior Capstone Seminar	3
Credits		3
Total Credits		24

International Business Minor

Students minoring in International Business take courses in global business, geography, economics, anthropology, and international relations.

Students choose one elective related to international business, which may also count towards their major. Popular electives include classes on international finance, cross-cultural management, global marketing, international trade, international finance and economic policy and many more.

Several of the *Magis* Core Signature elements, including the *Magis* Interdisciplinary requirement (MSID), Writing Across the Curriculum (MWAC), and Writing Within the Discipline (MWID), are satisfied by the foundational coursework in International Business. Many of electives count towards other *Magis* Core requirements, ensuring that International Business is an excellent complement to any major or minor in the Dolan School.

For an 18-credit minor in International Business, students complete:

Code	Title	Credits
INTL 1050	People, Places, and Global Issues	3
INTL 1051	Introduction to International Relations	3
INTL 1052	Culture and the Political Economy	3
ECON 1011	Introduction to Microeconomics ¹	3
or ECON 1012	Introduction to Macroeconomics	
or INTL 1053	Introduction to Economics	
INTL 2101	Introduction to International Business	3
Select one elective course from the following:		3
Total Credits		18

¹ For Dolan students, ECON 1011, ECON 1012 and INTL 2101 are part of the Dolan core curriculum. For non-Dolan students, these courses are required for the minor.

International Business courses completed abroad must be pre-approved by the Assistant Dean of the Dolan School of Business and the Co-Director of International Business.

International Business Electives

Code	Title	Credits
ECON 2120	Introduction to Environmental Economics	3
ECON 3230	Comparative Economic Systems	3
ECON 3231	International Trade	3
ECON 3233	International Economic Policy and Finance	3
ECON 3235	Economic Development	3
ECON 3237	Fair Trade and Microfinance	3
FNCE 3200	Global Capital Markets	3
FNCE 4240	International Financial Management	3

INTL 2154	Contemporary Issues Affecting the Global Business Environment	3
INTL 2980	International Business Internship	1
INTL 3980	Internship	0-3
INTL 3990	Independent Study	1-3
MGMT 4350	International Law	3
MGMT 4385	Managing People for Global Business	3
MGMT 4390	Cross-Cultural Management	3
MKTG 4312	Global Marketing Strategy	3

International business minors must maintain a GPA of at least 2.50 in international business.

Management

The management program in the Dolan School of Business offers an innovative experience in the areas of leadership, strategic planning and decision-making in business organizations. Management theory is linked to the realities of the business world through case studies, field work, research projects and internships. Students are given the option to choose from four concentrations: business and society, entrepreneurship, hospitality and tourism management, or human resource management.

Our faculty is composed of business professionals and scholars. Their experience offers a connection between the practice and theory of the profession. As a major in the program, students will build a foundation of modern business experience and relevant theory to understand the behavioral, social, and environmental factors that impact performance. Throughout, students will learn the nature of management and the relationship between business and society.

Programs

- Management Major
 - Concentration in Business and Society
 - Concentration in Entrepreneurship
 - Concentration in Hospitality and Tourism Management (in collaboration with Florence University of the Arts)
 - Concentration in Human Resources
- Sports Business Major
- Business Law and Ethics Minor
- Entrepreneurship Minor
- Management Minor
- Sports Leadership and Management Minor

Courses

MGMT 2101 Introduction to Management 3 Credits

Prerequisite: Sophomore standing.

This course integrates, through theory and its application, the various topics, concepts, and modalities that make up the Management discipline. Its purpose is twofold: 1) to provide all business students with a strong grounding in how individuals and organizations function to support the strategic goals of business, and 2) to provide a foundation for further study by management majors and minors. The course introduces students to team/group work; the relationship of business to local, national, and global communities; the ethical implications of business decisions and models; organizational behavior; human resource management; leadership and organizational culture.

MGMT 2980 Internship 1 Credit

Prerequisite: Sophomore standing.

Students may take two semesters of internship, approved by the department. Students must be matriculated in the Dolan School of Business and have a GPA of 2.5 or higher. Enrollment by permission only.

MGMT 3235 Managing Human Resources 3 Credits

Prerequisite: Junior standing.

This course introduces students to how effective management of people can contribute to firm performance and competitive advantage. The course explores human resource management activities: human resource planning, recruiting, selection, training, performance appraisal, compensation, and labor relations. Through extensive use of cases, simulations, and exercises, students actively learn to implement various human resource management strategies to better serve organizational and employee interests.

MGMT 3240 Leading and Managing People 3 Credits

Attributes: PANM Public Administration Nonprofit Management

Prerequisites: MGMT 2101, junior standing.

This course prepares students for the task of leading and managing people. The purpose of the course is to address advanced organizational behavior topics as well as to illuminate the research and practice associated with effective leadership. The first segment of the course reviews the leadership literature, including trait theory, aspects of leadership style, leader emergence, contingency theories, and charismatic/transformational leadership practices. The second segment involves skill practice in managing people in the areas of communication, conflict resolution, empowerment, delegation, influence, teamwork, problem solving, and diversity issues. The third and final segment explores strategic leadership from the CEO perspective, and addresses how leaders create change and transform organizations.

MGMT 3980 Internship 3 Credits

Prerequisite: Junior standing.

Students may take two semesters of internship, approved by the department. Students must be matriculated in the Dolan School of Business and have a GPA of 2.5 or higher. Enrollment by permission only.

MGMT 4300 Business Strategies in the Global Environment 3 Credits

Attributes: INEL International Studies Elective

Prerequisites: Senior standing.

This capstone course, required for senior level students in the Dolan School of Business, integrates the business core through the concept of strategic management. It offers an opportunity for students to put together all they have learned in their discipline and to see the "big picture" of how business organizations function. The primary goal is to prepare students to think like top managers and to understand that strategic decision-making encompasses all parts of the organization, internal and external, bringing together all disciplines of management. The course includes lectures, readings, cases, and a capstone group project. Open to matriculated business majors only.

MGMT 4320 Diversity in the Workplace 3 Credits

Prerequisite: Junior standing.

This course allows questions to be framed, and answers sought, with regard to the challenge of diversity in the work environment. The course uses readings, exercises, and real-world projects to formulate the following: a definition of diversity; an awareness of its impact on businesses and their managers; the identification of the challenges that diversity presents and the opportunities it allows for even more productive workplace interactions; and the necessary skills, attitudes, and patterns of critical thinking needed for effective leadership in this important area. The course presents issues in the specific real-life context of ethnic, racial, gender, and class groups.

MGMT 4330 Career Planning 3 Credits

Prerequisites: MGMT 3235 or MGMT 3240; Junior standing.

This course prepares students for the job search while exploring theoretical issues in career development over the life span. Theories of career development covered include: life stage and career stage models, aspects of politics that shape careers, issues of derailment, technical career paths, gender issues in careers, mentoring, and new career models, such as the boundaryless career, the protean career, and the kaleidoscope career. Students undertake a resume revision process, develop a sample cover letter, participate in workshops on Internet job searching techniques, and practice mock interviews. An in-class session with members of the Career Planning Center is included. Students may also receive credit for a job shadowing assignment, attendance at Career Fairs, and other career-related activities. Open to management majors and minors only.

MGMT 4333 Advanced Topics in Human Resource Management 3 Credits

Attributes: MGHR Management: HR Elective

Prerequisites: Junior standing.

This course provides a deep dive into several key HR areas important for those entering this field: Equal Employment Opportunity legislation/regulation, Strategic Staffing (strategies, recruiting and selection practices), HR Analytics, and Performance Appraisal approaches and trends. The course will also cover a few critical entry-level competencies needed for the HR professional, as well as review how HR models, roles, and functions operate in various types of organizations. We will seek to cover career paths and roles within various companies, from small start-ups to global Fortune 100 firms. Course outcomes should help students in determining specific interest in certain HR paths, gaining skills in this course to help differentiate themselves in competing for jobs in the marketplace.

MGMT 4334 Talent Acquisition**3 Credits****Attributes:** MGHR Management: HR Elective

This course explores Talent Acquisition (TA) strategies and methods, equipping students with the knowledge to understand how to source, recruit, assess, select, and onboard both internal and external talent, which best align with organizational goals and drive competitive advantage. In today's evolving talent landscape, the ability to attract and retain high-performing candidates is crucial for sustaining business success. Emphasizing strategic staffing models and competency frameworks, this course guides students through the entire TA lifecycle—from talent identification and assessment to onboarding and development. Students will also examine how technology, data analytics, and Artificial Intelligence have reshaped recruitment and evaluation practices.

MGMT 4335 Entrepreneurship: Ideation and Validation**3 Credits****Attributes:** MGEN Management: Entrepreneurship Elective**Prerequisite:** Junior standing.

This course is a practical introduction to the problems, practices, and opportunities that exist for early stage startups which are examined from conception of the opportunity through customer discovery and customer validation utilizing an experiential learning approach. Participants will explore business model possibilities for a venture of their own devising. Emphasis will be placed on clear statement of hypotheses, effective testing of the problem the venture aims to address, and appropriate testing of the product/service developed to address the problem in order to develop suitable product-market fit. Student teams will assess and iterate upon business model elements including value propositions, customer segments and customer relationships, in addition to channels that may be used to interact with or deliver products/services to customers. Although the course will not cover the launch of a scalable business, student teams will undertake real-world investigation and testing to discover customer wants and needs and to validate their conception of the problems and product/service solutions that their ventures would use to address those problems. Students will also gain experience with crafting business pitches and delivering those pitches via regular in-class presentations as they hone their ventures' business models.

MGMT 4336 Social Entrepreneurship**3 Credits****Attributes:** MGEN Management: Entrepreneurship Elective, PANM Public Administration Nonprofit Management**Prerequisite:** Junior standing.

This course examines the tremendous opportunities that exist for creating value in the social sector. Using entrepreneurial frameworks and business metrics, social entrepreneurs are effecting change in domains that markets have failed to address. The objective of this course is to sensitize students to ways that firms can influence societal outcomes while continuing to be revenue generating, self-sustaining enterprises. The primary learning strategy will be through case presentations and discussions of current social entrepreneurs and their organizations. During the term, students will develop a business plan to support a viable social enterprise.

MGMT 4337 Entrepreneurship: Product Development and Commercialization**3 Credits****Attributes:** MGEN Management: Entrepreneurship Elective**Prerequisite:** Junior standing.

Building upon the Business Model Canvas of Osterwalder and Pigneur and the Lean Launchpad framework of Blank, Engel, and Dorf, this course provides students the skill sets necessary to progress from basic entrepreneurial ideation and validation to formalized product development with the concomitant required business models. Mechanisms are developed for identifying markets, assessing competition in those markets, and the associated market entry strategies. Included is the identification of key resources: financial, human, and intellectual capital; as well as the associated acquisition strategies. Key partnerships are identified in the categories of strategic alliances, "coopetition," joint new business development efforts, and key supplier relationships. Associated with this is the investigation of the choice between physical and web/mobile channels in getting products from company to customers, and the associated strategies of customer retention and growth. Revenue and pricing models, both in the business-to-customer and business-to-business contexts are discussed in detail.

MGMT 4338 Managing a Family Business**3 Credits****Attributes:** MGEN Management: Entrepreneurship Elective**Prerequisite:** Junior standing.

This course provides a foundation for understanding family businesses, which represent over 80% of the world's free economies. The dynamics of first generation start-ups or multi-generational family businesses are often unique, yet tenuous to manage. Regardless of whether you are a member of the managing family or assuming a position within the firm, comprehension of the idiosyncrasies of successfully managing their complex operations is imperative. Through class discussions, case studies, articles, role plays and your research project based on auditing a locally-based family enterprise, this course will enable you to analyze and consider participating in a family business. Guest lectures from local family businesses will provide real-world application of the theories and concepts discussed in class.

MGMT 4339 Family Business in Italy**3 Credits****Prerequisite:** Junior standing.

The provinces of Italy offer a fascinating setting for the study of the family business model that forms the heart of large and small-scale businesses in Europe. This course will present an understanding of family businesses through the lens of large- and small-scale family-owned Italian businesses. Students will study generational issues in the family-driven wine-making regions of Tuscany, explore the fashion district of Milan, examine the small-scale family-run craft businesses in Florence, and contemplate the global challenges associated with this business model. The course will offer a rare opportunity to observe the nexus between entrepreneurship, family, and business, and will provide lessons in the notion of "tempo giusto." This faculty-led study abroad elective will begin online at Fairfield University and then move to Florence, Italy, for seven days during Spring Break. Over the course of six weeks, students will read material and take an exam on family business concepts online prior to venturing abroad, where they will examine firsthand the nature of Italian family businesses. The course will conclude with a group project paper upon our return that highlights a family business case in a particular industry.

MGMT 4340 Strategy and Innovation for Sustainability 3 Credits

This course provides an overview of topics related to environmental and social sustainability with a focus on how strategy and innovation at the business level help to create sustainable societies and infrastructures. This course has three major objectives: to increase students' knowledge of key global sustainability related trends; to teach students to think strategically on environmental and social challenges; to help students understand the promises and limits of modern business approaches to sustainability.

MGMT 4341 Technology Ventures 3 Credits

This course examines the fundamentals of technology entrepreneurship, a global phenomenon that has driven vital changes in society by empowering individuals to seek opportunity in technological and business solutions when presented with what others see as insurmountable problems. Technology entrepreneurship, whether in a startup or established company, is a spirited approach to business leadership that involves identifying high-potential, technology-intensive commercial opportunities, gathering resources such as talent and capital, and managing rapid growth and significant risks using principled decision-making skills. This course is designed to be approachable for students from all majors who seek to understand the entrepreneurial process. Topics introduced in this course are not only relevant to future managers, marketers, and investors, but to the future engineer and scientist.

MGMT 4350 International Law 3 Credits

Attributes: HASM Humanitarian Action Minor Skills/Method Course, IBEL International Business Elective, INEL International Studies Elective
Prerequisite: Junior standing.

This course is a study of international laws, legal institutions, and the societal and cultural institutions that impact and regulate business activity throughout the world. The student is introduced to the risks of international business and how those risks differ from doing business domestically; the function and importance of public international law; the international commercial transaction and its potential problems; and the basic structure and principles of international trade law and negotiations for trade. Also discussed are the legal and ethical problems facing multinationals operating in a number of countries, including licensing and protection of international property rights, and a comparative analysis of host country employment laws. Special emphasis is placed on the developing countries and emerging markets, such as China, Russia, India, Africa, Latin America, the Middle East, and the Caribbean, with a comparative legal and cross-cultural perspective.

MGMT 4360 Negotiations and Dispute Resolution 3 Credits

Attributes: EVAP Environmental Studies: Applied Professional Skills, INEL International Studies Elective

Prerequisite: Junior standing.

This course builds skills in negotiating and managing disputes and explores various theories concerning negotiation styles, strategy and tactics, alternative dispute resolution, and the major legal and ethical issues in the field. The course strengthens negotiation skills, introduces the many formal and informal processes available for dispute resolution, and develops managers' ability to resolve and prevent disputes. The heart of the course is a series of experiential exercises that create opportunities to practice and develop the principles learned in the course.

MGMT 4370 Managing Non-Profit Organizations 3 Credits

Attributes: HASM Humanitarian Action Minor Skills/Method Course, INEL International Studies Elective, MGHR Management: HR Elective, PANM Public Administration Nonprofit Management

Prerequisite: Junior standing.

This course provides students with an understanding of the nonprofit sector and exposure to fundamentals in managing nonprofit organizations. It explores a broad range of topics including: the role of nonprofits in society, executive leadership and governance relationships in nonprofit organizations, the legal framework of nonprofits, human resource management of staff and volunteers, marketing and public relations, fundraising, budgeting and financial management, and strategic planning in the nonprofit sector. Special emphasis will be placed on leadership and the unique challenges that nonprofit leaders face in local, national, and global environments.

MGMT 4375 Sports Management 3 Credits

Prerequisite: Junior standing.

This course examines effective and efficient management within the culture of sports organizations. It distinguishes the management requirements in sports organizations. Current issues in the various sports industries are analyzed and the actions of the industries' management are reviewed and critiqued. Different types of organizational structures are studied and their method for motivating, managing, and evaluating the performance of employees, individually and in teams, is discussed. This course also identifies effective management styles and places emphasis on the importance of sound communication skills and goal setting. The fundamental purpose of this class is to provide students with an understanding of how to apply the principles of business and/or the elements of organization to sport. Over the semester, students will have the opportunity to explore basic theories of management, human resource management, politics, finance, marketing, resource acquisition (fundraising and corporate support), sports law, broadcast properties, media and publicity, future trends in facilities as well as philosophical, sociological, and culture considerations of sport. Open to sports leadership and management minors only.

MGMT 4380 Performance, Compensation, and Reward 3 Credits

Attributes: MGEL Management: General Elective

Prerequisite: Junior standing.

This course covers theories and practices for effective compensation management. Topics include strategic perspectives of compensation systems, determining pay structure, job analysis, and job evaluation, design and administration, external pay competitiveness, designing pay levels, employee contributions and individual pay, subjective performance evaluation and merit pay, alternative reward systems, employee benefits, government's role and compliance, pay discrimination, budgets and pay administration, and union role in wages and salary administration.

MGMT 4385 Managing People for Global Business**3 Credits****Attributes:** IBEL International Business Elective, INEL International Studies Elective**Prerequisite:** Senior standing.

This course explores the complexities of managing people in the global business arena. Globalization, through international alliances, mergers, joint ventures, and offshoring, is part of strategic management of the firm. A major challenge posed by global business is the need to respond to cultural and historical institutions and social justice issues in human resource management across countries. A broader and deeper understanding is called for in order to manage people in this globalized world. Strategic international human resource management (SIHRM) entails recruiting the best, motivating them to perform their best, and providing them with a rewarding and fulfilling career globally across countries. The HRM activities take on new meaning when applied in the global business arena where people from different social and historical institutional setup work. As the firm operates in global markets, hires foreign employees, or outsource work to foreign countries, SIHRM practices like global recruitment, training, compensation and benefits, performance management, and employee relations become more complex. In this course, students will analyze these complexities from the cultural, social, and organizational justice perspective and discuss SIHRM issues for global companies. Open to management majors only.

MGMT 4390 Cross-Cultural Management**3 Credits****Attributes:** IBEL International Business Elective, INEL International Studies Elective**Prerequisite:** Senior standing.

Globalization, the internationalization of markets and corporations, has changed the way modern corporations do business. This course examines major themes and issues in the area of cross-cultural management. It focuses on three perspectives: the values, attitudes, and behaviors that are common to a cluster of countries, specific to one country, or specific to a major cultural subgroup or subgroups within one country. It explores what happens when cultures clash, and the need to understand different approaches to doing business in a diverse world. Open to management majors only.

MGMT 4900 Special Topics (Shell)**3 Credits****Attributes:** MGEL Management: General Elective**Prerequisite:** Junior standing.

This course gives students an in-depth understanding of current issues and topics in management. The focus is on the application and analysis of managerial principles in contemporary problem solving. The faculty member teaching this course constructs course content around current developments in their research area. Topics may include decision-making in a chaotic environment, change management, organizational structure and design, health care, social justice, the political and social context of organizations, the consequences of the free market logic, leadership, the environment, diversity and gender, e-business, and managing virtual teams and organizations.

MGMT 4990 Independent Study**3 or 6 Credits****Attributes:** MGEL Management: General Elective

This special program involving independent study and research under faculty guidance is also intended for students accepted in an approved internship. Open only to seniors majoring in management and approved by the department chair. Students must have a GPA of 2.5 or higher.

Faculty

Professors

Caruso

Mainiero

Scheraga, *chair*

Strauss

Associate Professors

Bhattacharya

Kim

Schmidt

Assistant Professors

Fan

Kaplan

Tedone

Vavilov

Assistant Professors of the Practice

Daulerio

Farnen

Pena

Peterson

Instructors of the Practice

Hamer

Stafford

Ventrella

Lecturers

Cerrone

Doris

Farnen

Hillgen-Santa

Kent

Schirer

Management Major

Management majors study the theory and the practice of managing people and organizations. Emphasis is given to the nature of the management function; the management of people; the relationship between business and society; and to the behavioral, social, and environmental factors that influence effective organization and managerial performance. Research efforts in the field are examined to develop fundamental principles and concepts, which can serve as a rational basis for managerial action. Students may choose one of four concentrations: business and society, entrepreneurship, hospitality and tourism management, or human resource management.

Requirements

For a 51-credit major in management, students complete the following:

Code	Title	Credits
Business Core Requirements		33
MGMT 3235	Managing Human Resources	3
MGMT 3240	Leading and Managing People	3
MGMT 4385 or MGMT 4390	Managing People for Global Business Cross-Cultural Management	3
Select three courses from the following: ¹		9
AETH/BUSN 3391	Seminar in Business Law, Regulation, and Ethics	
BUSN 3220	Environmental Law and Policy	
BUSN 4320	Employment Law and Discrimination in the Workplace	
MGMT 4320	Diversity in the Workplace	
MGMT 4330	Career Planning	
MGMT 4333	Advanced Topics in Human Resource Management	
MGMT 4335	Entrepreneurship: Ideation and Validation	
MGMT 4336	Social Entrepreneurship	
MGMT 4337	Entrepreneurship: Product Development and Commercialization	
MGMT 4338	Managing a Family Business	
MGMT 4339	Family Business in Italy	
MGMT 4340	Strategy and Innovation for Sustainability	
MGMT 4341	Technology Ventures	
MGMT 4350	International Law	
MGMT 4360	Negotiations and Dispute Resolution	
MGMT 4370	Managing Non-Profit Organizations	
MGMT 4375	Sports Management	
MGMT 4380	Performance, Compensation, and Reward	
MGMT 4900	Special Topics (Shell)	
Total Credits		51

Management majors must maintain a GPA of at least 2.50 in management.

¹ In order to complete a concentration, two courses are required from a concentration area. The third elective course may be taken from any management area, unless otherwise noted. No course may count for more than one concentration. Students are not required to pursue a concentration.

Concentrations

Business and Society Concentration

Code	Title	Credits
Select at least two courses from the following:		
AETH/BUSN 3391	Seminar in Business Law, Regulation, and Ethics	3
BUSN 3220	Environmental Law and Policy	3
BUSN 4320	Employment Law and Discrimination in the Workplace	3
MGMT 4350	International Law	3
MGMT 4370	Managing Non-Profit Organizations	3

Entrepreneurship Concentration

Code	Title	Credits
Select at least two courses from the following:		
MGMT 4335	Entrepreneurship: Ideation and Validation	3
MGMT 4336	Social Entrepreneurship	3
MGMT 4337	Entrepreneurship: Product Development and Commercialization	3
MGMT 4338	Managing a Family Business	3
MGMT 4341	Technology Ventures	3

Hospitality and Tourism Management Concentration

The purpose of the Hospitality and Tourism Management Concentration is to provide a professional and academic environment for students to gain expertise in the areas of hospitality, tourism, and the culinary arts. This concentration is an innovative combination of Dolan School management courses and courses taken at our partner institution, Florence University of the Arts (FUA). Drawing on FUA's 20-year experience, this unique international immersion curriculum allows students to pursue a course of study faithful to the articulated vision of the hospitality management program at FUA and consistent with the Jesuit ideals of Fairfield University and the business curriculum of the Dolan School of Business.

The basic structure of the concentration allows Fairfield students to take their business core courses in their first two-and-a-half years at Fairfield. In the spring semester of their junior year, students take courses in FUA's Hospitality Management program. Students will then participate in an experiential placement as part of either a summer 6 week experiential leaning course or a summer 9 week internship, both in the hospitality industry. Please contact Dr. Carl Scheraga, Management Department Chair, for further information.

Human Resources Concentration

Code	Title	Credits
Select at least two courses from the following:		
BUSN 4320	Employment Law and Discrimination in the Workplace	3
MGMT 4320	Diversity in the Workplace	3
MGMT 4330	Career Planning	3
MGMT 4333	Advanced Topics in Human Resource Management	3
MGMT 4360	Negotiations and Dispute Resolution	3
MGMT 4380	Performance, Compensation, and Reward	3

Business Law and Ethics Minor

This minor offers students a foundation in law and regulation, as well as ethics, applied to the business sector to better understand the social responsibility of business and the interdependent nature of business and society.

For an 18-credit minor in business law and ethics, students complete the following:

Code	Title	Credits
AETH 2291	Business Ethics	3
AETH/BUSN 3391	Seminar in Business Law, Regulation, and Ethics	3
BUSN 3211	Legal Environment of Business	3

Select three courses from the following groups: ¹ 9

Group 1:

BUSN 3220	Environmental Law and Policy
BUSN 4320	Employment Law and Discrimination in the Workplace
MGMT 4350	International Law

Group 2:

AETH 2276	Ethical Dimensions of Global Business Practices
AETH 2281	Ethics of Communications
AETH 2284	Environmental Ethics
AETH 2295	Ethics in Law and Society

Total Credits 18

Business law and ethics minors must maintain a GPA of at least 2.50 in business law and ethics.

¹ No more than two courses may be selected from each group.

Note: One course may count for both the business law and ethics minor and the management major.

Entrepreneurship Minor

This minor offers students across the University exposure to entrepreneurship, from concepts of creativity, technology, and innovation to implementing business plans. Students may explore opportunities in both the for- and non-profit sectors.

For a 15-credit minor in entrepreneurship, students complete the following:

Code	Title	Credits
BUSN 3211	Legal Environment of Business ¹	3
MGMT 4335	Entrepreneurship: Ideation and Validation	3
Select three courses from the following groups: ²		9
Group 1:		
MGMT 2101	Introduction to Management ³	
MGMT 3235	Managing Human Resources	
MGMT 3240	Leading and Managing People	
Group 2:		
BUSN 4320	Employment Law and Discrimination in the Workplace	
MGMT 4336	Social Entrepreneurship	
MGMT 4337	Entrepreneurship: Product Development and Commercialization	
MGMT 4338	Managing a Family Business	
MGMT 4339	Family Business in Italy	
MGMT 4341	Technology Ventures	
Total Credits		15

Entrepreneurship minors must maintain a GPA of at least 2.50 in entrepreneurship.

¹ It is strongly recommended that students take the BUSN 3211 Legal Environment of Business section with an Entrepreneurship emphasis.

² Non-management majors choose one course from Group 1 and two courses from Group 2. Management majors choose three courses from Group 2. No courses may double-count for the entrepreneurship minor and the management major.

³ Dolan students may not select MGMT 2101 as an entrepreneurship elective.

Management Minor

This minor offers students in the non-management disciplines an opportunity to examine some of the theories, principles, and issues that influence their growth and development as managers in their chosen fields.

For a 15-credit management minor, students complete the following:

Code	Title	Credits
MGMT 2101	Introduction to Management	3
MGMT 3235	Managing Human Resources	3
MGMT 3240	Leading and Managing People	3
Select two courses from the following:		6
BUSN 3220	Environmental Law and Policy	
BUSN 3391	Seminar in Business Ethics	
BUSN 4320	Employment Law and Discrimination in the Workplace	
MGMT 4320	Diversity in the Workplace	
MGMT 4330	Career Planning	
MGMT 4333	Advanced Topics in Human Resource Management	
MGMT 4335	Entrepreneurship: Ideation and Validation	
MGMT 4336	Social Entrepreneurship	
MGMT 4337	Entrepreneurship: Product Development and Commercialization	
MGMT 4338	Managing a Family Business	
MGMT 4339	Family Business in Italy	
MGMT 4340	Strategy and Innovation for Sustainability	
MGMT 4341	Technology Ventures	
MGMT 4350	International Law	
MGMT 4370	Managing Non-Profit Organizations	
MGMT 4900	Special Topics (Shell)	
Total Credits		15

Management minors must maintain a GPA of at least 2.50 in management.

Sports Leadership and Management Minor

This interdisciplinary minor provides students with a foundational business skill set that facilitates students' interest in careers in the sports management industry and with corporations who have partnerships and client relations with sports organizations. It has a primary focus on leadership in the sports industry, and specifically (as consistent with the University mission) leadership that is ethics-based.

For a 15-credit Sports and Leadership Management minor, students complete the following:

Code	Title	Credits
MGMT 3240	Leading and Managing People	3
MGMT 4375	Sports Management	3
Select three electives from the following: ¹		9
BUSN 3215	Sports Law and Ethics	
COMM 1108	Introduction to Sports Broadcasting	
COMM 2237	Sports, Media, and Culture	
ECON 2152	Economics of Sport	
MGMT 3235	Managing Human Resources	
MGMT 4360	Negotiations and Dispute Resolution	
MGMT 4380	Performance, Compensation, and Reward	
MKTG 2261	Sports Marketing	
Total Credits		15

Sports leadership and management minors must maintain a GPA of at least 2.50 in sports leadership and management.

¹ Students must take at least one elective outside of the Department of Management.

Notes:

Management majors may not double-count courses for the Management major for any of the 3 electives. However, MGMT 3240 Leading and Managing People does double-count as a required course for both the Management major and the Sports Leadership and Management minor.

Students that minor in Sports Leadership and Management can not declare a major in sports business.

Marketing

Fairfield University offers students the opportunity to study marketing in the contexts of a broad liberal education and a dynamic and flexible business curriculum. Here, students develop the skills to determine the product and service needs of consumers, as well as the challenges of creating and delivering these products and services, of pricing them right, and of letting the market know about them via traditional and non-traditional methods such as social media and digital advertising.

Marketing majors learn marketing's primary functions related to consumer behavior, market research, and marketing strategy, and then take specialized courses that lead them toward the jobs they want.

Programs

- Marketing Major
 - Concentration in Digital and Social Media Marketing
 - Concentration in Marketing Communications
 - Concentration in Fashion Marketing (in collaboration with Florence University of the Arts)
- Marketing Minor

Courses

MKTG 1101 Principles of Marketing 3 Credits

This course introduces the fundamental concepts and theories that drive day-to-day marketing decisions. A thorough understanding of the marketplace (consumer or business-to-business) is at the heart of such decision making. In this course, students will learn to identify and satisfy customer's wants and needs. The core tools that enable managers to move from decision-making to action are addressed, namely: product development, pricing, channel management and structure, and promotions (including advertising and sales). Additional topics include global marketing, societal and marketing ethics, and digital marketing. Students are required to work in a team to construct a marketplace analysis for a chosen product/service.

MKTG 2212 Consumer Behavior 3 Credits

Prerequisites: MKTG 1101, sophomore standing.

This course provides students with an understanding of the behavior of consumers in the marketplace, using an interdisciplinary approach that employs concepts from such fields as economics, psychology, social psychology, sociology, and psychoanalysis. Topics include motivation, perception, attitudes, consumer search, and post-transactional behavior.

MKTG 2221 Sales and Sales Management 3 Credits

Prerequisites: MKTG 1101, sophomore standing.

This course is intended to give the student an understanding of the important role of the sales function in the overall marketing effort of the firm and in the firm's overall success. The course focuses on the sales process (prospecting, making presentations, handling objections and closing the sales), and the management of the sales force (recruiting, training, motivating, compensating, and supervising salespeople). Ethical issues in selling and new technologies that impact the sales effort are also covered.

MKTG 2231 Advertising 3 Credits

Prerequisites: MKTG 1101, sophomore standing.

This course focuses on strategic management of a firm's integrated marketing communications, the most notable element of which is advertising. It emphasizes the importance of seamlessly and synergistically coordinating numerous promotional mix elements to create a uniquely memorable voice with which to communicate and engage the target audience in a lasting relationship with the firm's brand. Topics include advertising message strategy, creative strategy and execution, media strategy, and various relationship-building promotional tools. Also discussed are current events and ethical issues in advertising and promotion. Through activities and projects, students prepare for careers in advertising and related industries.

MKTG 2241 Digital Marketing 3 Credits

Prerequisites: MKTG 1101, sophomore standing.

In this course, students will undertake an applied perspective towards marketing on current digital platforms (company's website, social media platforms, etc) and will learn how to adapt the traditional marketing strategies onto the digital space. Topics to be covered include website design, Search Engine Optimization (SEO), online advertising, social media marketing, email marketing, mobile marketing, and web analytics. The course is designed to get students to think like a digital marketing professional, and to give them experience with industry-relevant hands-on assignments and exercises.

MKTG 2251 Social Media Marketing**3 Credits****Prerequisites:** MKTG 1101, sophomore standing.

The course takes an in-depth look at social networks and social media platforms (e.g., blogs, discussion forums, Facebook, Twitter, other forums of user-generated content) from a strategic perspective. The primary focus of this course will be on understanding social media as part of a brand's marketing communications, how to build strategies and tactics to help brands differentiate and rise above the noise on the social web, and how to track their effectiveness. Topics to be covered include constructing a brand strategy on social media, engaging influencers, content development, social media analytics and measurement, and social media platforms.

MKTG 2261 Sports Marketing**3 Credits****Prerequisites:** MKTG 1101, sophomore standing.

This course is offered to address the growing interest in the sports industry as a business career. The course will provide an overview of how sports marketing can work as a component of a fully integrated marketing communication strategy. The course is designed to help students better understand the sports consumer, and how corporations and sports organizations can apply core marketing concepts to help achieve their business objectives. Marketing strategies such as market segmentation, target marketing and the marketing mix are covered within the context of sporting event sponsorships and professional sports teams. Additional topics such as sports governing organizations, sports media, licensing and hospitality will be covered.

MKTG 2271 Fashion Marketing**3 Credits****Prerequisite:** MKTG 1101, sophomore standing.

This course is designed to equip students with the essential skills and knowledge needed to navigate US-based fashion brands, with a special focus on the unique role of New York City as a global fashion capital. Students will gain insight into the trends, challenges, and opportunities that shape American fashion. They will learn to analyze and engage diverse domestic and international customer audiences, understand how fashion brands build customer loyalty and drive sales both locally and globally. The course will look at strategies for branding, storytelling, and maintaining a distinctive brand identity in a highly competitive international market. Additionally, students will explore expansion into new markets, how brands align marketing practices with ethical and sustainable values, and create impactful campaigns that reflect the innovation and cultural diversity of the fashion landscape, providing students with a focused, practical and inspiring foundation for a fashion career.

MKTG 2311 Marketing Research**3 Credits****Prerequisites:** MKTG 1101; ECON 0278 or MATH 1017 or MATH 2217 or PSYC 2810 or SOCI 3610; sophomore standing.

This course gives students an appreciation of the role of marketing research in understanding customers to better address their needs and wants, as well as in reducing the risks associated with marketing decisions. Topics include problem formulation, research design, data collection instruments, sampling, data analysis, and communication of results. Students will get hands-on experience with different stages of the marketing research process.

MKTG 2980 Internship**1 Credit****Prerequisite:** Sophomore standing.

Students may take two semesters of internship, approved by the department. Students must be matriculated in the Dolan School of Business and have a GPA of 2.5 or higher. Enrollment by permission only.

MKTG 3321 Marketing Channels**3 Credits****Prerequisites:** MKTG 1101, junior standing.

This course provides a management focus and managerial framework to the discipline of distribution and channel management, emphasizing the design and management of marketing channels as a key strategic tool in satisfying the needs of the customers in the new millennium. The course integrates theory and practice, and applies them to the decision-making processes. The course also discusses the importance of the Internet as a marketing channel for the distribution of goods and services.

MKTG 3322 Business-to-Business Marketing**3 Credits****Prerequisites:** MKTG 1101, junior standing.

This course examines the characteristics that differentiate industrial from consumer marketing. Topics include the nature of industrial demand; buyer characteristics; industrial market research; competitive bidding; selling of industrial products; sales and advertising strategies in marketing to business, government, and non-profit organizations; and practices and policies in the distribution of industrial goods.

MKTG 3331 Media Strategy**3 Credits****Prerequisites:** MKTG 1101, junior standing.

This course examines the basic processes involved in strategic media planning including budgeting, selecting media forms and media vehicles, media timing, and media audience measurement. Students understand the role of traditional and non-traditional media, as well as new media such as the Internet, as channels for communicating promotional messages to consumers. The course also covers varied media allocation models.

MKTG 3332 Public Relations Strategy**3 Credits****Prerequisites:** MKTG 1101, junior standing.

This course looks at the primary functions of the public relations profession in managing and building an organization's reputation. Key areas of study include understanding stakeholder expectations, exploring a variety of communication messages and publicity tactics that inform and engage audiences, leveraging mass market communications channels and understanding the measures of public perception. The course presents public relations as a central part of a communication strategy that impacts the success of the organization.

MKTG 3341 Brand Management**3 Credits****Prerequisites:** MKTG 1101, junior standing.

This course focuses on one element in the marketing mix: the product. It examines such questions as how should a firm effectively and efficiently manage its current product line and develop potential new products. Consideration is also given to strategic planning.

MKTG 3342 Contemporary Issues in Marketing**3 Credits****Prerequisites:** MKTG 1101; junior standing.

This seminar on current marketing issues familiarizes students with the latest issues, events, and problems in marketing. The subject matter for the course draws upon recent events in marketing and course materials are derived from current periodicals and cases.

MKTG 3980 Internship**3 Credits****Prerequisite:** Junior standing.

Students may take two semesters of internship, approved by the department. Students must be matriculated in the Dolan School of Business and have a GPA of 2.5 or higher. Enrollment by permission only.

MKTG 4312 Global Marketing Strategy 3 Credits
Attributes: INEL International Studies Elective
Prerequisites: MKTG 1101, senior standing.

This course instills in students an appreciation of the complexities encountered in marketing products and services in global markets. The course discusses differences that exist among consumers in different cultures and also provides students with an understanding of the role of external elements such as economic, political, legal, cultural, geographic, and social environments on the formulation of a firm’s marketing strategy in foreign markets. Previously MKTG 3312.

MKTG 4990 Independent Study 3 or 6 Credits
Prerequisites: MKTG 1101, senior standing.

This is a special program involving independent study and research under faculty guidance. Open only to seniors majoring in marketing and approved by the department chair. Students must have an overall GPA of 2.5 or higher.

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Marketing Major

Marketing majors examine the exchange processes by which consumers and organizations satisfy their needs and wants. In a sense, it is the most humanistic of the business majors; it requires students to understand consumer behavior, the motivation of sales personnel, the impact of advertising and communication on the potential consumer, the characteristics of consumers, the cultures involved in international marketing, market research techniques, and the role of marketing in the digital environment. Marketing majors may further specialize by choosing one of three concentrations: Marketing Communications, Digital and Social Media Marketing, and Fashion Marketing.

Requirements

For a 51-credit major in marketing, students complete the following:

Code	Title	Credits
Business Core Requirements		33
MKTG 2212	Consumer Behavior	3
MKTG 2311	Marketing Research	3
MKTG 4312	Global Marketing Strategy	3
Select three courses from the following: ¹		9
MKTG 2221	Sales and Sales Management	
MKTG 2231	Advertising	
MKTG 2241	Digital Marketing	
MKTG 2251	Social Media Marketing	
MKTG 2261	Sports Marketing	
MKTG 2271	Fashion Marketing	
MKTG 3321	Marketing Channels	
MKTG 3322	Business-to-Business Marketing	
MKTG 3331	Media Strategy	
MKTG 3332	Public Relations Strategy	
MKTG 3341	Brand Management	
MKTG 3342	Contemporary Issues in Marketing	
Total Credits		51

Marketing majors must maintain a GPA of at least 2.50 in marketing.

¹ Students will use the marketing electives to fulfill the requirements for the concentration.

Concentrations

Marketing Communications

Code	Title	Credits
Select at least two courses from the following:		6
MKTG 2231	Advertising	
MKTG 3331	Media Strategy	
MKTG 3332	Public Relations Strategy	
Total Credits		6

Digital and Social Media Marketing

Code	Title	Credits
MKTG 2241	Digital Marketing	3
MKTG 2251	Social Media Marketing	3
Total Credits		6

Fashion Marketing

In collaboration with Florence University of the Arts

The purpose of a Marketing Major with a Concentration in Fashion Marketing is to provide a professional and academic environment for students to gain knowledge about the business side of the fashion industry. The program will be structured such that Fairfield students will take the marketing courses *required* for the major (i.e., Consumer Behavior, Marketing Research, and Global Marketing) at Fairfield University, and four marketing electives at Florence University of the Arts (FUA) in the Spring semester of their junior year.

One of the four electives is an experiential learning course, which starts about three weeks prior to the start of the Spring semester with the Men's Pitti Immagine fashion show in Italy, which students will have to attend. The course has a 150-hour "internship" requirement (distributed over the Winter Intersession and Spring Semester), with placement taking place at *FLY – Fashion Loves You*, the creative learning lab and retail store at FUA's School of Fashion and Accessory Studies and Technology (FAST). The store features vintage and handcrafted clothing and objects open to the public and all of its operations are executed by academic courses. All projects are fully coordinated and supervised by FUA faculty members who are also industry professionals.

A degree with a focus on Fashion Marketing offers a wide variety of career opportunities in the fashion industry, at various companies, such as Kohl's, GAP, Lululemon, Nike, Macy's, and so much more. Moreover, the proximity to New York City provides the best setting for any student who is fascinated with fashion marketing and many opportunities after graduation. A fashion marketer may do any of the following on a day-to-day basis: ad creative, branding, market research and media planning, store planning, product display, and photography, which all fall within the purview of fashion marketing.

Students will complete the following four electives while in residence at Florence University of the Arts:

Code	Title	Credits
	Strategic Fashion Marketing	3
	Fashion Business in Italy	3
	Fashion Buying Strategies: From Personal Shopper to Retail Merchandising	3
	Special Project: Experiential Learning in the Fashion Industry: Fashion Retail Management	3
Total Credits		12

Marketing Minor

This minor provides students with a basic foundation in marketing by exposing them to the functions that constitute the marketing discipline, including market research techniques and consumer behavior.

For a 15-credit minor in marketing, students complete the following:

Code	Title	Credits
Requirements		
MKTG 1101	Principles of Marketing	3
MKTG 2212	Consumer Behavior	3
MKTG 2311	Marketing Research ¹	3
Select two courses from the following:		6
MKTG 2221	Sales and Sales Management	
MKTG 2231	Advertising	
MKTG 2241	Digital Marketing	
MKTG 2251	Social Media Marketing	
MKTG 2261	Sports Marketing	
MKTG 2271	Fashion Marketing	
MKTG 3321	Marketing Channels	
MKTG 3322	Business-to-Business Marketing	
MKTG 3331	Media Strategy	
MKTG 3332	Public Relations Strategy	
MKTG 3341	Brand Management	
MKTG 3342	Contemporary Issues in Marketing	
MKTG 4312	Global Marketing Strategy	
Total Credits		15

Marketing minors must maintain a GPA of at least 2.50 in marketing.

¹ Students should note that one course in statistics is a prerequisite for MKTG 2311.

Sports Business

The purpose of the Sports Business major is twofold. The first is to provide students with a foundational business skillset that facilitates students' interest in careers in the sports industry and with corporations who have partnerships and client relations with sports organizations. The second is to develop a career path platform that, coupled with Fairfield University's *Magis* Core, will allow students to be agents for change in an industry that is confronting issues of race, gender, social justice and economic development.

Programs

Sports Business Major

Courses

BUSN 3215 Sports Law and Ethics

3 Credits

This course will present a range of legal and ethical issues presented in the sports industry. In the context of this industry, students will apply basic principles of antitrust law, labor law, intellectual property law, constitutional law, administrative law, anti-discrimination law, and contract and tort law. The course will also examine the regulation of agent representation of athletes, the regulation of sports franchises, and sports leagues, and the regulation of intercollegiate sports, with special attention to the NCAA.

DATA 3335 Sports Analytics**3 Credits****Prerequisite:** DATA 1101.

Virtually every sport has been improved in recent years with the introduction and widespread acceptance of analytical methods. Analytics help leagues, teams, referees, coaches, athletes, agents, and fans appreciate their favorite sports on a higher level. In this course, students will gain a broad perspective on the methods, findings, impact, and controversies within sports analytics across a variety of sports and e-sports, learn how to analytically evaluate and compare differing perspectives, and practice communicating findings to a non-analytical audience in an impactful and actionable way.

ECON 2152 Economics of Sport**3 Credits**

This course develops and examines the tools and concepts of economic analysis as they apply to the sports industry. Topics in professional sports include free agency, salary cap, and new franchises. The course also explores economic issues and institutional structures of sports such as golf and tennis, and the broader industry including the National Collegiate Athletic Association, sports equipment, advertising, minor leagues, and the Olympics. Students gain an increased understanding of how economics affect them through this combination of sports and economics.

MGMT 3235 Managing Human Resources**3 Credits****Prerequisite:** Junior standing.

This course introduces students to how effective management of people can contribute to firm performance and competitive advantage. The course explores human resource management activities: human resource planning, recruiting, selection, training, performance appraisal, compensation, and labor relations. Through extensive use of cases, simulations, and exercises, students actively learn to implement various human resource management strategies to better serve organizational and employee interests.

MGMT 3240 Leading and Managing People**3 Credits****Attributes:** PANM Public Administration Nonprofit Management**Prerequisites:** MGMT 2101, junior standing.

This course prepares students for the task of leading and managing people. The purpose of the course is to address advanced organizational behavior topics as well as to illuminate the research and practice associated with effective leadership. The first segment of the course reviews the leadership literature, including trait theory, aspects of leadership style, leader emergence, contingency theories, and charismatic/transformational leadership practices. The second segment involves skill practice in managing people in the areas of communication, conflict resolution, empowerment, delegation, influence, teamwork, problem solving, and diversity issues. The third and final segment explores strategic leadership from the CEO perspective, and addresses how leaders create change and transform organizations.

MGMT 4330 Career Planning**3 Credits****Prerequisites:** MGMT 3235 or MGMT 3240; Junior standing.

This course prepares students for the job search while exploring theoretical issues in career development over the life span. Theories of career development covered include: life stage and career stage models, aspects of politics that shape careers, issues of derailment, technical career paths, gender issues in careers, mentoring, and new career models, such as the boundaryless career, the protean career, and the kaleidoscope career. Students undertake a resume revision process, develop a sample cover letter, participate in workshops on Internet job searching techniques, and practice mock interviews. An in-class session with members of the Career Planning Center is included. Students may also receive credit for a job shadowing assignment, attendance at Career Fairs, and other career-related activities. Open to management majors and minors only.

MGMT 4360 Negotiations and Dispute Resolution**3 Credits****Attributes:** EVAP Environmental Studies: Applied Professional Skills, INEL International Studies Elective**Prerequisite:** Junior standing.

This course builds skills in negotiating and managing disputes and explores various theories concerning negotiation styles, strategy and tactics, alternative dispute resolution, and the major legal and ethical issues in the field. The course strengthens negotiation skills, introduces the many formal and informal processes available for dispute resolution, and develops managers' ability to resolve and prevent disputes. The heart of the course is a series of experiential exercises that create opportunities to practice and develop the principles learned in the course.

MGMT 4375 Sports Management**3 Credits****Prerequisite:** Junior standing.

This course examines effective and efficient management within the culture of sports organizations. It distinguishes the management requirements in sports organizations. Current issues in the various sports industries are analyzed and the actions of the industries' management are reviewed and critiqued. Different types of organizational structures are studied and their method for motivating, managing, and evaluating the performance of employees, individually and in teams, is discussed. This course also identifies effective management styles and places emphasis on the importance of sound communication skills and goal setting. The fundamental purpose of this class is to provide students with an understanding of how to apply the principles of business and/or the elements of organization to sport. Over the semester, students will have the opportunity to explore basic theories of management, human resource management, politics, finance, marketing, resource acquisition (fundraising and corporate support), sports law, broadcast properties, media and publicity, future trends in facilities as well as philosophical, sociological, and culture considerations of sport. Open to sports leadership and management minors only.

MGMT 4380 Performance, Compensation, and Reward**3 Credits****Attributes:** MGEL Management: General Elective**Prerequisite:** Junior standing.

This course covers theories and practices for effective compensation management. Topics include strategic perspectives of compensation systems, determining pay structure, job analysis, and job evaluation, design and administration, external pay competitiveness, designing pay levels, employee contributions and individual pay, subjective performance evaluation and merit pay, alternative reward systems, employee benefits, government's role and compliance, pay discrimination, budgets and pay administration, and union role in wages and salary administration.

MKTG 2251 Social Media Marketing**3 Credits****Prerequisites:** MKTG 1101, sophomore standing.

The course takes an in-depth look at social networks and social media platforms (e.g., blogs, discussion forums, Facebook, Twitter, other forums of user-generated content) from a strategic perspective. The primary focus of this course will be on understanding social media as part of a brand's marketing communications, how to build strategies and tactics to help brands differentiate and rise above the noise on the social web, and how to track their effectiveness. Topics to be covered include constructing a brand strategy on social media, engaging influencers, content development, social media analytics and measurement, and social media platforms.

MKTG 2261 Sports Marketing**3 Credits****Prerequisites:** MKTG 1101, sophomore standing.

This course is offered to address the growing interest in the sports industry as a business career. The course will provide an overview of how sports marketing can work as a component of a fully integrated marketing communication strategy. The course is designed to help students better understand the sports consumer, and how corporations and sports organizations can apply core marketing concepts to help achieve their business objectives. Marketing strategies such as market segmentation, target marketing and the marketing mix are covered within the context of sporting event sponsorships and professional sports teams. Additional topics such as sports governing organizations, sports media, licensing and hospitality will be covered.

Post-Baccalaureate Certificate

The post-baccalaureate certificate program is for working professionals or lifelong learners who have earned a bachelor's degree but need to enhance a resume, improve skills, prepare for a job change, or just want to continue to learn in a field in which they did not major in college.

A bachelor's degree from a regionally accredited college is required. Students may not count certificate courses towards any Bachelor's degree major or minor requirements. All courses are offered for credit, unless otherwise specified.

Certificate in Accounting

The post-baccalaureate certificate in Accounting (CACT) program is designed for adults looking to learn new job skills, improve current accounting knowledge, or brush up on the skills they need to better understand the essentials of accounting and finance for small business.

Prerequisites

Before starting the certificate program, students must have passed the following courses or their equivalents:

Code	Title	Credits
ACCT 1011	Introduction to Financial Accounting	3
ACCT 1012	Introduction to Management Accounting	3

Requirements

Students must obtain at least a 2.50 GPA in the six required certificate courses listed below:

Code	Title	Credits
ACCT 2203	Intermediate Accounting I	3
ACCT 2204	Intermediate Accounting II	3
ACCT 3320	Cost Management	3

ACCT 3330	Auditing	3
ACCT 3343	Federal Income Taxation I	3
ACCT 4310	Advanced Accounting	3
Total Credits		18

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Thomas N. Kushner '86

Dean, Curtis L. Gerrish School of Business
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Trish Preston '80

Former Senior Vice President
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Ernst & Young, LLP

Colleen Tycz '04

Senior Vice President, Head of Retirement and Insurance Strategic
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Franklin Templeton Investments

Kevin Walsh '82

Senior Operating Partner
Stonepeak Infrastructure Partners

John Welch '87

Chief Underwriting Officer
Reinsurance, Aspen Insurance Group

School of Education and Human Development

A Message from the Dean

Welcome and congratulations on your decision to pursue training with our school.

The **School of Education and Human Development** is committed to *innovatively and responsively meeting the needs of a complex society*. We prepare professionals who will serve the fields of education and mental health with the highest level of competence, moral leadership, commitment to mission, justice, discernment, and lifelong service to others.

Our school embodies Fairfield's Jesuit mission, where intellectual growth in service to others and commitment to the greater good are primary. The SEHD develops advocates for social change and persons for others. Our School has a rich history and renewed commitment to being on the forefront of critical dialogue in the fields of education and mental health.

We work closely with our students and community partners to cultivate a spirit of social responsibility and values-based decision-making. Our commitment to community engagement and our strong alumni network allows our faculty and students to engage in meaningful internship and clinical experiences shaped by evidence-based practices. Whether you are contemplating a career trajectory in education or a related field, we invite you to look at our portfolio of offerings across undergraduate and graduate studies.

Evelyn Bilias Lolis, Ph.D.

Dean

Overview

The School of Education and Human Development prepares students for professional roles in public and private schools, behavioral health and human service agencies, and for profit and non-profit corporations. Currently, the School enrolls two-thirds of all graduate students at Fairfield University. Consistent with Fairfield's Jesuit traditions and mission, the School of Education and Human Development reaches out to the community - engaging faculty and students in public service and providing career development programs to professionals in the state and region.

Unit Mission and Conceptual Framework

The School of Education and Human Development advances the mission of Fairfield University by providing advanced education and by preparing

professionals to teach, counsel, evaluate, and serve the wider community in ways that reflect Jesuit values. Programs in the School share a commitment to prepare graduates who believe in the inherent worth and dignity of all people; promote the well-being of individuals, couples, families, communities, and organizations; serve a diverse society; possess strong content, pedagogical, and clinical knowledge relevant to their field; understand the impact of informational technologies on the individual, family, and community; and uphold the highest standards of professional conduct. The School promotes and supports the development of intellectual rigor, personal integrity, collaboration, informed decision-making, self-reflection, and social responsibility.

The knowledge base that informs the School's approach to professional education, and that is central to its conceptual framework, is rooted in four key tenets of the Jesuit tradition found in the Mission of the University. They are:

- Freedom: Belief in the inherent worth and dignity of each person.
- Scholarship: Intellectual curiosity, rigor, critical thinking, and moral analysis.
- Justice: Commitment to greater good through service and advocacy as change agents and/or leaders within the chosen profession.
- Truth: Commitment to research and ethical decision-making.

These four tenets support the fundamental intellectual/ethical commitments that define our various courses of study: The Scholar/Practitioner Component; the Developmental Human Growth and Learning Component; the Reflective Practitioner Component; and the Advocacy for All Children and Families Component. Given the breadth of programs and faculty housed in the School, this knowledge base is diverse, drawing on various theoretical and philosophical perspectives. However, when we look across the programs, we find that our common philosophy and principles stem from core theories, research, and practical wisdom about how people develop, learn, teach, counsel, and serve others.

Disposition Statement

Education, psychology, and mental health professionals are vested by the public with a trust and responsibility requiring the highest ideals of professional service. Central to the mission of the School of Education and Human Development are the personal and professional qualities and characteristics of students who aspire to work in these fields. Therefore, candidates are required to adhere to the highest standards of ethical and professional conduct.

All prospective and admitted candidates of the School of Education and Human Development shall demonstrate personal and professional dispositions which are:

- Embodied in the mission statement of the School of Education and Human Development and articulated in the school's expected student learning outcomes;
- Outlined in the ethical codes, rules, policies and procedures, administrative regulations, and laws applicable to their chosen profession; and
- Mandated by their particular graduate programs and departments as stated in the program handbooks.

If the program faculty and the Dean of the School of Education and Human Development determines that a candidate or admitted student does not meet these personal and professional dispositional requirements, the candidate or student may be denied admission, dismissed from the program following admission, required to withdraw

from courses, complete academic remediation and/or undergo appropriate counseling or other intervention as a condition of continued placement in the program.

Students who believe they are treated unfairly by any such determination may appeal the decision by following the academic grievance procedures.

The School

Since its first graduation in 1951, the School of Education and Human Development (SEHD) (formerly the Graduate School of Education and Allied Professions) has awarded over 10,000 master's degrees and 2,500 certificates of advanced study. The current structure of SEHD consists of three departments that house over 20 distinct programs of study. Our programs are state-approved and many lead to initial or advanced certification. Additionally, several of our programs are nationally recognized and accredited by professional organizations. The School has earned the reputation of being a model of excellence and innovation within its various professional communities.

Accreditation

The Programs in the School of Education and Human Development are also fully accredited by:

- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- National Association of School Psychologists (NASP)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council on Social Work Education (CSWE)

Education

The Educational Studies and Teacher Preparation Department, located in the School of Education and Human Development (SEHD), offers a major in Curriculum and Instruction with tracks leading to certification in Elementary Education or Special Education. SEHD also offers minors in Educational Studies and Special Education open to all interested undergraduates. A Five-Year Integrated Bachelor's-Master's Degree is available for candidates interested in earning a dual certification (cross-endorsement). Candidates are advised by the faculty advisors in the Department of Educational Studies and Teacher Preparation.

Undergraduates wanting to declare a major in Curriculum and Instruction should meet with the Program Director no later than first semester sophomore year. Students who seek teacher certification after sophomore year can be considered for the Five-Year Integrated Bachelor's-Master's Degree with certification. Anyone interested in applying to the Five-Year Program must first declare the minor.

Decisions for formal admission to any Five-Year Integrated Bachelor and Master of Arts teacher education programs are made by October 15 and March 15 for Level I and on February 1 for the graduate year.

Undergraduates wanting to declare a minor in Educational Studies or Special Education should meet with the Program Director as early in their studies as possible.

Information sessions for education programs are offered each semester, and the faculty of the Educational Studies and Teacher Preparation

Department are available for individual advising by appointment throughout the year.

Teacher Education

Candidates interested in pursuing certification to teach Elementary Education (Grades Pre-K-6), or Special Education (Grades Pre-K-12) can do so through the major in Curriculum and Instruction or through one of the 5-year Bachelor and Master of Arts Programs in Teacher Education.

Candidates interested in pursuing certification to teach Secondary Education (Grades 4-12) can do so through the Secondary Education certification track with a major in a content area. This track requires a minor in Educational Studies and a content area major housed in the College of Arts and Sciences (CAS). Any candidates interested in secondary certification in 4 years will have an advisor from CAS and SEHD.

The Teacher Education Programs prepare scholar-practitioners who have the knowledge, skills, and dispositions to enact meaningful connections between theory and practice, promote a developmental model of human growth and learning, exercise ethical professional judgment and leadership, and advocate for quality education for all learners. As members of an inclusive community of learners, we (university faculty, experienced and aspiring classroom teachers, and community members and leaders) work together to create and sustain exemplary learning environments that empower Pre-K-12 students to become engaged, productive citizens in their communities. Across all programs, our foci for inquiry and action include the socio-cultural and political contexts of education and schooling, the complexities of teaching and learning, teacher work and professional cultures, culturally relevant understandings of human growth and development, and socially responsible uses of technology in schooling and society.

Admission

Curriculum and Instruction

Elementary Education and Special Education Tracks

The Educational Studies and Teacher Preparation Department in the School of Education and Human Development offers an undergraduate degree in Curriculum and Instruction for aspiring educators in two tracks. This four-year degree major will allow students to serve as an educator with an initial certification in Elementary Education or Special Education.

Students in the Curriculum and Instruction Program will leave Fairfield in four-years with both a bachelor of arts degree and an initial teaching certification in the state of Connecticut. CT's teaching certificate has reciprocity in 35 states. Meet with the certification officer to discuss specific state requirements for certification in other states.

Students pursuing the Curriculum and Instruction major will be required to complete a variety of fieldwork experiences as part of their coursework. Students are also required to complete a semester of student teaching in their discipline (Elementary or Special Education). These hands-on experiences are critical for students to be equipped with the skills needed to be a successful certified educator. Preparing for a career as an educator requires more than just completion of a list of courses. In this program, students will study and work in local schools, developing their understanding of students, their families, and their communities. At the School of Education and Human Development, you will teach under the careful mentoring of our faculty and local teachers

during a sequence of student teaching experiences in the field, service learning opportunities, and internships in local schools.

This degree is organized around reflective inquiry and socially responsible professional practice. Guided by the School of Education and Human Development's conceptual framework, we are committed to educating scholar-practitioners who have the knowledge, skills, and dispositions to: enact meaningful connections between theory and practice; promote a developmental model of human growth and learning; exercise ethical professional judgment and leadership; and advocate for quality education for all learners.

Students seeking certification must maintain at least a B (3.00) GPA. Due to the centrality of the teacher's responsibility to the learner, to the school and to the greater community, candidates whose academic standing and/or technical skills are marginal or inadequate, who do not embody a socially responsible professional disposition, or who demonstrate unsuitable personal qualities, will not be recommended for continuation in the teacher preparation program, student teaching placement, or state certification. In addition, all prospective and admitted candidates to an undergraduate teacher education program are expected to demonstrate the personal and professional dispositions that are embodied in the Mission Statement of the School of Education and Human Development and outlined in the ethical codes of their chosen profession.

Academic records will be formally reviewed at the end of the fall, spring, and summer terms. Students who do not meet the stated requirements will be placed on Academic Probation. The purpose of academic probation is to alert the student and the institution to the problems associated with the student's academic performance and to recommend or implement strategies for improvement. The continuation of poor academic performance will result in the dismissal of the student. Faculty advisors are notified of all advisees placed on academic probation.

Please note that the School of Education and Human Development's GPA requirements are higher than Fairfield University's due to state teacher certification regulations.

- First semester, first-year students with a GPA below 1.90 will not be placed on academic probation for their second semester, but they will lose their right to participate in extracurricular or co-curricular activities.
- Students with 29 or fewer credits earned by the end of the second semester, or the first year at Fairfield, will be placed on academic probation if the overall GPA is below 2.00.
- Students with 30-59 credits earned will be placed on academic probation if the overall GPA is below 2.50.
- Students with 60 or more credits earned will be placed on academic probation if the overall GPA is below 3.00.

A student who has earned 75 or more credits but not met the GPA requirement of 3.0 may not be eligible to student teach which is required for teacher certification. Any student who does not successfully complete student teaching will not be recommended for certification by Fairfield University.

Degree Requirements

At the time of graduation, a student must have earned a minimum of 120 credits and completed at least 38 three- or four-credit courses, depending on the course of study. However, no simple accumulation of credits is sufficient in itself to qualify for a degree from Fairfield University. Rather, students are expected to have completed with success all of the assigned courses that constitute the curriculum of their choice. The

curriculum consists of courses that fall into the required categories of core curriculum, major, and electives. A second major, minor, and concentration are also an option. Students in the School of Education and Human Development must have a minimum grade average of 3.0 (B) or better overall and in their major.

Change of School

Students may transfer into the School of Education and Human Development from the Dolan School of Business, College of Arts and Sciences, Marion Peckham Egan School of Nursing, or School of Engineering and Computing if their overall grade point average is 2.80 or better.

Five-Year Integrated Bachelor's-Master's Degree Program for Initial Certification: Elementary Education, Special Education, Secondary Education

To be admitted to the Five-Year Integrated Bachelor's-Master's degree teacher education programs, students must first declare the minor in Educational Studies or Special Education; successfully earn 45 credits; maintain a minimum GPA of 3.00 in their certification major and 2.67 cumulative GPA.

There are two phases of the admission process to the Five-Year Program: Level I (undergraduate phase) and admission to the graduate phase of the Five-Year Program. Level I does not guarantee admission to the Five-Year Program.

Application to Level I

To be admitted to the undergraduate phase of the teacher education program (Level I), students must:

1. Declare a minor in Educational Studies or Special Education.
2. Elementary or Secondary Education tracks: Major in an approved discipline within the College of Arts and Sciences.
3. Special Education: Major in any discipline and maintain a 3.0 GPA and earn a minimum grade of B in EDUC 2201 Explorations in Education and EDUC 3350 Special Learners in the Mainstream.
4. Successfully earn 45 credits.
5. Possess and maintain a minimum of 2.67 overall GPA.
6. Maintain a 3.00 GPA in their certification area major.
7. Complete Level I Application to the undergraduate phase of the Five-Year Program.
8. Meet with the appropriate Educational Studies & Teacher Preparation Program faculty to discuss major and minor requirements.
9. Submit an application as early as spring of sophomore year and no later than spring of junior year.

Application to GRADUATE PHASE OF THE FIVE-YEAR PROGRAM

To be admitted to the graduate phase of the Five-Year Program, students must complete and submit the following online by February 1 of their senior year (the application fee is waived for current students):

A complete application (apply online) which includes:

1. A professional resume
2. A personal statement describing intent for studying in the program
3. Official transcript (minimum GPA of 2.67 and 3.0 in major)
4. Two recommendations
5. Have taken one of the following tests: the Praxis Core, SAT, ACT, or GRE and provide official scores for their file. Applicants who do not have passing scores on one or more sections may be required to

remediate any deficient area. Remediation may include re-taking and passing the sections that were not passed, taking additional coursework, or other remediation activities. If additional courses are required the candidate must complete the coursework at a grade of B (3.0) or higher and provide an official transcript to the School of Education and Human Development Dean's Office prior to starting student teaching or internships. Students should contact their advisor for additional details and recommendations. If students provide their social security number to ETS at ets.org/praxis when registering for the Praxis Core exam, the reported score will automatically be uploaded to their Fairfield application file. Fairfield University's code is 3390.

6. An admission interview with program faculty
7. Record of immunizations

Students seeking certification must maintain at least a B (3.00) average in their major or the relevant content area courses to pursue the 5th year. In view of the teacher's role in the school and community, candidates whose relevant academic productivity is marginal or inadequate, who do not embody a socially responsible professional disposition, or who demonstrate unsuitable personal qualities, will not be recommended for continuation in the teacher preparation program, student teaching placement, or state certification. In addition, all prospective and admitted candidates to an undergraduate teacher education program are expected to demonstrate the personal and professional dispositions that are embodied in the Mission Statement of the School of Education and Human Development and outlined in the ethical codes of their chosen profession.

Academic Advisement Notice

Teacher education minor candidates should seek academic advisement from their advisor in their major and an educator advisor to ensure that planned program requirements are fulfilled for their major and core requirements, educational studies minor, and their teacher education program.

Background Check and Fingerprinting

All students in school-based certification programs and registered in courses with fieldwork components may be required to be fingerprinted and have a background check conducted in the districts(s) where they are placed. Multiple fingerprinting and background checks may be required if placed in different districts. Please contact the course instructor or program director for information.

Teacher Internship Program

The School of Education and Human Development offers teaching internships for both certified and non-certified teachers studying for a Master's Degree or Sixth Year Certificate at Fairfield.

The internship gives you a full-time, hands on experience in a public school setting and up to \$15,000 per year towards your studies, while offering local schools additional competent staff members and potential future employees.

For more information or an application, students should email (internship@fairfield.edu) the internship coordinator, specifying whether they are interested in the internship for certified or non-certified teachers.

All applications for the internship program are reviewed on a rolling basis. You must be formally admitted to the Master's Degree Program to be eligible.

Minority Teacher Incentive Grants

The Minority Teacher Incentive Grant Program provides up to \$5000 a year for two years of full time study in a teacher preparation program, usually junior or senior year, as long as the student is an admitted education major or minor and completes all the requirements.

As an added bonus, students may receive up to \$2500 a year, for up to four years, to help pay off college loans if they teach in a Connecticut public elementary or secondary school.

To qualify, students must be a full-time college junior or senior of African-American, Hispanic/Latino, Asian-American, or Native American heritage, and be nominated by the chair of the Educational Studies and Teacher Preparation Department. To apply, obtain a nomination form from the Connecticut Office of Higher Education's website.

Programs

- Major in Curriculum and Instruction
 - Elementary Education Track
 - Special Education Track
- Secondary Education Certification Track
- Minor in Educational Studies
- Minor in Special Education
- Minor in Library, Technology, and Information Studies
- Five-Year Integrated Bachelor and Master of Arts in Elementary Education with Initial Certification
- Five-Year Integrated Bachelor and Master of Arts in Secondary Education with Initial Certification
 - English Education Track
 - Mathematics Education Track
 - Science Education Track
 - Social Studies Education Track
 - World Language Education Track
- Five-Year Integrated Bachelor and Master of Arts in Special Education with Initial Certification

Courses

Education

EDUC 2201 Explorations in Education

3 Credits

In this course, students/candidates discover how education is accomplished in schools through the social construction of teaching and learning. Through participant observation, service learning, reflections, assigned readings, class discussions and collaboration, candidates contribute positively to student learning in local schools and communities with diverse (socioeconomic, linguistic, race/ethnicity) populations, understand the complexities of schooling from multiple insider perspectives, and engage in the process of discerning whether to pursue a career in education. Successful completion of this course is one of the prerequisites for admission to the teacher education program. Approximately 25 hours of service in a local school is required.

EDUC 2329 Philosophy of Education: An Introduction

3 Credits

This course applies the basic concepts of philosophy to education in general and to contemporary education theory in particular to acquaint educators with philosophical terminology, to improve the clarity of their thinking, and to encourage personal commitment to their own life philosophies. It also provides the opportunity to ask fundamental questions about the aims and purposes of education and schooling in a multicultural democratic society; the ethical dimensions of the teaching/learning relationship; the effects of poverty and injustice on the lives of young people, their families and communities; and the role of the imagination in transforming the world. A range of philosophical perspectives will be explored including Jesuit Education/Ignatian Pedagogy, Deweyan Progressive education, and Freirian Critical Pedagogy.

EDUC 2341 Culturally Responsive Teacher

3 Credits

In this course, students will gain a deeper understanding of the knowledge, skills, and dispositions necessary to teach students from varied racial, cultural, and ethnic backgrounds. Students will examine their own assumptions about social identity and its influence on the teaching and learning process. Additionally, they will apply culturally responsive and sustaining strategies that promote high standards and inclusive learning environments.

EDUC 3241 Educational Psychology

3 Credits

This course considers a particular application of the more important psychological principles to educational theory and practice, embracing a systematic study of the educable being, habit formation, phases of learning, intellectual and emotional growth, and character formation. The course, which includes a 15-hour field experience in an approved, ethnically diverse public school setting, also examines individual differences, transfer of training, interest, attention, and motivation insofar as they influence the teaching process.

EDUC 3350 Special Learners in the Mainstream

3 Credits

This course familiarizes the mainstream professional with the special learning needs of children and youth with intellectual and developmental disabilities, learning disabilities, emotional disturbances, severe disabilities, multiple disabilities, and those who are gifted and talented. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibilities of counselors, psychologists, educators, and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services. This course may require a fieldwork component as part of the evaluation process. Note: This course is not for those pursuing an initial certificate or cross-endorsement in special education; it is for general educators and students in affiliated fields of study.

EDUC 4405 Contexts of Education in the Primary Grades

3 Credits

Based on current theory and practice in multicultural education, learning theory, child development, and classroom management, this course provides the opportunity to learn about and design learning environments in which primary grade children thrive, build supportive learning communities, and develop social conscience.

EDUC 4431 Extending Literacy in the Elementary School: Grades 3-6**3 Credits****Prerequisite:** EDUC 4437.

This course explores the continuation of literacy development and learning, with emphasis on content-area literacy development in the later elementary grades. Guided by current research and practice in literacy, pedagogy, human development, and multicultural education, candidates learn to assess and develop children's literacy strategies and skills, organize and facilitate group and individual learning in reading and writing, and design and carry out content-based curriculum to support continued literacy development and social responsibility. The course addressed the integration of visual and performing arts and appropriate use of electronic technology, includes collaborative work with cooperating teachers, and requires at least two hours per week of fieldwork in priority school districts.

EDUC 4437 Developmental Literacy in Elementary School: Primary Grades**3 Credits**

This course explores developmental literacy, with an emphasis on primary grades. Guided by current research and practice in literacy, pedagogy, human development, and multicultural education. Candidates assess and develop children's literacy strategies and skills; organize and implement group and individual instruction in reading and writing; develop a technologically current, literate classroom environment; and design curriculum to support literacy development and social responsibility. Course requirements include: collaborative work with peers and cooperating teachers, an extensive case study, and at least two hours per week of fieldwork in a priority school district.

EDUC 4447 Learning Mathematics in Elementary School**3 Credits**

In accordance with the professional standards for teaching mathematics, this course emphasizes the important decisions a teacher makes in teaching: setting goals, selecting or creating a variety of appropriate mathematical tasks, supporting classroom discourse; integrating mathematics across the curriculum; assessing student learning; and creating a supportive classroom environment. During this course, candidates explore the relevance of theory in the classroom. In addition, candidates investigate the development of specific concepts such as computation and geometry in elementary age children. Candidates engage in adult-level mathematics activities designed to increase an understanding of mathematics, examine the latest research on how children learn mathematics, and explore strategies for dealing with diverse learners. Additionally, as socially responsible educators, candidates examine how mathematical practices and teaching methods are influenced by underlying theoretical principles linked to history and the position of the classroom teacher. Course requirements include on-site fieldwork in an elementary school for a minimum of two hours per week during the semester.

EDUC 4455 The Literate Learner: Developmental Reading in Middle and Secondary School Grades 5-12**3 Credits**

In this course, designed for new and experienced middle and high school educators, candidates explore and use cutting edge theory and best practices in literacy research to support powerful student learning across curricular area, with an emphasis on reading comprehension at the secondary level. Candidates learn a repertoire of research-based strategies and tools to help diverse learners make meaning from a variety of texts in their subject area, including non-print and media texts. Areas explored include questioning techniques, concept development, study strategies, and assessment. Candidates will infuse critical and strategic instructional strategies for teaching reading and communication into content area curriculum. Candidates not currently teaching will be expected to work with a teacher in a high needs school for 25 hours in order to complete the requirements for the course.

EDUC 4497 Teaching Science and Social Studies in the Elementary Classroom**3 Credits**

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching science at the elementary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching science through readings, active participation in class activities, lesson/unit plan design and micro-teaching, class discussions, and individual reflections. Guided by current research and practice in science education, candidates in this course design science curricula for the elementary grades that develop content knowledge, science inquiry skills, critical thinking, problem solving, social responsibility, and technological competence. This course includes a required 10-hour field component.

EDUC 4499 Research for Action and Advocacy in School and Community Settings**3 Credits**

This course is designed for pre-service teachers, to learn action research methodologies by engaging in authentic action research projects in schools and/or community settings. Through critical self-reflection, discussions, and review of relevant literature, candidates in this course gain knowledge and competence in designing and implementing socially responsible research through advocacy projects.

EDUC 4565 Evidence-Based Strategies in Inclusive Classroom**3 Credits****Prerequisite:** EDUC 3350.

This course builds on the foundational knowledge about exceptional learners examined during EDUC 3350 and shifts the focus to strategies that can be used to differentiate instruction for exceptional learners in the inclusive classroom. General education candidates will learn about their role in the pre-referral/referral process and how to develop IEP goals and objectives. Next, candidates will be introduced to a range of social and academic assessment devices that are used to drive instruction. Using videos and case studies, candidates will analyze patterns of behavior in order to design evidenced-based classroom behavior management plans. By the end of the course, candidates will be able to make modifications to their curriculum, and accommodations to their instructional delivery, to meet the needs of exceptional learners.

EDUC 4581 Directed Observation and Supervised Student Teaching: Secondary Education 6 Credits

This course offers a semester-long experience in a local school for qualified candidates in secondary teaching. Participants engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisors and the cooperating teacher(s), who must observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester.

EDUC 4583 Elementary Student Teaching: Immersion in a Community of Practice 6 Credits

Corequisite: EDUC 4584.

Prerequisites: EDUC 4447 and EDUC 4497.

This course offers a stimulating semester-long experience in an elementary school classroom within a local priority school district. Under the guidance of university supervision and intensive mentoring by cooperating teachers, participants quickly assume full teaching responsibilities, including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management, while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families, and community members. Participants must register with the director of student teaching placement at the beginning of the previous semester. Enrollment requires performance-based assessment including, but not limited to, successful completion of all prerequisite certification track courses and requirements while a matriculated candidate in the Elementary Education MA program, permission of the elementary education program director, and an interview with the director of student teaching placements. Restrictions: Curriculum and Instruction Majors ONLY.

EDUC 4584 Reflective Practice Seminar: Elementary Education 3 Credits

Prerequisites: EDUC 4447 and EDUC 4497.

Participants take this weekly seminar concurrently with student teaching. Although much of the seminar's subject matter flows from the ongoing student-teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, mandated Connecticut testing, classroom management, conflict resolution, communication with parents/caregivers, sensitivity to multicultural issues, and special education. The course stresses continued reflective practice and professional development, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. Restrictions: Curriculum and Instruction Majors ONLY. Corequisite: EDUC 4583

EDUC 4598 edTPA Portfolio 0 Credits

Prerequisites: EDUC 2201, EDUC 3350, SPED 4410, SPED 4411, SPED 4413, SPED 4417.

This course provides students with strategies for the development of their edTPA portfolio. It is taken in conjunction with the following student teaching and DSAP seminars: EDUC 4584, EDUC 4589, EDUC 4591, EDUC 4592, EDUC 4593, EDUC 4594, SPED 4954, TSLA 4582.

Educational Technology

EDTC 4301 Introduction to Educational Technology 3 Credits

This course covers the principles and applications of technology literacy in education. Topics include designing effective teaching strategies and environments conducive to learning, application of media and computer technologies in teaching, the use of the Web in teaching K-12, Microsoft Office applications, developing home pages, evaluating software, and examining new technologies for education. A field experience is included in this course.

EDTC 4304 Imagining Libraries in the 21st Century 3 Credits

This course will focus on the ongoing transformation and re-orientation of public and academic libraries in an age of ubiquitous access to digital content. The role of the library will be examined from its mid-20th century position of largely storing paper-based materials and providing the professional services that allowed user to access those materials, to its evolving status as a service provider - offering everything from streaming videos and downloadable e-books to community events and craft- and technology-based maker spaces. The course will culminate with each student creating a digital vision of the library of the future.

EDTC 4305 Copyright, Censorship, and Information Control 3 Credits

This course will offer an in-depth examination of the larger question of who controls information. Beginning with a review of the concept and history of copyright laws as a means for assuring economic control, the course will then move into an analysis of censorship by schools, local communities, and national governments. A major portion of the course will also address the relatively new issue of information control effected by digital means - from the use of search engines and misinformation to influence public opinion to the tracking of individuals and the data harvesting that has become the primary economic driver of so many technology platforms.

EDTC 4312 Expanding Education through Informal Learning Environments 3 Credits

This course will examine the ways in which Informal Learning Environments (ILEs) are embedded in a wide range of the 21st century's social and entertainment activities - and how these experiences of these types can be leveraged to move learning outside of its traditionally conceived homes in schools and libraries. Among the ILEs discussed will be zoos and aquariums, museums, mobile games, streaming content, escape rooms, and more. The course will culminate with each student producing an example Informal Learning Environment module using the technologies of their own choice.

EDTC 4313 Online Training for Lifelong Learning 3 Credits

This course will focus on ways in which teachers, trainers, and technology support professionals can use a variety of online tools to engage learners of all ages and types. Students will explore ways to effectively employ podcasts, screen captures, videos, and authoring software to create and support online learning, as well as how to consider relevant technological issues such as file types, bandwidth, policies, and mobile device access.

EDTC 4314 Literacies Across History and Cultures 3 Credits

This course will explore how humans have communicated their ideas across space and time - in essence, what does it mean to be what we now call "literate," why did literacy arise, and what purposes does it serve? Students will endeavor to define different modes of communication (or literacies) in an age of globalization and of digital information, and look at these "literacies" through various historical, social, and cultural perspectives.

EDTC 4315 Technologies for Building Online Learning**Engagement 3 Credits**

This course will be offered as can be arranged by faculty with a local museum, library, non-profit, or other institution. Students will spend their semester do in-depth studies of the specific type of organization of focus, and will then collaborate in with staff at the organization to learn how the education takes place there and to complete a project that will be used as part of the entity's educational offerings.

EDTC 4316 Informal Learning Environments (ILE) Practicum 3 Credits

This course will be offered as can be arranged by faculty with a local museum, library, non-profit, or other institution. Students will spend their semester do in-depth studies of the specific type of organization of focus, and will then collaborate in with staff at the organization to learn how the education takes place there and to complete a project that will be used as part of the entity's educational offerings.

EDTC 4317 AI in Teaching & Learning 3 Credits

This course will explore the current possibilities and serious challenges of generative AI for classroom teachers and other educators of all types. Topics covered will include understanding how generative AI operates from a technological standpoint; the role that generative AI can play in a variety of educational settings, from K-12 public schools to universities to informal learning environments ; and the development of appropriate policies and guidelines to support AI use. No previous experience with AI or computer programming is required.

Special Education

SPED 1010 Fairfield/Westport Transition 0 Credits**SPED 4403 Foundations in Research and Evaluation of Psychoeducational Issues in Special Education 3 Credits**

This course is designed to introduce candidates to a range of children and adolescents with exceptional learning needs (ELN), to the intent of special education law and the process of identification and evaluation of exceptional learners, and to the foundational research on the complex issues and problems that affect these students. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibility of counselors, psychologists, educators and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; laws that impact on assessment, placement, parent and student rights, and support services. In this course, candidates are introduced to a range of quantitative and qualitative research designs and the methodological tools to analyze data. Through discussion of issues, candidates consider how research can be a valuable tool that helps teachers systematically reflect on learning and evidence-based practices. Using current scholarly research articles, each candidate investigates, writes, and presents on a psychoeducational issue that impacts a specific category of exceptional learners. This course requires a fieldwork component as part of the evaluation process. Crosslisted with SPED 5403.

SPED 4410 Autism Spectrum Disorders: Theories and Interventions 3 Credits

This course highlights current research on theories and etiology of Autism Spectrum Disorders (ASD). Candidates examine characteristics and behaviors associated with ASD. Specific diagnostic assessment and screening tools are reviewed to examine how these tools are utilized to identify infants and children with ASD. The course also focuses on providing the candidates with understanding the role of families. The course helps create a framework for implementing effective pedagogical interventions, profiling the strengths and challenges of various interventions. Graduate equivalent: SPED 5410.

SPED 4411 Introduction to Individuals with Intellectual Disabilities 3 Credits

This course is designed to advance candidates' understanding and knowledge of intellectual and developmental disabilities by critically examining theories and research regarding the psychological, sociological, and educational aspects of individuals with intellectual and developmental disabilities. Candidates are expected to display levels of competency and proficiency in all three aspects. Graduate equivalent: SPED 5411.

SPED 4413 Theories of and Introduction to Learning Disabilities 3 Credits

This course introduces students to the area of learning disabilities, exploring various theoretical constructs pertaining to numerous facets of the disorder (e.g., cognition, executive function, attention deficits, etc.), by tracing the history of its development and discussing current issues about the definition and the types of learning disabilities. Educational and social emotional sequelae and implications of processing impairments on learning are examined in the context of the assessment-teaching process (includes a 5-hour field-based project). Graduate equivalent: SPED 5413.

SPED 4417 Introduction to Children and Youth with Emotional Disturbances 3 Credits

This core course introduces candidates to the area of emotional or behavioral disorders (EBD) by examining symptoms, etiology, diagnostic criteria, and assessment techniques of students K-12 who exhibit social, emotional, and behavioral deficits. Emphasis is placed on social and emotional development, the process of identifying students with EBD, analysis of behavior (ABA) and functional behavioral assessment (FBA), development of individual educational plans (IEPs) and instructional strategies designed to address the social and academic needs of students with EBD. This course includes a 2.5-hour field component. All students must have criminal clearance prior to registration. Graduate equivalent: SPED 5417.

SPED 4419 Special Learners in the Bilingual/ESL Classroom 3 Credits

Designed to familiarize special educators, bilingual educators, and ESL teachers with the developmental learning needs of children and adolescents who are exceptional, this course examines the special learning needs of linguistically and culturally diverse children, exploring methods of identifying and working effectively with exceptional children and adolescents in bilingual or ESL classrooms.

SPED 4432 Management Techniques in Special Education 3 Credits

Prerequisites: EDUC 2201, EDUC 3350, SPED 4410, SPED 4411, SPED 4413, SPED 4417.

Designed to offer training in techniques for improving the academic and social behavior of students with behavior problems, this course teaches candidates how to effect positive behavioral change and includes such topics as behavioral observation and analysis, task analysis, intervention strategies, and behavior change measurement and recording. Candidates complete a functional behavior assessment using data from a fieldwork component for this course.

SPED 4486 Developmental Literacy I: Fundamentals of Reading and Language Development 3 Credits

This course is the first in a set of two courses that address the foundational concepts, theories, empirical research, and developmental milestones associated with oral and written language. This course focuses on the development of essential decoding strand reading skills (phonological awareness, alphabetic principle, fluency), as well as aspects of cognition and behavior that affect reading and writing. Candidates learn how to administer, score, and interpret universal screening and informal diagnostic measures in the areas of phonological awareness, alphabetic principle, and fluency for the purposes of determining the most appropriate starting point for instruction and planning differentiated instructional groups. Candidates also learn how to select and deliver varied research-based instructional strategies to develop students' foundational reading skills in the areas of phonological awareness, alphabetic principle, and fluency.

SPED 4487 Developmental Literacy II: Essentials of Vocabulary and Text Comprehension 3 Credits

This course is the second in a set of two courses that address the foundational concepts, theories, empirical research, and developmental milestones associated with oral and written language. This course focuses on the development of essential comprehension strand reading skills (fluency, vocabulary, comprehension), as well as aspects of cognition and behavior that affect reading and writing. Candidates learn how to administer, score, and interpret universal screening and informal diagnostic measures in the areas of vocabulary, comprehension, and fluency for the purposes of determining the most appropriate starting point for instruction and planning differentiated instructional groups. Candidates also learn how to select and deliver varied research-based instructional strategies to develop students' reading skills in the areas of vocabulary and comprehension.

SPED 4534 Skill Development for Individualized Educational Plans 3 Credits

Prerequisites: EDUC 2201, EDUC 3350, SPED 4410, SPED 4411, SPED 4413, SPED 4417.

This course is designed to develop the skills necessary for creating comprehensive diagnostic educational plans for students with identified learning needs and utilizes comprehensive cognitive processing and academic achievement evaluations as a foundation. A non-categorical approach is utilized and topics of exploration include: the identification of patterns of strengths and weaknesses and resultant development of goals and objectives; determination of appropriate methodologies, programs, and strategies; selection and organizational sequence of materials; and consideration of various educational environments in which services may be provided.

SPED 4537 Curriculum and Methods for Students with Mild to Moderate Disabilities 3 Credits

This course provides candidates with knowledge and skills in planning, organizing, implementing, and evaluating instruction based on knowledge of the student, the intended student outcomes, and the curriculum. The course focuses on students with dis/abilities, including students from diverse linguistic and cultural backgrounds. Topics include student characteristics, research-based methods and strategies, curriculum standards, accommodations, and modifications. Most importantly, this course is designed to help candidates think and reflect on how to design instruction that is appropriate given the unique students and communities in which candidates will teach throughout their career.

SPED 4561 Diagnostic Procedures in Special Education of Youth with Disabilities 3 Credits

This course includes selection, administration, scoring, and interpretation of individually administered cognitive processing and academic achievement diagnostic instruments that help drive instructional decision-making. Candidates are also provided with detailed information/data as it pertains to administering varied diagnostic assessments used for disability identification, interpreting results for purposes of determining eligibility for various disabilities (e.g., dyslexia, dyscalculia, dysgraphia, etc.) and, understanding varied diagnostic assessments and procedures by using various models of interpretation and theoretical foundations. Also, the course provides a foundation for understanding the strengths and weaknesses of students undergoing diagnostic evaluations.

SPED 4565 Evidenced-Based Strategies in the Inclusive Classroom 3 Credits

This course builds on the foundational knowledge about exceptional learners examined during SPED 3350, and shifts the focus to strategies that can be used to differentiate instruction for exceptional learners in the inclusive classroom. General education candidates will learn about their role in the pre-referral/referral process and how to develop IEP goals and objectives. Next, candidates will be introduced to a range of social and academic assessment devices that are used to drive instruction. Using videos and case studies, candidates will analyze patterns of behavior in order to design evidenced-based classroom behavior management plans. By the end of the course, candidates will be able to make modifications to their curriculum and accommodations to their instructional delivery to meet the needs of exceptional learners. Prerequisite: SPED 3350

SPED 4953 Student Teaching in Special Education 6 Credits

Prerequisites: EDUC 2201, EDUC 3350, SPED 4410, SPED 4411, SPED 4413, SPED 4417.

This course consists of a semester-long, full time placement in a public school or an approved setting working with a trained cooperating teacher who supervises the candidate pursuing an initial certificate in special education as he or she works with students identified with at least two different disabilities. Student teaching requirements include attendance in Student Teaching and Practicum/DSAP Seminar (SPED 4954) in conjunction with the on-site experience and supervision. Candidates fulfilling the initial certificate in special education coordinate their site placements with their academic advisor, University supervisor, and/or the director of Student Teaching Placement. Enrollment requires successful completion of required courses and permission of the candidate's University advisor. Candidates must notify their University advisor, and the Director of Field Experiences of their intent to start this course in the semester prior to their anticipated student teaching experience. For initial certification candidates only. Pass/Fail.

SPED 4954 Student Teaching/DSAP Seminar in Special Education**3 Credits****Prerequisites:** EDUC 2201, EDUC 3350, SPED 4410, SPED 4411, SPED 4413, SPED 4417.

Participants take this weekly seminar concurrently with student teaching/DSAP. Although much of the seminar's subject matter flows from the ongoing student teaching/DSAP experience, it deliberately addresses areas such as understanding IEPs, goal writing, lesson planning, due process, mindfulness, communication with parents/caregivers, sensitivity to multicultural issues, and roles and responsibilities as a case manager. It also provides opportunities to collaborate with regular education certification candidates in ways authentic to the work of both categories of teachers and special education. The course stresses continued reflective practice and professional development, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. The job application process, including resume writing, interviewing skills, and developing a teaching philosophy, are also addressed. Candidates also receive information on the certification process.

SPED 4999 Comprehensive Examination in Special Education **0 Credits****Prerequisites:** EDUC 2201, EDUC 3350, SPED 4410, SPED 4411, SPED 4413, SPED 4417.

The comprehensive examination is required of all candidates earning an MA degree in Special Education. The comprehensive exam is taken after successful completion of at least 18 credits in the program in special education and is designed to assess a candidate's understanding, skills and knowledge base in the four areas associated with the State of Connecticut certification law: a) Psycho-educational theory and development of children with disabilities, b) Diagnosis of children and youth with disabilities, c) Program planning and education of children and youth with disabilities, and d) Curriculum and methods of teaching children and youth with disabilities. If the candidate fails one or more sections of the comprehensive examination, he/she will have one additional opportunity to re-take and pass the section(s) during the scheduled administration of the examination. Grading method: Pass with distinction/Pass/Fail.

Faculty**Professor**Bryan Ripley Crandall, PhD, *Director, Connecticut Writing Project***Associate Professors**Anne Campbell, PhD, *Director, TESOL, World Languages, and Bilingual Education Programs*Alyson Martin, EdD, *Director, Curriculum & Instruction, Director, Special Education*Pierre Orelus, EdD, *Director, Teaching and Foundations*Emily Shamash, EdD, *Chair***Assistant Professors**

Nicole Fletcher, PhD

Britney Jones, PhD, *Director of Elementary Education***Affiliated Faculty**

Kimberly Barba, PhD, Assistant Professor of Mathematics

Visiting Associate ProfessorJule McCombes-Tolis, PhD, *Director, Reading and Language Development***Visiting Assistant Professor**

Jocelyn Hinman, EdD

Bachelor of Arts in Curriculum and Instruction

The Educational Studies and Teacher Preparation Department in the School of Education and Human Development offers an undergraduate degree in Curriculum and Instruction for aspiring educators in two tracks: Elementary Education or Special Education. This degree is organized around reflective inquiry and socially responsible professional practice. Guided by the School of Education and Human Development's conceptual framework, we are committed to educating scholar-practitioners who have the knowledge, skills, and dispositions to: enact meaningful connections between theory and practice; promote a developmental model of human growth and learning; exercise ethical professional judgment and leadership; and advocate for quality education for all learners.

As members of an inclusive community of learners, we (i.e., program faculty, experienced classroom teachers and teachers in training, as well as community members and leaders) work together to create and sustain exemplary learning environments that empower pre-K-12 students to become engaged, productive citizens in their communities.

Across all programs, our foci for inquiry and action include: socio-cultural and political contexts of education and schooling; the complexities of teaching and learning; the creation of safe and inclusive learning milieus; culturally sensitive understanding of human development and behavior; socioemotional learning; and responsible uses of technology in schooling and society.

Students seeking certification must maintain at least a B (3.00) average in their major or the relevant content area courses. Due to the centrality of the teacher's responsibility to the learner, to the school and to the greater community, candidates whose academic standing and/or technical skills are marginal or inadequate, who do not embody a socially responsible professional disposition, or who demonstrate unsuitable personal qualities, will not be recommended for continuation in the teacher preparation program, student teaching placement, or state certification. In addition, all prospective and admitted candidates to an undergraduate teacher education program are expected to demonstrate the personal and professional dispositions that are embodied in the Mission Statement of the School of Education and Human Development and outlined in the ethical codes of their chosen profession.

Requirements

- Elementary Education Track
- Special Education Track

Elementary Education Track

The Educational Studies and Teacher Preparation Department offers a four-year Bachelor of Arts major in Curriculum and Instruction with certification for aspiring elementary educators (Pre-K–6) in the state of Connecticut. Grounded in reflective inquiry and socially responsible

professional practice, this program prepares undergraduate candidates with the knowledge, skills, and dispositions needed to connect theory and practice meaningfully, support developmental models of human growth and learning, exercise ethical professional judgment and leadership, and advocate for quality education for all learners.

As part of an inclusive community of learners, faculty, undergraduate candidates, and educational leaders collaborate to create and sustain exemplary learning environments that empower Pre-K–6 students to become engaged, productive citizens. The program emphasizes the socio-cultural and political contexts of education, the complexities of teaching and learning, professional teaching cultures, culturally relevant approaches to human growth and development, and the responsible use of technology in schools and society.

The Elementary Education track provides candidates with the theoretical and pedagogical knowledge and skills needed for initial certification in Elementary Education (Grades Pre-K-6) within an advocacy based, culturally responsive framework.

The planned professional comprehensive program in elementary education is presented according to the format of Connecticut certification law and includes courses in the following areas:

- **Foundations of education**
 - This group includes areas such as: philosophy of education, school effectiveness, history of education, and comparative education.
- **Educational psychology**
 - This group includes areas such as: growth and development of children from birth through the lifespan, psychology of learning, child-adolescent psychology and mental hygiene.
- **Curriculum and methods of teaching**
 - This group shall include six semester hours of credit in language arts, which may include reading, writing, speaking, listening, and spelling. This group may include areas such as: effective teaching skills, teaching language arts, teaching mathematics and teaching the arts.
- **Student Teaching**
 - Supervised observation, participation, and full-time responsible student teaching in an elementary school
- **Special Education**
 - A course of study in special education which shall include study in understanding the growth and development of students with exceptional needs and abilities and students who may require special education. It shall also include methods for identifying, planning for and working effectively in inclusive classroom settings

EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3
Junior Year Fall & Spring		
EDUC 4405	Contexts of Education in the Primary Grades	3
EDUC 4437	Developmental Literacy in Elementary School: Primary Grades	3
EDUC 4431	Extending Literacy in the Elementary School: Grades 3-6	3
SPED 4565	Evidenced-Based Strategies in the Inclusive Classroom	3
Senior Year Fall & Spring		
EDUC 4497	Teaching Science and Social Studies in the Elementary Classroom	3
EDUC 4447	Learning Mathematics in Elementary School	3
EDUC 4499	Research for Action and Advocacy in School and Community Settings	3
EDUC 4583	Elementary Student Teaching: Immersion in a Community of Practice	6
EDUC 4584	Reflective Practice Seminar: Elementary Education	3
EDTC 4301	Introduction to Educational Technology	3
Total Credits		48

Special Education Track

Special education has, as its primary objective, the education and training of professional educators to serve children and adolescents who have exceptional challenges and require specialized support through educational, social, cognitive, rehabilitative, and/or behavioral management approaches to attain their maximum learning potential. In line with this primary objective, special education sees its role as contributing leadership in the areas of theory; assessment; understanding differences among children and youth with disabilities; the development and implementation of curriculum and intervention strategies; and the improvement of teacher-teacher, teacher-child, and teacher-parent relationships.

This program provides the preparation required by the Connecticut State Department of Higher Education, the Connecticut State Department of Education, and the Council for Exceptional Children. Candidates will be eligible to earn a Connecticut Initial Educator Certificate in teaching individuals with exceptional learning needs in grades Pre-K-12 (Comprehensive Special Education).

In view of the essential responsibility of the program to assure the protection of the healthy development of children and adolescents served by special educators, the faculty reserve the right to discontinue the program of any candidate, at any time during their program, whose academic performance is marginal or whose personal/dispositional qualities are deemed not appropriate to the field. Such a candidate may be denied recommendation for certification. In addition, the Disposition Statement presented in this catalog is applicable to the special education programs as it is to all programs offered by the School of Education and Human Development.

The certification program in comprehensive special education at Fairfield University is sequentially organized across categories, providing participants with a frame of reference for evaluating the learning

Requirements

Code	Title	Credits
First Year Fall & Spring		
EDUC 2201	Explorations in Education	3
Sophomore Year Fall & Spring		
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 2341	Culturally Responsive Teacher	3
or SOCI 2300	Sociology of Education	

strengths and weaknesses of each child with exceptional learning needs (ELN).

The planned professional comprehensive program in special education is presented according to the format of Connecticut certification law and includes courses in the following areas:

- **Psychoeducational Theory and Development of Individuals with Exceptionalities**
Developmental growth from infancy to adulthood is a baseline against which children with exceptionalities are viewed. Various theories pertaining to areas of disability are also presented and explored.
- **Diagnosis of Children and Youth with Exceptionalities**
Candidates possessing developmental information and theoretical foundations can view each child with an exceptionality against this background and thereby assess developmental strengths and weaknesses, and identify exceptional learning needs.
- **Program Planning and Education of Children and Youth with Exceptionalities**
Courses survey, analyze, and evaluate programs available for children with disabilities. Theory, development, diagnostic procedures, curricula, and methods are used as the baseline for comparison and for the development of individualized education plans designed to meet each student's needs.
- **Curriculum and Methods of Teaching Children and Youth with Exceptionalities**
The teaching process, although based upon sound diagnosis and expert knowledge of developmental sequences of education, must deal with each child's unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, attention, pace of cognitive processing, capacity for organization, and capability for developing appropriate relationships. Opportunity is provided within the special education program for future professional educators to be exposed to such variables. The future professional educator is expected to learn to observe children, to understand them, and to modify programs and plans to address the variables, as well as be able to shift gears, shift areas, and use several alternative approaches to achieve the same end goal.
- **Student Teaching in Special Education**
The student teaching experiences are designed to provide opportunities for the candidate to engage in professional practice as a special education teacher under the supervision of University, school, and educational agency personnel. The experience offers the candidate exposure in various settings to observe, evaluate, plan, instruct, and interact with pupils having special learning needs and challenging behaviors. Requirements are detailed in the Special Education Program Student Teaching Handbook. Placements are coordinated through the Director of Teacher Education in collaboration with the candidate's advisor. An application for student teaching must be submitted to the Director of Teacher Education in the semester prior to the start of student teaching. Candidates work with a minimum of two different exceptionality categories and may have experiences at two different grade levels.
- **Course Plans and Institutional Endorsement**
Special education course planning is in concert with the candidate's advisor.

The certification regulations in effect at the time of application for Connecticut certification must be met for the University to issue an institutional endorsement.

Requirements

Code	Title	Credits
First Year Fall & Spring		
EDUC 2201	Explorations in Education	3
Sophomore Year Fall & Spring		
EDUC 3350	Special Learners in the Mainstream	3
SPED 4410	Autism Spectrum Disorders: Theories and Interventions	3
SPED 4411	Introduction to Individuals with Intellectual Disabilities	3
SPED 4417	Introduction to Children and Youth with Emotional Disturbances	3
Junior Year Fall & Spring		
SPED 4413	Theories of and Introduction to Learning Disabilities	3
SPED 4486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
SPED 4487	Developmental Literacy II: Essentials of Vocabulary and Text Comprehension	3
SPED 4561	Diagnostic Procedures in Special Education of Youth with Disabilities	3
Senior Year Fall & Spring		
SPED 4419	Special Learners in the Bilingual/ESL Classroom	3
SPED 4432	Management Techniques in Special Education	3
SPED 4534	Skill Development for Individualized Educational Plans	3
SPED 4537	Curriculum and Methods for Students with Mild to Moderate Disabilities	3
SPED 4953	Student Teaching in Special Education	6
SPED 4954	Student Teaching/DSAP Seminar in Special Education	3
Total Credits		48

Educational Studies Minor

The minor in educational studies provides an expanded opportunity for Fairfield University undergraduates to incorporate the study of education into their undergraduate living and learning experiences, whether as prospective teachers or as prospective citizens, or to enhance their preparation as policy makers, practicing professionals or scholars in other fields.

Secondary education candidates planning to apply to the Pathway to Secondary Certification (grades 4 - 12) portion of the Education Minor must complete 15 credits. Secondary candidates are required to take one of the State Approved US History courses for their cognate course. The course must span at least 50 years of US History.

Eligibility for the minor requires completion of 15 credits. Some coursework may require a background check.

Requirements

For a 15-credit minor in educational studies, students complete the following:

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 3241	Educational Psychology	3
Diversity Course		
Select one course from the following:		3
EDUC 2341	Culturally Responsive Teacher	
SOCI 2300	Sociology of Education	
Cognate Course		
Candidates who are planning to certify in Secondary Education are required to take one of the State approved US History courses. Other students can select one course from the following:		3
AETH 2265	Ethics in Education	
AHST 1001	Exploring Art History: Technology and Art	
ANTH 1110	Cultural Anthropology	
ANTH 2015	Refugees and Culture	
BIOL 1071	Identity and the Human Genome	
CHEM 1033	Chemistry of Nutrition	
CHEM 1085	Chemistry, Energy, and the Environment	
CHEM 1086	Chemistry and Art	
COMM 1101	Argument and Advocacy	
COMM 2200	Interpersonal Communication Theories	
COMM 2240	Intercultural Communication	
COMM 2242	Alcohol, Addiction, and Culture	
COMM 2246	Family Communication	
COMM 4350	Family Crisis Communication	
CPSC 1101	Introduction to Computing	
CPSC 1131	Fundamentals of Programming	
ECON 2112	Economic Aspects of Current Social Problems	
ECON 2114	Economics of Race, Class, and Gender in the American Workplace	
ECON 2120	Introduction to Environmental Economics	
ECON 2140	Health Economics	
ECON 2185	Regional Economic Development	
ENGL 1410	Imagining Shakespeare	
ENGL 1720	Literacy and Language	
ENGL 2013	Shakespeare I	
ENGL 2014	Shakespeare II	
ENGL 2092	Contemporary Children's Literature	
ENGL 2220	Teaching/Writing	
ENGL 2230	Teaching and Learning Grammar	
ENGL 2290	Writing and Responding	
FTMA 1011	Introduction to Film and Video Production	
HIST 1146	Women's History as U.S. History	
Select any History course covering at least 50 years of US History ¹		

LCST 3301	Justice and the Developing World
MATH 1015	Mathematics: An Exploration
MATH 3317	Applied Statistics I
MATH 3337	Number Theory
MATH 3351	Probability Theory
MATH 3352	Mathematical Statistics
MUSC 1156	Introduction to Music Technology: History and Practice
NURS 1112	Healthcare Delivery Systems
PHIL 1101	Introduction to Philosophy
PHIL 2224	Critical Thinking
PHIL 2250	Ethical Theory
PHIL 2260	Social and Political Philosophy
PHIL 2263	The Concept of Human Rights
PHIL 3360	Critical Race Theory
PHYS 1077	Science and Technology for Future Presidents
PHYS 1090	Physics of the Atmosphere, Ocean, and Climate
PHYS 1093	Energy and Environment
POLI 1101	Introduction to American Politics
POLI 2331	Introduction to Peace and Justice
PSYC 2150	Child Development with Lab
PSYC 2220	Stereotyping, Prejudice, and Discrimination
PSYC 2510	Cognitive Psychology
PSYC 2520	Learning and Applied Behavior Analysis
PUBH 1101	Public Health and Social Justice
PUBH 2205	Fundamentals of Nutrition
RLST 1001	Religion and the Critical Mind
RLST 1601	Religion in the United States
SART 1012	Introduction to Drawing
SART 1015	Introduction to Painting
SOCI 1135	Race, Gender, and Ethnic Relations
SOCI 1150	Introduction to International Migration
SOCI 2100	American Class Structure
SOCI 2110	Race, Cities, and Poverty
SPAN 3231N	Career-Oriented Spanish for Nursing and Health Studies
SPAN 4359	Culture, Civilization, and Literature in the Spanish-American Caribbean Region
THTR 1011	Exploring Theatre

Total Credits **15**

¹ Secondary education candidates are required to take one of the state-approved U.S. History courses.

Note: Biology majors and minors may use any 2000- or 3000-level biology lab course to satisfy the cognate course for the minor in educational studies.

Certain courses taken to fulfill the minor in educational studies may be used to fulfill requirements for the *Magis* Core Curriculum. Some may also be used to fulfill requirements for a major.

Secondary Education Certification Track

The Educational Studies and Teacher Preparation Department in the School of Education and Human Development offers an undergraduate track for certification for aspiring educators in secondary education. This track is organized around reflective inquiry and socially responsible professional practice. Guided by the School of Education and Human Development’s conceptual framework, we are committed to educating scholar-practitioners who have the knowledge, skills, and dispositions to: enact meaningful connections between theory and practice; promote a developmental model of human growth and learning; exercise ethical professional judgment and leadership; and advocate for quality education for all learners.

As members of an inclusive community of learners, we (i.e., program faculty, experienced classroom teachers and teachers in training, as well as community members and leaders) work together to create and sustain exemplary learning environments that empower pre-K-12 students to become engaged, productive citizens in their communities.

Across all programs, our foci for inquiry and action include: socio-cultural and political contexts of education and schooling; the complexities of teaching and learning; the creation of safe and inclusive learning milieus; culturally sensitive understanding of human development and behavior; socioemotional learning; and responsible uses of technology in schooling and society.

Students seeking certification must maintain at least a B (3.00) average in their major or the relevant content area courses. Due to the centrality of the teacher’s responsibility to the learner, to the school and to the greater community, candidates whose academic standing and/or technical skills are marginal or inadequate, who do not embody a socially responsible professional disposition, or who demonstrate unsuitable personal qualities, will not be recommended for continuation in the teacher preparation program, student teaching placement, or state certification. In addition, all prospective and admitted candidates to an undergraduate teacher education program are expected to demonstrate the personal and professional dispositions that are embodied in the Mission Statement of the School of Education and Human Development and outlined in the ethical codes of their chosen profession.

Students must first declare an Educational Studies minor and complete the 15 required credits.

In addition to the coursework listed below, to be recommended for Connecticut Secondary Certification, students must also complete 30 credits in the content major for which the candidate is being certified with a GPA of 3.0 and student teaching during senior year.

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 3241	Educational Psychology	3
Diversity Course (Magis Core Course)		
Select one course from the following:		3
EDUC 2341	Culturally Responsive Teacher	
SOCI 2300	Sociology of Education	
Cognate Course (Magis Core Course)		
US History course spanning 50 or more years.*		3

• State Requirement for all secondary education majors	
Total Credits	15

State of Connecticut Secondary Certification Track: Education Courses

To apply for this track, students must have completed the above 15 credits.

Code	Title	Credits
EDUC 3350	Special Learners in the Mainstream	3
EDTC 4301	Introduction to Educational Technology	3
EDUC 4455	The Literate Learner: Developmental Reading in Middle and Secondary School Grades 5-12	3
SPED 4565	Evidenced-Based Strategies in the Inclusive Classroom	3

Content Area Methods		
Select one course from the following:		3
EDUC 5462	Science Methods	
EDUC 5463	World Language Methods	
EDUC 5464	Mathematics Methods	
EDUC 5466	English Methods	
EDUC 5468	Social Studies/History Methods	
EDUC 4581	Directed Observation and Supervised Student Teaching: Secondary Education	6

Student Teaching/DSAP Seminar		
Select one course from the following:		3
EDUC 5589	Supervised Student Teaching/DSAP with Seminar: English	
EDUC 5591	Supervised Student Teaching/DSAP with Seminar: Mathematics	
EDUC 5592	Supervised Student Teaching/DSAP with Seminar: Science	
EDUC 5593	Supervised Student Teaching/DSAP with Seminar: World Languages	
EDUC 5594	Supervised Student Teaching/DSAP with Seminar: Social Studies/History	
EDUC 6598	edTPA Portfolio	

Total Credits	24

Minor in Special Education

Requirements

For an 18-credit minor in special education, students complete the following:

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 3350	Special Learners in the Mainstream	3
SPED 4410	Autism Spectrum Disorders: Theories and Interventions	3
SPED 4411	Introduction to Individuals with Intellectual Disabilities	3

SPED 4413	Theories of and Introduction to Learning Disabilities	3
SPED 4417	Introduction to Children and Youth with Emotional Disturbances	3
Total Credits		18

Library, Technology, and Information Studies Minor

The minor is granted upon the completion of **five courses, or 15 credits**, with at least three courses (nine credits) coming from Educational Studies and Teacher Preparation department offerings. Although there are no courses *required* to be granted the minor, students can consult with the Program Coordinator in choosing a focus in one of two general subject areas: Library and Information Studies and Alternate & Informal Learning Environments.

Educational Technologies and Teacher Preparation Department Courses

Code	Title	Credits
EDTC 4304	Imagining Libraries in the 21st Century	3
EDTC 4305	Copyright, Censorship, and Information Control	3
EDTC 4312	Expanding Education through Informal Learning Environments	3
EDTC 4313	Online Training for Lifelong Learning	3
EDTC 4314	Literacies Across History and Cultures	3
EDTC 4315	Technologies for Building Online Learning Engagement	3
EDTC 4316	Informal Learning Environments (ILE) Practicum	3
EDTC 4317	AI in Teaching & Learning	3

Communication and English Department Courses

Code	Title	Credits
COMM 3233	Information Technologies: Economics, Law, and Policy	3
COMM 4330	Misinformation in Digital Media	3
ENGL 1360	Book Histories and Futures: Literature in Times of Media Change	3
ENGL 3073	Literature for Young Adults	3

Five-Year Integrated Bachelor and Master of Arts in Elementary Education with Initial Certification

Requirements

The MA in Elementary Education provides candidates with the theoretical and pedagogical knowledge and skills needed for initial certification in Elementary Education (Grades PK-6) within an advocacy based, culturally responsive framework.

Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 2341	Culturally Responsive Teacher	3
or SOCI 2300	Sociology of Education	
EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3
EDUC 5431	Extending Literacy in the Elementary School: Grades 3-6	3
EDUC 5437	Developing Literacy in the Elementary School: Primary Grades	3
EDTC 4301	Introduction to Educational Technology	3
Select one cognate course from educational studies minor menu in consultation with your advisor.		3
Total Credits		27

Graduate Courses

Code	Title	Credits
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
EDUC 5405	Contexts of Education in the Primary Grades	3
EDUC 5447	Learning Mathematics in the Elementary Classroom	3
EDUC 5497	Teaching Science in the Elementary Classroom	3
EDUC 6545	Developing Integrated Curriculum for Elementary Students: Inquiry and Action	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6583	Elementary Student Teaching: Immersion in a Community of Practice	6
EDUC 6584	Reflective Practice Seminar: Elementary Education	3
EDUC 6598	edTPA Portfolio ¹	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
Total Credits		30

¹ \$300 edTPA registration fee required

Five-Year Integrated Bachelor and Master of Arts in Secondary Education with Initial Certification

Requirements

The MA in Secondary Education provides candidates with the theoretical and pedagogical knowledge and skills needed for initial certification in Secondary Education (Grades 4-12) in one of five subject areas: English, Math, Science (Biology, Chemistry, Physics, or General Science), Social Studies/History, and World Language (French, German, Italian, Latin, or Spanish). Through a combination of foundational and subject-specific

coursework, field experiences, and a culminating master's project, candidates earn both their initial certification and master's degree.

English Education Track

Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 2341	Culturally Responsive Teacher	3
or SOCI 2300	Sociology of Education	
EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3
EDUC 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3
ENGL 2220	Teaching/Writing	3
ENGL 2230	Teaching and Learning Grammar	3
With advisor approval, select a course in US History covering 50 years (or if met, a course from the approved cognate list)		3
Total Credits		27

Graduate Courses

Code	Title	Credits
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
EDTC 5401	Introduction to Educational Technology	3
EDUC 5410	Literature for Young Adults	3
EDUC 5441	Teaching and Learning within Multicultural Contexts of Education	3
EDUC 5466	English Methods	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 5589	Supervised Student Teaching/DSAP with Seminar: English	3
EDUC 6598	edTPA Portfolio ¹	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
Total Credits		30

¹ \$300 edTPA registration fee required

Mathematics Education Track

Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 2341	Culturally Responsive Teacher	3
or SOCI 2300	Sociology of Education	
EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3

EDUC 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3

With advisor approval, select a course in US History covering 50 years (or if met, a course from the approved cognate list)

Total Credits **21**

Graduate Courses

Code	Title	Credits
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
EDTC 5401	Introduction to Educational Technology	3
EDUC 5464	Mathematics Methods	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 5591	Supervised Student Teaching/DSAP with Seminar: Mathematics	3
EDUC 6598	edTPA Portfolio ¹	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3

Select two graduate-level mathematics electives in Statistics and Geometry with advisor approval ²

Total Credits **30**

¹ \$300 edTPA registration fee required

² If taken previously, alternate courses may be selected with advisor approval.

Science Education Track

Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 2341	Culturally Responsive Teacher	3
or SOCI 2300	Sociology of Education	
EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3
EDUC 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3

With advisor approval, select a course in history covering 50 years (or if met, a course from the approved cognate list)

Total Credits **21**

Graduate Courses

Code	Title	Credits
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
EDTC 5401	Introduction to Educational Technology	3
EDUC 5462	Science Methods	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3

EDUC 6572	Guided Research in Science	3
EDUC 6573	Instructional Issues in Teaching Science	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 5592	Supervised Student Teaching/DSAP with Seminar: Science	3
EDUC 6598	edTPA Portfolio ¹	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
Total Credits		30

¹ \$300 edTPA registration fee required

Social Studies Education Track

Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 2341	Culturally Responsive Teacher	3
or SOCI 2300	Sociology of Education	
EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3
EDUC 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3
With advisor approval, select a course in US History covering 50 years (or if met, a course from the approved cognate list)		3
Total Credits		21

Graduate Courses

Code	Title	Credits
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
EDTC 5401	Introduction to Educational Technology	3
EDUC 5468	Social Studies/History Methods	3
EDUC 6515	Economic and Physical Geography	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 5594	Supervised Student Teaching/DSAP with Seminar: Social Studies/History	3
EDUC 6598	edTPA Portfolio ¹	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
With advisor approval, select one graduate - level elective in Social Studies.		3
Total Credits		30

¹ \$300 edTPA registration fee required

Languages (ACTFL). Additionally, initial certification (4-12) at the graduate level is offered for French, German, Italian, Spanish, and Latin. Candidates interested in teaching elementary grades can also earn a PK-3 cross-endorsement. The program benefits from the University's location near schools with long-established K-3 World Language programs. Experience is gained and classroom knowledge is applied at the elementary and secondary levels during field observations, practicum and student teaching placements. One program strength is the network of experienced teachers, newly certified teachers, and administrators (many of whom are Fairfield graduates) who share their knowledge and expertise at local and regional meetings and act as mentors to Fairfield students.

Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 2341	Culturally Responsive Teacher	3
or SOCI 2300	Sociology of Education	
EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3
TSLA 5467	Language Acquisition	3
With advisor approval, select a course in US History covering 50 years (or if met, a course from the approved cognate list)		3
Total Credits		21

Graduate Courses

Code	Title	Credits
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
EDTC 5401	Introduction to Educational Technology	3
EDUC 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3
EDUC 5463	World Language Methods	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 5593	Supervised Student Teaching/DSAP with Seminar: World Languages	3
EDUC 6598	edTPA Portfolio ¹	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
TSLA 6439	Methods of Foreign Language Teaching for Elementary School	3
Total Credits		30

¹ \$300 edTPA registration fee required

World Language Education Track

The Secondary Education World Language Program is nationally recognized by the American Council on the Teaching of Foreign

Five-Year Integrated Bachelor and Master of Arts in Special Education with Initial Certification

Requirements

Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 3350	Special Learners in the Mainstream	3
SPED 4410	Autism Spectrum Disorders: Theories and Interventions	3
SPED 4411	Introduction to Individuals with Intellectual Disabilities	3
SPED 4413	Theories of and Introduction to Learning Disabilities	3
SPED 4417	Introduction to Children and Youth with Emotional Disturbances	3
Total Credits		18

Graduate Courses

SPED 5487, SPED 6561, and SPED 6999 are taken in senior year. The rest are taken in the 5th year.

Code	Title	Credits
SPED 5487	Developmental Literacy II: Essentials of Vocabulary and Text Comprehension	3
SPED 6561	Diagnostic Procedures in Special Education of Youth with Disabilities	3
SPED 6999	Comprehensive Examination in Special Education	0
SPED 5401	Augmentative Alternative Communications and Assistive Technologies	3
SPED 5419	Special Learners in the Bilingual/ESL Classroom	3
SPED 5432	Management Techniques in Special Education	3
SPED 5486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
SPED 6534	Skill Development for Individualized Educational Plans	3
SPED 6537	Curriculum and Methods for Students with Mild to Moderate Disabilities	3
SPED 6550	Collaboration and Consultation for the Special Educator	3
EDUC 6598	edTPA Portfolio ¹	0
SPED 6953	Student Teaching in Special Education	6
SPED 6954	Student Teaching/DSAP Seminar in Special Education	3
Total Credits		36

¹ \$300 edTPA registration fee required

School of Engineering and Computing

A Message from the Dean

Welcome to the School of Engineering and Computing at Fairfield University. We are devoted to serving students as they successfully pursue undergraduate and graduate engineering degrees. The School provides opportunities for students to combine study with experience and professional practice through classroom instruction, industrial internships, and experiential learning offering the prospect for the best in engineering education.

The School of Engineering and Computing strives to maintain the highest level of instructional integrity and remains committed to the Ignatian pedagogical ideals.

We provide a learning environment that produces engineers and computer scientists that will use their talents and skills to promote social justice and pursue technological solutions to the most pressing societal problems. This is a true reflection on our ongoing mission to graduate *engineers with a higher purpose*.

On our website, you will find detailed listings of the educational objectives of each of the programs offered in the School of Engineering and Computing. The curricula and degree requirements are linked to the objectives through student learning outcomes leading to national accreditation. The engineering curricula include the University's *Magis* Core - the hallmark of Fairfield's education - that aims to help transform our students into critical thinkers.

On behalf of the entire School of Engineering and Computing, welcome!

Andres Leonardo Carrano, PhD

Dean, School of Engineering and Computing

School Overview

Vision

To become the most emblematic Jesuit Engineering and Computer Science program in the U.S.

Mission

To provide every student with a rigorous technical education, infused with humanities and liberal arts, anchored on the principles of Ignatian Pedagogy (IPP), and aimed at forming individuals who will lead purposeful lives with a sense of social justice and a strong interior life.

Purpose

To help our students on their path to a better future and towards becoming the best version of themselves, in service to one another and for the greater good.

Mentoring

Entering and continuing students meet with academic advisors to design jointly their schedule of courses. Students review their academic records before course registration each semester with assistance from advisors to keep abreast of their progress. The school provides counseling to students upon request so that their academic goals can be achieved. Department chairs and program directors are actively involved in student advising and mentoring. Practicing engineers are often invited to participate in mentoring of interdisciplinary teams in the final senior design project.

Tutoring

Out-of-classroom assistance, provided by engineering professionals, and peer tutors is available in the school's tutorial center on a daily basis. A schedule of tutorial/mentoring services is distributed to all students in the beginning of each term.

Facilities

The offices of the School of Engineering and Computing, along with classrooms, primary laboratory and computer facilities are located in the Bannow Science Center. The engineering reference and circulating collection is housed in the University's DiMenna-Nyselius Library. The School's laboratories are equipped with modern instrumentation and are improved annually with financial assistance of the university, the alumni and private foundations. In order to provide an environment for experiential learning that is closely integrated with classroom learning, the School of Engineering and Computing laboratories provide the capability for demonstration of phenomena, simulation of processes, measurements, and data management. Finally, a growing number of engineering courses are offered online as needed. The School's website offers information on the School, its programs, courses, and faculty.

Transfer Admission

General Transfer

Students with previous studies at other accredited institutions may apply for transfer to the School of Engineering and Computing. Credit for work completed elsewhere, with a grade of C or better, will be granted for equivalent Fairfield courses, in accordance with Fairfield University guidelines. The transfer student must provide an official transcript of all academic work and a catalog with course descriptions from each institution previously attended.

School Activities/Relationships with Area Industry

Engineering students at Fairfield University may join the Engineering Student Society (ESS), an umbrella organization that embraces student chapters of the American Society of Mechanical Engineers, Society of Automotive Engineers, the Institute of Electrical and Electronics Engineers, and the Society of Women Engineers. Students are encouraged to join ESS and profit from events sponsored by the chapters. Engineering students initiated an Engineers Without Borders student chapter in 2015.

The School of Engineering and Computing maintains direct relations with area industries and manufacturers. Students are encouraged to post their resumes on the University's Career Development site, Stage4Hire, and to visit the site often to check for jobs and internships. These open lines of communication encourage the flow of information and support that keeps the engineering curriculum current and relevant to the environment in industry. These contacts are particularly useful to students in the senior design project course where they tackle real-life engineering problems encountered by practicing engineers and become involved in the mainstream of engineering activity.

School of Engineering and Computing Executive Advisory Board

The School of Engineering and Computing (SOEC) receives philanthropic support and strategic guidance from the SOEC Advisory Board, a group of men and women in leading positions in industry and education. Additionally, each program area in the SOEC receives program development guidance from its program advisory board.

Degrees

Bachelor of Science

The School of Engineering and Computing offers undergraduate programs leading to the Bachelor of Science in the following fields:

- Biomedical Engineering
- Computer Science
- Electrical Engineering
- Mechanical Engineering
- Mechatronics Engineering

Students in these programs complete 126 to 135 credit hours. Students begin their studies with ENGR 1031 Fundamentals of Engineering or CPSC 1101 Introduction to Computing and complete the degree requirements with the team-based Senior Design Project. ENGR 1031 is designed to introduce first-year students to important design elements and the tools of engineering and develop their skills in analysis and synthesis, and in teamwork. It further provides the basis for students to select the engineering discipline most suitable to their skills and career objectives. The Senior Design Project caps students' engineering education by implementing engineering design principles and associated skills in designing for functionality, reliability, sustainability and economy in real-world projects undertaken by multidisciplinary teams. All School of Engineering programs include experiential learning in laboratory courses and culminate with the Senior Design Project. Students can avail themselves of opportunities for independent study and for internships in local industry. The undergraduate curriculum may be completed as a full-time traditional 4-year program or part time.

Part-Time Program

This program allows fully employed students to pursue engineering degrees on a part-time basis at a pace suited to their circumstances. Many employers provide tuition reimbursement. The curriculum requirements for the BS degrees through this program are the same as those for the full-time traditional programs. Engineering courses are available through evening and hybrid study courses. Advanced engineering classes, offered in the evening, are subscribed by both full-time and part-time students.

General and Major Electives

Major electives are chosen from the engineering department. The courses may be chosen with the approval of the student's advisor from among other courses offered in the School of Engineering.

General Electives may be chosen from any courses offered at the university and are frequently chosen to help fulfill requirements toward a selected minor.

Major Areas of Study

Specific program objectives and curriculum requirements are provided in the sections that follow each engineering discipline. In general, the curricula consist of four areas:

- major field requirements
- major field electives
- general education core curriculum courses
- general electives

Concentration within Majors

Certain major fields of study have specialized options that can be taken to fulfill special career plans, under advisement from the department chair. Numerous elective courses afford opportunities for students to gain deeper knowledge and skills in areas of their interest.

Minor Areas of Study

The School of Engineering offers minors in the following fields:

- Computer Science
- Engineering

Minors in Other Fields of Study

Engineering students are eligible for a mathematics minor with the completion of five mathematics courses. In addition, engineering majors can opt to fulfill the requirements for other minors.

Independent Study

Undergraduate and graduate independent studies are designed to allow students to pursue topics not offered through a traditional course. Independent studies may involve laboratory or research-based work in which the student investigates a research problem with a supervising professor.

A student wishing to pursue an independent study must prepare the Independent Study Request containing the information shown below and have it approved by the supervising professor, department chair and the dean's office

1. All undergraduate courses require the approval of the department and the Dean's office.
2. A student may take a maximum of one Independent Study course per semester.
3. An undergraduate Independent Study course may be for one or two credits. With department approval and only under special circumstances, an independent study course may be for three credits.
4. Undergraduate students may enroll in a maximum of six Independent Study courses.
5. Independent Study courses may not replace core or major elective courses for undergraduate students.
6. A student may take an Independent Study only from a Supervising Professor. A Supervising Professor must be a School of Engineering faculty member.
7. Before a student may register for an Independent Study course, the student must submit a written course proposal to the Supervising Professor. The course proposal must state the student's goals for the course. The Supervising Professor must approve the course proposal.
8. Each Supervising Professor sets his or her standards and expectations that each student must satisfy for course credit. A Supervising Professor may not award credit for an Independent Study unless the student produces a written final paper or poster paper that reflects learning and achievement that merit the award of course credit.

Independent Study Course Proposal Contents

1. Description of the proposed course - Describe the general theme and scope of the independent study. This may be stated as a problem to be investigated, an issue to be explored, or an argument to be defended. The description might indicate where the student is

starting out and where the student would like to get in terms of answering a question, exploring a phenomenon, understanding a theory, building a skill or other goal

2. Clearly state the number of credits for this course. As a basis of comparison, one college credit represents approximately one hour spent in a classroom and 2 to 3 hours spent on homework or laboratory activities each week.
3. Together with the supervising professor, the student should identify the course's *Student Learning Outcomes*. Relate the student outcomes to the ABET student outcomes.
4. The supervising professor and the student should prepare a syllabus. Include the schedule that the supervising professor will meet with the student
5. Articulate the work to be completed by the student and evaluated by the instructor. Identify the major assignments, which may include the following
 - a. Literature search
 - b. Readings
 - c. Written work
 - d. Lab work
 - e. A final paper which includes a problem statement, a possible solution to the problem, describes why the work is significant, and how the student will use this learning.
6. Evaluation – The supervising professor will create a grading rubric to evaluate the student's submittals based on the following:
 - a. What was learned? What skills did the student gain from this course (e.g., problem solving, critical thinking, tools, etc.)?
 - b. How the information was learned. For example, homework, lab assignments, quizzes, exams, reports, essays, research projects, presentations, case study analysis.
 - c. The supervising professor will identify the criteria for assessing oral and other performances.

Core Curriculum

Students are obligated to complete the course of studies as described in the catalog used during the year they enter Fairfield University. A new set of core requirements has been designated for students entering the University during the 2019-2020 academic year. Students who entered Fairfield University prior to Fall 2019 must complete the previous core requirements, which may be found by referencing the Catalog Archive.

University Honors Program

The School of Engineering participates in the University Honors Program, an interdisciplinary course of study (23 credits) open to invited first-years and sophomores and devoted to intellectual history, interdisciplinary studies, and advanced work in the student's major field.

Five-Year Pathways to Bachelor's and Master's Degrees

- Biomedical Five-Year Accelerated Degree Program
- Data Science Five-Year Accelerated Degree Program
- Electrical and Computer Engineering Five-Year Accelerated Degree Program
- Management of Technology Five-Year Accelerated Degree Program
- Mechanical Engineering Five-Year Accelerated Degree Program
- Software Engineering Five-Year Accelerated Degree Program

A master's degree in engineering is becoming more commonly seen as the entry level degree in the workplace. A master's level engineering education gives a great return on your investment as well as a more focused and satisfying career.

Students can now complete a five-year pathway to both BS and MS degrees in Electrical and Computer Engineering, Mechanical Engineering. Computer Science (BA) students have an accelerated five-year pathway for Data Science MS, and our Computer Science (BS) students have an accelerated five-year pathway for Software Engineering. Additionally, in five years, students can also complete a BS degree in any of the undergraduate engineering programs followed by an MS in Management of Technology. Typically students should meet with their advisor during their junior year and complete detailed planning for the specific requirements for the bachelors and masters degrees that they are interested in. Students will have the opportunity to apply for the graduate portion of the program the summer before their senior year. All accelerated programs allow students to take two graduate courses during their senior year. All of the five-year pathways require a minimum of 3.00 GPA.

Courses

General Engineering

ENGR 1031 Fundamentals of Engineering

3 Credits

Attributes: MWID Magis Core: Writing in the Discipline

This course provides core engineering knowledge and competencies in a highly interactive class format. Topics include professional skills such as technical writing and presentation, guidelines for professional engineering practice, and career preparation. Introduction to the fields, roles, and industries of engineering also serves as a basis for selection of engineering major field. Hands-on team projects are core learning experiences. They form a structured introduction to the implementation of principles of design and engineering methodologies, system engineering management, and presentation skills. Guest presenters and field trips augment this course, which is taught by interdisciplinary faculty teams.

ENGR 1060 Science, Technology, Engineering, and Mathematics of the Guitar

3 Credits

Fee: \$250 Engineering Lab Fee

This course looks at the design elements, manufacturing and assembly of solid-body electric guitars. Science, technology, engineering, and mathematics (STEM) concepts that relate directly to guitars are used to help students make an applied learning connection. Each student will construct their own electric guitar. Course will cover wood species and the environment, guitar headstock design features, chemistry of finishes, math applications in a guitar, physical science aspects of the guitar such as mechanical systems, concepts of sound waves, string tension, fretboard layout, intonation, and electronics. Studio-style class, lecture, and lab time combined throughout course. A lab fee applies to cover materials.

ENGR 2130 Engineering Graphics I

3 Credits

This is a basic course in engineering graphics principles and is taught simultaneously with SolidWorks, a 3-D modeling design application. Using computer design, the course stresses orthographic projection, dimensioning, sectional views, 3-D part modeling, assembly modeling, drafting and engineering drawings, fits and limits, and geometric tolerance representation. Students will gain a working knowledge of SolidWorks in engineering design. Course requires a personal laptop running a 64-bit Windows 10 operating system.

ENGR 2145 Mathematical Analysis

3 Credits

Attributes: EVAP Environmental Studies: Applied Professional Skills, EVPE Environmental Studies Elective

Corequisite: ENGR 2145P.

Prerequisite: MATH 1142.

In this course, as you reflect on the question of "Who Am I Called to be?" in your mentoring groups this semester, you will learn mathematical and numerical methods such as root finding, differentiation, integration, solving a system of linear equations and through weekly reflection exercises (modeled on the Ignatian Examen) you will understand how to apply these methods to solve scientific problems. Additionally, the course will cover statistics including data analysis, data fitting, and interpolation. The programming language that will be used in this course is MATLAB.

ENGR 2145P Mathematical Analysis PLG

0 Credits

Peer learning group for ENGR 2145.

ENGR 3260 Robots

3 Credits

Prerequisite: ELEG 2213, ELEG 2213L.

Introductory course in robotics develops understanding of how robotic systems integrate sensors, actuators, and control systems to achieve specific goals. Principles of autonomy, programming, wireless communications, sensor applications, mechatronics, electrical power, electric motors, pneumatics, structure, and locomotion will be understood and applied. Design of robotic subsystems will utilize multiple areas of knowledge. Students will understand degrees of freedom of a robotic arm and their safety parameters through demonstration and use of Fanuc Robot. Service learning is an integral part of the course. All students will participate in mentoring of youth to put into practice the principles learned in class, and gain communication skills through community interaction. Particularly they will participate in mentoring to build small robots to accomplish different feats, for example obstacle avoidance by a mobile robot.

ENGR 4301 Feedback Control Systems**3 Credits****Prerequisites:** MATH 2251.

This course emphasizes analysis and synthesis of closed loop control systems using both classical and state-space approaches with an emphasis on electro-mechanical systems. The mathematical requirements include the Laplace transform methods of solving differential equations, matrix algebra, and basic complex variables. The discussion of classical control system design includes the modeling of dynamic systems, block diagram representation, time and frequency domain methods, transient and steady state response, stability criteria, controller action [Proportional (P); proportional and integral (PI); Proportional, integral, and derivative (PID); and pseudo-derivatives feedback], root locus methods, the methods of Nyquist and Bode, and dynamics compensation techniques. The discussion of state-space methods includes formulation and solution (analytical and computer-based) of the state equations and pole-placement design. The course integrates the use of computer-aided analysis and design tools (MATLAB) so as to ensure relevance to the design of real world controlled electro-mechanical systems using case studies and applications to electrical and mechanical systems. Includes lab (hardware-based) exercises. Graduate equivalent: MEEG 5301.

ENGR 4303 Industrial Automation**3 Credits**

This hands-on course teaches students about components in automation systems and automated production lines. Students learn and practice with industrial sensors, actuators, PLCs, robot arms, pneumatics devices, and electro-pneumatic components. Students create, simulate, and assemble pneumatics, electric, electronics, and electro-pneumatic control circuits. Automation software, ladder logic programming, and robot programming are also discussed. The course comprises lectures, an automation lab, individual assignments, two group projects, and an individual project. Graduate equivalents: ECEG 5303, MEEG 5303.

ENGR 4305 Design of Mechatronics Systems**3 Credits****Prerequisite:** Senior standing.

This course covers development of mechatronics theory and applications to systems dependent upon the integration of mechanical, electrical and computer engineering. Students assemble hardware components to create a product design that fulfills a specified task in a mechatronics system. Students develop design skills in mechanisms, electrical devices, and software to create, test, and verify system function. Graduate equivalent: MEEG 5305.

ENGR 4308 Autonomous Mobile Robots**3 Credits****Prerequisite:** ELEG 2213, ELEG 2213L.

In this course, students will design and construct functional autonomous robots using provided hardware and electronics to implement multiple "simultaneous" behaviors: position control, obstacle avoidance, and objective completion. Students will focus on programming multi-behavior capability on a robot. In doing so, students will become familiar with microcontroller programming, data acquisition, motors, and sensor characterization for different sensors, such as inertial measurement units, timers, distance sensors / rangefinders, cameras, and beacons. This course will cover the fundamentals of robotic architecture: low-level and high-level control. For low level control, students will implement feedback controllers for orientation and displacement. For high level control, students will program or teach decision-making capabilities for their robot. Robots may complete specific high-level tasks, such as snow removal, lawn mowing, parcel delivery, and a tank battle. Ultimately, students will learn to fuse multiple, simultaneous robot behaviors to produce a functioning, "thinking" autonomous mobile robot with natural behavior. Students may use premade robotic chassis if preferred. Graduate equivalent: ENGR 5308.

ENGR 4310 Industrial Quality Control**3 Credits****Prerequisite:** MATH 2217.

This course presents an introduction to and a survey of statistical methods for managing quality and continuous process improvements. The course objective is to develop an operational familiarity with contemporary methods found to be effective. This course is intended for those students who do not plan to specialize in quality management. Topics include: statistical process control, quality function deployment, the house of quality, the Taguchi method, Six Sigma, lean and others. The course also covers continuous process improvement methodologies and techniques.

ENGR 4315 Mathematical Programming and Optimization**3 Credits****Prerequisite:** MATH 2235.

This course is an introduction to combinatorial and integer and non-linear mathematical programming techniques for optimization. The course focuses on mathematical programming and optimization techniques to solve real-life industry problems and support managerial decision making. The course will cover basic deterministic methods of operations research including linear programming, network flow, integer programming, transportation, assignment and trans-shipment problems, decision making under uncertainty and their applications. The emphasis is on mathematical formulation of real-world industry problems, interpretation of computer solutions, and sensitivity analysis of optimal solutions.

ENGR 4330 Engineering Graphics II**3 Credits**

This course introduces CATIA Version 5, the leading CAD/CAM/CAE application used by automotive, aerospace, shipbuilding, and consumer goods industries. It provides mechanical, electrical, automotive, aerospace, and marine engineers and architects with the design tools to take products from concept to completion in one seamless application. This course covers basic solid modeling concepts of individual sheet metal and machined parts from detailed drawings. Complex Shape Modeling using wireframe concepts and surface-based modeling is covered. Building of assemblies of components and control of their positioning and orientation, as well as motion simulation is covered. Fully detailed production drawings of components and assemblies are also covered.

ENGR 4334 Unmanned Aerial Vehicles: Design, Navigation, and Control**3 Credits****Prerequisite:** ELEG 2213, CPSC 1131 or ENGR 2145.

This course provides an in-depth exploration of unmanned aerial vehicles (UAVs), focusing on their design, navigation, and control. Students will learn the fundamental principles of UAVs, how to design and build basic drones, and apply advanced control and sensor fusion techniques for effective navigation and stabilization. The course also covers the use of UAVs in various applications like photogrammetry and payload delivery, along with a thorough understanding of the regulatory and ethical issues surrounding drone operations. Graduate Equivalent: ECEG 5334.

ENGR 4360 Engineering Project Management**3 Credits****Attributes:** HASM Humanitarian Action Minor Skills/Method Course

This course concentrates on the general methodology of managing an engineering project from concept to operational use with emphasis on the functions, roles, and responsibilities of the project manager. Study of the basic principles and techniques related to controlling resources (i.e. people, materials, equipment, contractors, and cash flow) to complete a project on time and within budget while meeting the stated technical requirements. Through group and individual activities, including case study review and field work, students will learn to apply project management tools and techniques. The course will be taught by teaching each phase of project management as we complete the relevant aspects of the project in the field. There will be some classroom time for introducing concepts, and planning. However, the majority of time each day will be spent in the field executing the project, putting into practice the phases of project management. The course will prepare students with the ability to learn the necessary background information and hands-on technical skills, to be flexible and adaptable in difficult environments. These skills will be valuable in many areas, particularly in the planning and execution of humanitarian action and engineering in developing countries. Enrollment by permission only. Students must be able to study abroad.

ENGR 4415 Engineering Applications of Numerical Methods**3 Credits****Prerequisite:** CPSC 1131.

Topics include root-finding, interpolation, linear algebraic systems, numerical integration, numerical solution of ordinary and partial differential equations, modeling, simulation, initial boundary value problems, and two-point boundary value problems. Graduate equivalents: ECEG 5415, MEEG 5415.

ENGR 4961 Senior Design Project I**3 Credits****Prerequisite:** Completion of all non-elective program courses; completion of other program requirements to enable graduation within the year of completion of ENGR 4962.

In this capstone course, students work in teams on advanced projects that emphasize engineering design with due attention to design constraints and engineering standards. The overarching scope of this course is to transform engineering students to practicing engineers. Under the guidance of a faculty instructor and a mentor, each team conducts literature searches, write a technical proposal and its members develop skills in information analysis and synthesis; they model and test prototypes of their devices, and make frequent oral and poster presentations of their work to faculty and peers, and submit timely progress reports. In the process, they receive instruction in effective communication and presentation practices, and develop an appreciation of teamwork and collective success. This two-semester sequence of courses begins in the fall of the academic year and concludes at the end of the spring term with a final team oral presentation and a final written report, and a working prototype of the team's project. It also includes sample hardware fabrication in the machine laboratory.

ENGR 4962 Senior Design Project II**3 Credits****Prerequisite:** ENGR 4961.

In this capstone course, students work in teams on advanced projects that emphasize engineering design with due attention to design constraints and engineering standards. The overarching scope of this course is to transform engineering students to practicing engineers. Under the guidance of a faculty instructor and a mentor, each team conducts literature searches, write a technical proposal and its members develop skills in information analysis and synthesis; they model and test prototypes of their devices, and make frequent oral and poster presentations of their work to faculty and peers, and submit timely progress reports. In the process, they receive instruction in effective communication and presentation practices, and develop an appreciation of teamwork and collective success. This two-semester sequence of courses begins in the fall of the academic year and concludes at the end of the spring term with a final team oral presentation and a final written report, and a working prototype of the team's project. It also includes sample hardware fabrication in the machine laboratory.

ENGR 4980 Internship**0-3 Credits**

Internships are off-campus experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. Internships offer the opportunity to "try out" a career while gaining relevant experience and professional connections. Internships are completed under the guidance of an on-site supervisor and a faculty member, who in combination with the student will create a framework for learning and reflection.

ENGR 4990 Independent Study**1-3 Credits**

This course is an individualized study under the supervision of a faculty member. Undergraduate students work with a faculty mentor in studying and investigating topics of current interest in engineering or computer science. Students are required to conduct research independently or in collaboration with a faculty member, write a research report or create a poster and present the research in an annual research symposium at the university or elsewhere. Enrollment by departmental approval only.

Other Subjects

Consult the pages for each department for courses in the following fields:

- Bioengineering
- Computer Science and Software Engineering
- Electrical and Computer Engineering
- Mechanical Engineering

Biomedical Engineering

The Biomedical Engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) under the commission's General Criteria and Program Criteria for Bioengineering and Biomedical and Similarly Named Engineering Programs. The Biomedical Engineering curriculum provides both breadth and depth across the range of engineering domains such as mechanical, electrical, computer or software engineering. The program prepares graduates to have an understanding of biology and physiology, as well as the capability to apply advanced mathematics, science and engineering to solve the problems at the interface of engineering and biology. The Biomedical Engineering curriculum prepares graduates with the ability to make measurements on and interpret data from living systems and to address the problems associated with the interaction between living and non-living materials and systems. The curriculum

blends theoretical knowledge with hands-on experiential learning that culminates with a year-long, interdisciplinary team-based capstone design project.

The Program Educational Objectives are broad statements that describe what alumni do within a few years following graduation. The Biomedical Engineering program is committed to graduating engineers who within a few years of their graduation are expected to:

1. Utilize their interdisciplinary training to have successful careers in industry, research and development and in regulatory agencies, academia, or clinical work.
2. Demonstrate the organizational, leadership, and communication skills to achieve success in their chosen careers and make reasoned decisions based on a respect for diversity, and welcome it as a source for creativity, innovation, and productive collaboration.
3. Employ critical thinking and problem-solving skills to support interdisciplinary teams that may include physicians, nurses, molecular biologists, physiologists, other engineers, and business professionals.
4. Utilize life-long learning skills and the ethical tools for successful adaptation to the rapidly changing field of Biomedical Engineering.
5. Build upon their sound training in mathematics, biological sciences, the liberal arts and engineering to facilitate successful pursuit of advanced degrees in medicine, law, business, engineering, or related fields.

For the first year of study, all of our engineering programs place major emphasis on the fundamentals of engineering and computer science, mathematics, and the basic sciences to provide the background for later engineering science and design courses. Following preparatory work, the fundamentals of electrical, computer, mechanical, and materials engineering concepts are developed. Advanced courses in Biomedical Engineering further develop knowledge in the discipline. The Biomedical Engineering curriculum program places much emphasis on design assignments. Students may specialize in a specific area of Biomedical Engineering by taking elective courses. Also, students on a pre-medicine track can prepare for medical school entrance by taking their elective courses in psychology, sociology, organic chemistry, biology, and biochemistry.

Students will build skills and knowledge through formal course work, projects, and presentations. Biomedical Engineering program graduates will have attained the following student outcomes:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Biomedical Engineering Program Study Abroad

Studying abroad can be a life-changing experience and we highly recommend students explore the many options that are available to them. The Biomedical Engineering department in the School of Engineering and Computing has partnered with the National University of Ireland, Galway (NUI Galway) to allow students the opportunity to spend the fall semester of their junior year in Galway. NUI Galway ranks among the top of Universities in the world. In addition to the many benefits that come from studying abroad, successful Biomedical Engineering students who spend their fall semester of junior year in Galway have the opportunity to enter into the one-year Master's Degree program at NUIG after they complete their undergraduate degree at Fairfield University. To be admitted to the NUIG Biomedical Engineering Master's program, students must have between a 3.2 and 3.7 GPA upon graduation from Fairfield University.

Five-Year integrated BS and MS in Biomedical Engineering

Fairfield University School of Engineering and Computing offers a five-year accelerated bachelor's/master's in Biomedical Engineering for undergraduates enrolled in the program. This accelerated degree program may reduce the time to obtain a master's degree and provides experiential learning through research and design projects giving graduates the credentials needed to prepare for a broad range of careers. Upon completing the program, graduates gain the knowledge, confidence, and skills needed to solve the next generation of complex healthcare problems.

Fairfield University undergraduate Biomedical engineering students may request a change of status to the Five-Year MS in Biomedical Engineering plan of study during or prior to their junior year. Admitted students are advised to consult with their advisor to select two undergraduate major electives (6 credits total) at the 5000 level in order to earn six credits towards the MS program's Biomedical Engineering electives. During the fifth year of study, Fairfield University BME graduates will be required to take the remaining 24 credits to complete the MS in Biomedical Engineering.

Five-Year Integrated BS in Biomedical Engineering and Master of Science in Data Science with Bioinformatics Concentration

The five-year graduate program MS in Data Science with Bioinformatics concentration is available to undergraduate students in Biomedical Engineering. The Bioinformatics concentration is one of the concentrations offered as part of the interdisciplinary M.S. in Data Science program. The coursework for the M.S. in Data Science consists of 30 graduate coursework credits of which 6 credits (two courses) can be earned during the student's undergraduate program by declaring to opt for this program during junior year. The two graduate courses to be taken during the BS program are Biomedical Imaging and Biomedical

Visualization. The MS in Data Science program includes a core set of four courses (12 credits), two electives (6 credits), a Capstone Practicum course sequence (6 credits), and two Concentration courses (6 credits). The core set of courses provides essential computing and math skills for any data science student. These courses are offered by Department of Computer Science and Engineering and by the Department of Mathematics. The Concentration courses provide deep knowledge in at least one data domain.

Programs

- [Biomedical Engineering Major](#)
- Biomedical Engineering Five-Year Bachelor of Science and Master of Science Program

Courses

BIEG 1001 Introduction to Biomedical Engineering **3 Credits**

This course utilizes hands-on learning and projects to teach the basic engineering skills important for Biomedical Engineers. Biomedical Engineering is a very interdisciplinary field and students will learn applications of mathematics, statistics, physics, and electronics to solve biomedical problems. Students will work on team projects and will be guided through the engineering design process. In addition, students will practice professional skills such as technical writing and presentation. A variety of career paths within Biomedical Engineering will be covered as well as the roles of Biomedical Engineers in the global society and ethics within the profession.

BIEG 3201 Biomechanics **3 Credits**

Prerequisites: MATH 1141, PHYS 1171.

This course covers solid mechanics of bone with a focus on stress, strain, stiffness, and strength. Joint forces and muscle attachments will be analyzed using free-body diagrams. Introductory musculoskeletal physiology will be covered and Biopac Student Lab software will be used for gait and muscle force analysis.

BIEG 3301 Biomedical Instrumentation **4 Credits**

Attributes: HSST Health Studies: Science and Technology

Fee: \$120 Engineering Lab Fee

Prerequisites: ELEG 2213.

This course presents instrumentation and techniques used in acquisition, processing, and presentation of biomedical signals: transducers, sensors, biosensors, and measurement of physical parameters and electrophysiological signals. Physiology relevant for instrumentation labs will be covered.

BIEG 3331 Biomedical Signal Processing **3 Credits**

Prerequisites: CPSC 1131 or SWEG 5407; MATH 1142.

This course presents an overview of different methods used in biomedical signal processing. Signals with bioelectric origin are given special attention and their properties and clinical significance are reviewed. In many cases, the methods used for processing and analyzing biomedical signals are derived from a modeling perspective based on statistical signal descriptions. The purpose of the signal processing methods ranges from reduction of noise and artifacts to extraction of clinically significant features. The course gives each participant the opportunity to study the performance of a method on real, biomedical signals. Graduate equivalent: BIEG 5331, ECEG 5331.

BIEG 3335 Clinical Engineering **3 Credits**

Biomedical engineering is defined by the application of engineering design in service of human health. To solve problems in healthcare, it is crucial to understand the clinical environment within which biomedical engineers develop solutions. This course will provide students with the opportunity to work with faculty and students in the Egan School Simulation Lab to gain an understanding of modern clinical care and work collaboratively on solutions to existing problems in healthcare. Students will have an opportunity to use existing medical devices and gain an understanding of their fundamental operating principles. Students will gain an understanding of the societal underpinnings contributing to existing disparities in healthcare outcomes and how previous technological development has exacerbated to these disparities. Graduate Equivalent: BIEG 5335.

BIEG 4309 Biosensors **3 Credits**

Prerequisites: CHEM 1171, ELEG 2213.

This course will provide an overview of biosensors, including their use in pharmaceutical research, diagnostic testing, and policing the environment. Topics include the fabrication, characterization, testing, and simulation of biosensors. The phenomenon of transducers, biosensor structure, sensor performance, and simulations utilizing molecular simulation software will also be covered. Graduate Equivalents: BIEG 5309, ECEG 5309

BIEG 4311 Biomaterials **3 Credits**

Prerequisites: BIOL 1107 or BIOL 1108 or BIOL 1171 or BIOL 1172 or BIOL 1173; CHEM 1171.

This course will cover the introductory level of understanding on the different types of biomaterials used in biomedical industry, their design and synthesis. Examples include implants, stents, catheters, smart polymer gels, bone grafts, and tissue scaffolds. Modern biology in biomedical engineering such as but not limited to protein adsorption, immuno-isolation, and regenerative medicine will be covered. Ethical issues in biomedical engineering will also be discussed. Current innovative research on nano-biotechnology that extends to 3D bio-matrix, advanced diagnostics, dental composites, sealants, and adhesives. Graduate equivalents: BIEG 5311, ECEG 5311.

BIEG 4314 Introduction to Molecular Modeling **3 Credits**

Prerequisites: CHEM 1171, PHYS 1171.

This course will cover methodological and practical aspects of the application of system analysis and computational tools to biological and biomedical problems. It will cover computational modeling of biological macromolecules such as proteins, DNA, and synthetic self-assembling materials such as polymers, crystals, colloids, and amphiphiles. The course provides the resources to use Visual Molecular Dynamics (VMD) and Nanoscale Molecular Dynamics (NAMD) to solve computational problems related to protein interactions in case of diseases and protein folding. Graduate equivalent: BIEG 5314, ECEG 5314.

BIEG 4332 Biomedical Imaging **3 Credits**

Attributes: HSST Health Studies: Science and Technology

Prerequisite: BIEG 3331 or CPEG 3331.

The fundamentals and applications of medical imaging techniques will be presented, including x-ray and computed tomography, nuclear imaging, ultrasound, and MRI. Image processing and analysis techniques will be introduced through suitable programming exercises. Graduate equivalent: BIEG 5332, ECEG 5332.

BIEG 4333 Biomedical Visualization **3 Credits**
Prerequisite: CPSC 1131.

This course is an introduction to 3-D biomedical visualization. Various technologies are introduced, including ultrasound, MRI, CAT scans, PET scans, etc. Students will learn about spatial data structures, computational geometry and solid modeling with applications in 3-D molecular and anatomical modeling. Graduate equivalent: ECEG 5333.

BIEG 4350 Medical Device Design **3 Credits**
Attributes: HSST Health Studies: Science and Technology
Prerequisite: Junior standing.

This project-based course focuses on important stages of the medical device product lifecycle including: identifying unmet clinical and global health needs, the FDA approval process, material selection, biocompatibility, ethical considerations, intellectual property, and post-market surveillance of similar products. Students will generate project ideas and design a medical device. Graduate equivalent: BIEG 5350.

BIEG 4370 Cardiac Mechanics **3 Credits**
Prerequisite: Junior or Senior standing.

In this course, students will learn quantitative physiological function of the heart and vascular system. Anatomy, physiology, and pathophysiology of the heart will be covered. Constitutive laws for heart muscle will be introduced. Solid and fluid biomechanics and modeling techniques will be studied. Students will gain experience with finite element modeling of the heart. Graduate equivalent: BIEG 5370.

BIEG 4375 Bioelectronics **3 Credits**
Prerequisite: CHEM 1171 and CHEM 1171L, ELEG 2213 and ELEG 2213L.

Bioelectronics have emerged as an exciting research area due to the integration of molecular biology with electronics to create fundamental devices. This course is intended for senior and graduate level engineering students. It will introduce fundamentals of bioelectronics through chemical, biochemical and biophysical concepts from the engineering perspective. It will further apply these concepts to the areas of electron transport through biological macromolecules, microfluidics, electrochemical techniques, DNA and neuron-based electronics, biomaterials and semiconductor-based bioelectronics. Graduate Equivalent: ECEG 5375, BIEG 5375

BIEG 4387 Instrumental Analysis in Biomedical Engineering **3 Credits**
Prerequisite: CHEM 1171 and CHEM 1171L or BIOL 1171 and 1171L or PHYS 1171 and PHYS 1171L.

This course will give an overview on several important analytical tools for characterizing the nanomaterials that are functionally engineered towards biomedical applications. Quantification of mechanical, electrical, electronic and biological properties of the nanomaterials such as carbon nanotubes, metal nanoparticles, quantum dots, nanowires, polymeric nanoparticles and biomedical nanomaterials will be discussed. Fundamental principles of the associated instruments and the evaluation of the physical, chemical and microscopy methods for materials in nano-regime will be highlighted. Modern material science depends on the use of a set of analytical methods that are used normally in specialized laboratories. This course will help the students get familiar with the basics of such specialized methods, their range of applicability and reliability, especially when the materials under test are in sub-100nm dimensions. Graduate Equivalent: BIEG 5387, ECEG 5387.

BIEG 4403 Advanced Biomechanics **3 Credits**
Prerequisite: BIEG 3201.

This course introduces the applications of continuum mechanics to the understanding of various biological tissue properties and biological fluid flow. The structure, function and mechanical properties of bone, muscle, blood vessels and blood flow will be examined. Conservation laws and constitutive equations for solid, fluid, and intermediate biomaterials will be covered. Critical analysis of current research in the field of biomechanics is also emphasized. Graduate Equivalent: BIEG 5403.

Faculty

Associate Professors

Balaji, *chair*
Belfadel
Macwan

Assistant Professor

Drazan
Estrada

Assistant Professors of the Practice

Freudzon

Instructors of the Practice

Cavallo

Biomedical Engineering Major

Major Requirements

Bachelor of Science in Biomedical Engineering

127 credits

Natural Science Requirements

Code	Title	Credits
Select one Biology elective with lab from the following:		4
BIOL 1171	General Biology I	
BIOL 1172	General Biology II	
BIOL 1173	General Biology III	
CHEM 1171 & 1171L	General Chemistry I and General Chemistry I Lab	4
CHEM 1172 & 1172L	General Chemistry II and General Chemistry II Lab	4
CHEM 2271 & 2271L	Organic Chemistry I and Organic Chemistry I Lab	4
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors ²	4
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors ²	4
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4

MATH 2251	Ordinary Differential Equations	3
PHYS 1171 & 1171L	General Physics I and General Physics I Lab ²	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab ²	4
Total Credits		39

Major Requirements

For a major in Biomedical Engineering, students complete the following:

Code	Title	Credits
Engineering Foundation		
CPEG 2245	Digital Design I	3
CPEG 2245L	Digital Design I Lab	1
CPSC 1131	Fundamentals of Programming	3
ELEG 2213	Introduction to Electric Circuits	3
ELEG 2213L	Electric Circuits Lab	1
ELEG 3348	Embedded Microcontrollers	3
ELEG 3348L	Embedded Microcontrollers Lab	1
ENGR 1031	Fundamentals of Engineering	3
ENGR 2130	Engineering Graphics I	3
ENGR 2145	Mathematical Analysis	3
MEEG 2207	Materials Science	3
Biomedical Engineering Depth		
BIEG 3201	Biomechanics	3
BIEG 3301	Biomedical Instrumentation	4
BIEG 3331	Biomedical Signal Processing	3
BIEG 4332	Biomedical Imaging	3
BIEG 4350	Medical Device Design	3
ENGR 4961	Senior Design Project I	3
ENGR 4962	Senior Design Project II	3
Select two biomedical major electives with approval of advisor ¹		6
Total Credits		55

¹ The premed option requires BIOL 3324 Biochemistry I as one of the biomedical electives.

² Fulfills *Magis* Core requirement

Magis Core Requirements

Magis Core Relationship to the Biomedical Engineering Major

In addition to the engineering-specific major requirements, students are required to fulfill the University's *Magis* Core requirements. The following table relates the *Magis* Core requirements to the Biomedical Engineering program.

Tier I: Orientation

Code	Title	Credits
English		
ENGL 1001	Introduction to Rhetoric and Composition	3
History		
Select one HIST 1000-level course		3

or CLST 1115 or CLST 1116

Mathematics		
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
Modern or Classical Language		
Select one language course based on placement ¹		3
Philosophy		
PHIL 1101	Introduction to Philosophy	3
Religious Studies		
Select one RLST 1000-level course		3
Modern/Classical Language or Mathematics		
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
Total Credits		23

¹ If starting a new language, a placement exam is not necessary.

Tier II: Exploration

Code	Title	Credits
Behavioral and Social Sciences		
Select two courses from the following fields:		6
Communication		
Economics		
Politics		
Psychology (except PSYC 1610)		
Sociology and Anthropology (except ANTH 1200 and ANTH 1210)		
History, Philosophy, Religious Studies		
Select two 2000- or 3000-level courses from two different disciplines		6
Literature		
Select one course from the following fields:		3
Classics		
English		
Modern Languages and Literatures		
Natural Sciences		
PHYS 1171 & 1171L	General Physics I and General Physics I Lab	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab	4
Visual and Performing Arts		
Select one 1000-level course from the following fields in Visual and Performing Arts:		3
Art History and Visual Culture		
Film, Television, and Media Arts		
Music		
Studio Art		
Theatre		
Total Credits		26

Plan of Study

A typical, full-time, four-year plan of study appears below. Some variation may be possible. Students should always discuss their individual plan of study with their advisor prior to registering for courses.

Course	Title	Credits
First Year		
Fall		
ENGR 1031	Fundamentals of Engineering	3
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
PHYS 1171	General Physics I	3
PHYS 1171L	General Physics I Lab	1
Modern/Classical Language Orientation Tier ⁵		3
History Orientation Tier ¹		3
Credits		17
Spring		
CPSC 1131	Fundamentals of Programming	3
ENGL 1001	Introduction to Rhetoric and Composition	3
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
PHYS 1172	General Physics II	3
PHYS 1172L	General Physics II Lab	1
ENGR 2130	Engineering Graphics I	3
Credits		17
Second Year		
Fall		
BIEG 3201	Biomechanics	3
ELEG 2213	Introduction to Electric Circuits	3
ELEG 2213L	Electric Circuits Lab	1
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4
CHEM 1171	General Chemistry I	3
CHEM 1171L	General Chemistry I Lab	1
Credits		15
Spring		
BIEG 3301	Biomedical Instrumentation	4
ENGR 2145	Mathematical Analysis	3
ENGR 2145P	Mathematical Analysis PLG	0
MATH 2251	Ordinary Differential Equations	3
CHEM 1172	General Chemistry II	3
CHEM 1172L	General Chemistry II Lab	1
PHIL 1101	Introduction to Philosophy	3
Credits		17
Third Year		
Fall		
CHEM 2271	Organic Chemistry I	3
CHEM 2271L	Organic Chemistry I Lab	1
BIEG 3331	Biomedical Signal Processing	3
MEEG 2207	Materials Science	3
Religious Studies Orientation Tier ¹		3

Behavioral and Social Sciences Exploration Tier ³		3
Credits		16
Spring		
BIEG 4332	Biomedical Imaging	3
CPEG 2245	Digital Design I	3
CPEG 2245L	Digital Design I Lab	1
History or Philosophy or Religious Studies Exploration Tier ²		3
Select one Biology course with lab from the following: ⁸		4
BIOL 1171	General Biology I (or)	
BIOL 1172	General Biology II (or)	
BIOL 1173	General Biology III	
Credits		14
Fourth Year		
Fall		
ENGR 4961	Senior Design Project I	3
BIEG 4350	Medical Device Design	3
Major Elective ⁴		3
ELEG 3348	Embedded Microcontrollers	3
ELEG 3348L	Embedded Microcontrollers Lab	1
History or Philosophy or Religious Studies Exploration Tier ²		3
Credits		16
Spring		
ENGR 4962	Senior Design Project II	3
Major Elective ⁴		3
Behavioral and Social Sciences Exploration Tier ²		3
Visual and Performing Arts Exploration Tier ⁶		3
Literature Exploration Tier ⁷		3
Credits		15
Total Credits		127

¹ Choose an appropriate History or Religious Studies course at the 1000 level

² Choose any appropriate Religious Studies, History, or Philosophy core course

³ Core Social Science course may be filled by appropriate courses in Communication, Economics, Psychology, Politics, or Sociology and Anthropology.

⁴ Major electives are chosen from the department, but may be chosen with approval of advisor and department chair from among other courses offered in the School of Engineering.

⁵ Choose any Language offered by the Modern Language Department, based on placement exam.

⁶ Visual and Performing Art History courses may be chosen from Art History, Music, Film, Television, and Media Arts, Studio Art, or Theatre.

⁷ Approved English, Modern Languages and Literatures, and Classics courses.

⁸ Corequisite lab is required.

Biomedical Engineering Five-Year Bachelor of Science and Master of Science Program

Fairfield University School of Engineering and Computing offers a five-year accelerated bachelor's/master's in Biomedical Engineering for

undergraduates enrolled in the program. This accelerated program may reduce the time to obtain a master's degree by a year and provides the experiential learning through research and design projects giving graduates the credentials needed to prepare for a broad range of careers. Upon completing the program, graduates gain the knowledge, confidence, and skills needed to solve the next generation of complex healthcare problems.

Requirements

The five-year program offers a simplified process for admission to the graduate school. Students typically apply to the accelerated Master's degree program at the end of their third year. Students follow the standard undergraduate curriculum for the first three years, and then complete the baccalaureate degree requirements during their fourth year while taking up to two graduate courses. Up to six graduate course credits taken during the fourth year may be applied towards both the bachelor's and master's degree requirements. After receiving the baccalaureate degree, students will take an additional eight courses (for a total of ten courses) to complete the MS degree requirements in the fifth year. This accelerated degree is expected to be completed in five years without interruption.

Students accepted in this program are expected to have an overall GPA of 3.00 or higher and receive approval of the faculty advisor. Students will be awarded the BS in Biomedical Engineering when all requirements are met, usually at the end of the fourth year. The MS degree will be awarded when all graduate requirements of the combined degree curricula have been satisfied, usually at the end of the fifth year.

Accelerated Degree Curriculum

Students must develop a plan of study for the MS portion of the degree with approval of their faculty advisor, including the following:

Thesis Option

Code	Title	Credits
All Requirements for BS in Biomedical Engineering ¹		127
BIEG 5319	Advanced Experimental Design in Biomedical Engineering	3
MATH 5417 or SWEG 5317	Applied Statistics I Computational Statistics for Biomedical Sciences	3
BIEG 6971	Thesis I	3
BIEG 6972	Thesis II	3
Select two Biomedical Engineering elective courses from approved list		6
Select two electives from Mechanical, Electrical, Computer, Software Engineering, Computer Science, Mathematics, or Management of Technology with approval from the program director.		6
Total Credits		151

¹ Requirements are the same as those listed for the BS, except students may select up to two graduate-level electives to fulfill the major elective requirement.

Non-Thesis Option

Code	Title	Credits
All Requirements for BS in Biomedical Engineering ¹		127
BIEG 5319	Advanced Experimental Design in Biomedical Engineering	3
MATH 5417 or SWEG 5317	Applied Statistics I Computational Statistics for Biomedical Sciences	3
Select three Biomedical Engineering elective courses from approved list		9
Select three electives from Mechanical, Electrical, Computer, Software Engineering, Computer Science, Mathematics, or Management of Technology with approval from the program director.		9
Total Credits		151

¹ Requirements are the same as those listed for the BS, except students may select up to two graduate-level electives to fulfill the major elective requirement.

Note:

1. A minimum of 30 credits must be completed at the graduate level.

2. The total number of credits for 5 year accelerated BS/MS BME takes into account the two graduate-level electives (6 credits) that count towards both the BS and MS degrees.

Biomedical Engineering Electives

Code	Title	Credits
Biomedical Engineering Electives		
BIEG 5309	Biosensors	3
BIEG 5311	Biomaterials	3
BIEG 5314	Introduction to Molecular Modeling	3
BIEG 5331	Biomedical Signal Processing	3
BIEG 5332	Biomedical Imaging	3
BIEG 5335	Clinical Engineering	3
BIEG 5350	Medical Device Design	3
BIEG 5370	Cardiac Mechanics	3
BIEG 5375	Bioelectronics	3
BIEG 5387	Instrumental Analysis in Biomedical Engineering	3
BIEG 5403	Advanced Biomechanics	3
BIEG 5333	Biomedical Visualization	3
BIEG 5415	Engineering Applications of Numerical Methods	3
BIEG 5301	Feedback Control System	3
BIEG 5990	Independent Study	3

Non-Biomedical Engineering Electives

Possible electives may include:

Code	Title	Credits
Mechanical Engineering		
MEEG 5303	Industrial Automation	3
MEEG 5305	Design of Mechatronics Systems	3
MEEG 5312	Advanced Product Design and Manufacturing	3
MEEG 5319	Applications of Finite Element Analysis	3

MEEG 5372	Applications of Theory of Elasticity	3
Electrical Engineering		
ECEG 5315	Nanoelectronics I	3
ECEG 5335	Microelectronics	3
ECEG 5379	Communication Systems	3
ECEG 5480	Wireless Systems I	3
Computer Engineering		
ECEG 5303	Industrial Automation	3
ECEG 5325	Computer Graphics	3
ECEG 5346	Computer Systems Architecture	3
ECEG 5406	Advanced Digital Design	3
SWEG 5357	Database Management Systems	3
SWEG 5355	Artificial Intelligence	3
SWEG 5360	Machine Learning	3
Management of Technology		
MGMT 6584	Global Competitive Strategy	3
MGTN 5460	Project Management	3
MGMT 6508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm	3
MGTN 5415	Information Systems	3
MGTN 5470	Leadership in Technical Enterprise	3

Computer Science and Engineering

The mission of Fairfield University is to educate its students through a variety of scholarly and professional disciplines. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. Computational thinking and processes permeate our daily lives, revolutionizing our understanding of the natural world, our tools, and of ourselves. Knowledge of computer science has become highly valued in such diverse fields as psychology, biology, and even philosophy. A degree in Computer Science gives one both marketable skills and intellectual breadth that can be applied to many career choices. At Fairfield, students can pursue multiple degree options as follows: a BA degree in Computer Science, a BS degree in Computer Science, or a minor in Computer Science that makes a strong addition to one's resume. Students pursuing a BA degree in Computer Science can readily integrate a math major into their program by contacting the Mathematics department.

The BS Computer Science program is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) under the commission's General Criteria and Program Criteria for Computer Science. Additionally, the BS in Computer Science can be continued with a specialization in Software Engineering through a five-year Bachelor's and Master's accelerated degree track. The BA in Computer Science can be continued with a specialization in a Data Science Master's degree program.

Fairfield recognizes that learning is a life-long process and sees the education which it provides as the foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development.

The Program Educational Objectives are broad statements that describe what alumni do within a few years following graduation. The BS in Computer Science major is committed to graduating computer scientists who within a few years of their graduation are expected to:

1. Apply their in-depth understanding in areas of computer science and engineering to solve problems in a modern technological society as productive computer scientists or engineers and/or enter and succeed in a graduate program.
2. Function effectively, both individually and within multi-disciplinary teams.
3. Continue as a lifelong learner to develop their computing and engineering abilities, problem-solving skills, and aptitude for innovation.
4. Practice professional ethics with social and cyber responsibility through service in the framework of a global technical community.

The Computer Science students pursuing a BS degree will graduate from the program with the ability to perform and execute the following student outcomes:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

Programs

- Computer Science Major (BA)
 - Concentration in Computer Engineering
 - Concentration in Software Engineering
- Computer Science Major (BS)
 - Concentration in Computer Engineering
 - Concentration in Software Engineering
- Computer Science Minor
- Dual Major in Computer Science and Finance

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- Cybersecurity Five-Year Accelerated Degree Bachelor of Arts and Master of Science Program
 - Cybersecurity Five-Year Accelerated Degree Bachelor of Science and Master of Science Program
 - Data Science Five-Year Accelerated Degree Bachelor and Master of Science Program
 - Software Engineering Five-Year Accelerated Degree Bachelor and Master of Science Program

Courses

Computer Science

CPSC 1101 Introduction to Computing

3 Credits

In this course, students learn computational problem-solving techniques through the process of design, implementation, testing, and documentation using the programming language Python. The main ideas of computing are explored and students learn the most essential information about computers and technology in today's digital world and the latest computing trends and skills. Students will get an understanding of the breadth of computing as a discipline and how it exists in the world by identifying computing applications in society and exposing them to a variety of computing topics.

CPSC 1131 Fundamentals of Programming

3 Credits

Attributes: BUEL Business Elective, ENPC Digital Journalism Production Component

This course introduces programming constructs and techniques in a logical progression beginning with small problems and basic algorithms through larger scale programs and design. While not an object oriented course, classes and objects are used in an ancillary capacity while working on broader topics of software architecture. Complete programs will be designed, coded, and debugged in both Java and the C programming language, developing skills necessary to work with more complex software systems.

CPSC 1152 Introduction to Computer Game Modeling

3 Credits

This is an introductory computer games modeling course which examines the basics of computer game design and visual effects. Students will use graphics software modeling packages to create characters and visual effects, and to develop a computer game idea, including storyline and plots. Basic programming techniques may also be taught.

CPSC 1201 Technical Skills for Liberal Arts Majors

3 Credits

Students today will need skills in a variety of computer programs and software applications. This course is designed for those in the liberal arts (humanities and social or behavioral sciences) who will need these technical skills for their future workplace. Specific skill sets include software for word processing, spreadsheet, presentation, conferencing, web page coding, and web page design; other software may be included. The course serves those students going into business, publishing, non-profit careers, and a variety of other enterprises for which the liberal arts training must be augmented with specific cyber-related technical competence. Open to students with majors in the humanities or social/behavioral sciences only.

CPSC 2231 Programming Workshop

3 Credits

Corequisite: CPSC 2231L.

Prerequisite: CPSC 1131.

This course covers advanced programming concepts in one or more current object-oriented programming languages, including syntax, OOP principles, collections, and coding best practices. It prepares students for adapting to various programming environments and coding in an efficient manner. Lab work will accompany the course.

CPSC 2231L Programming Workshop Lab

1 Credit

Corequisite: CPSC 2231.

This lab accompanies the Programming Workshop course for hands-on practice with course concepts.

CPSC 2232 Data Structures

3 Credits

Corequisite: CPSC 2232L.

Prerequisite: CPSC 2231.

This course provides an in-depth exploration of fundamental and advanced data structures, focusing on their design, implementation, and application. Students will develop a strong understanding of key data structures such as linked lists, stacks, queues, trees, heaps, and graphs. The course revisits recursion and discusses algorithm efficiency. The course may also include sorting, reachability, and minimal paths in graphs and their algorithms. By the end of the course, students will have the skills to design custom data structures and apply them effectively in solving complex problems in software development and computer science.

CPSC 2232L Data Structures Lab

1 Credit

Corequisite: CPSC 2232.

This lab accompanies the Data Structures course for hands-on practice with course concepts.

CPSC 2250L Computer Science Sophomore Clinic

1 Credit

Corequisite: CPSC 2304.

This sophomore clinic provides faculty guidance and supervision beyond the scope of existing courses. Students learn how to develop and structure their deliverables, as well as how to use computer science tools in the context of real-world or research projects.

CPSC 2304 Web Development

3 Credits

Attributes: ENPC Digital Journalism Production Component

Prerequisite: CPSC 1131.

This course introduces the student to developing applications for use on the World Wide Web. Students learn basic n-tier concepts for designing distributed applications and gain hands on experience through the construction of web-based applications. The course covers concepts that allow communication over the Web. This includes designing and authoring web pages, markup languages, the client-side document object model, usability, search engine optimization, and client-side dynamic web pages. Graduate equivalent: SWEG 5304.

CPSC 3333 Introduction to Cybersecurity

3 Credits

Prerequisite: CPSC 2231.

In this course, students will be given an extensive overview of the various components of cybersecurity, including software development, operating systems, databases, and networks. Students will learn cybersecurity concepts, issues, and tools that are critical in solving problems in the computing security domain. The course will use lectures, reading assignments, and interactive lab exercises to reinforce the concepts that are introduced. Graduate equivalent: SWEG 5333.

CPSC 3343 Design and Analysis of Algorithms

3 Credits

Prerequisite: CPSC 2232.

This course focuses on algorithmic problem-solving techniques including decrease-and-conquer, divide-and-conquer, transform-and-conquer, dynamic programming, greedy design, backtracking, branch and bound, and heuristic algorithms. Advanced data structure techniques are studied within the context of designing efficient graph algorithms. Students gain an appreciation for the fundamental notion of NP completeness. The asymptotic analysis of algorithmic complexity is emphasized throughout the course.

CPSC 3349 Cloud Computing**3 Credits****Prerequisite:** Junior standing.

This course will introduce the foundations of cloud computing, and familiarize students with the core concepts needed to build, deploy and manage applications in a cloud. Besides the theoretical underpinnings, emphasis will be put on practical experience of using cloud resources and services. Concepts like microservices and containers will be discussed in depth, as well as best practices for building successful cloud native applications and implications for development and operational processes. The course will be a combination of lectures and hands-on experience of a public cloud. Graduate equivalent: SWEG 5349.

CPSC 3351L Computer Science Junior Clinic I**1 Credit****Corequisite:** SWEG 3301.

This first junior clinic provides faculty guidance and supervision beyond the scope of existing courses. Students learn how to develop and structure their deliverables, as well as how to use computer science tools in the context of real-world or research projects.

CPSC 3352L Computer Science Junior Clinic II**1 Credit****Corequisite:** SWEG 3302.

This second junior clinic provides faculty guidance and supervision beyond the scope of existing courses. Students learn how to develop and structure their deliverables, as well as how to use computer science tools in the context of real-world or research projects.

CPSC 3354 Theory of Programming Languages**3 Credits****Prerequisite:** CPSC 2232.

The objective of this course is to provide a better understanding of programming languages and their design. Various concepts and principles underlying the design and use of modern programming languages are considered, mainly: syntax, semantics, type systems, runtime environment. Students take a pragmatic approach to this course which ties in the theory and real-world implications in some selected programming languages. The course has a substantial theoretical component which is supported by programming assignments and projects.

CPSC 4305 Mobile Application Development**3 Credits****Prerequisite:** CPSC 1131.

This project-oriented course examines the fundamental aspects of mobile computing, application architecture, and mobile application design and development. Students will learn application development on the Android platform. Students will complete a hands-on project building a prototype mobile application. Topics include user interface design and building, input and data handling, and network techniques and GPS and motion sensing. Students are expected to work on a project that produces a professional-quality mobile application. Projects will be deployed in real-world applications. Graduate equivalent: SWEG 5305.

CPSC 4314 Network Security**3 Credits**

This course is intended for individuals who need an understanding of the client-server environment, with any emphasis on network security. The OSI Model, network concepts, and network architecture are discussed. The components that make up a network, including cabling, wiring hubs, file servers, bridges, switches, routers, network interface cards, network operating systems, and network software and hardware configurations are discussed. Network architectural concepts, wide area networks, remote access, and segmentation are discussed. Operating systems will be discussed and demonstrated. Featured is the seven-layer OSI model, the foundation of today's communication protocols. Students will work with various security protocols and configure routers and switches with security methods.

CPSC 4315 Computational Biology**3 Credits****Prerequisite:** Junior standing.

This course is designed to benefit computational and experimental biologists to understand the principles of analyzing biological data, building models and testing hypotheses using computer science paradigms. Students will learn how to build computational tools that are used to analyze DNA content, identify protein binding patterns, compare sequences, and discover variation within genomes. Graduate equivalent: SWEG 5315.

CPSC 4317 Computational Statistics for Biomedical Sciences**3 Credits****Prerequisite:** Junior standing.

This course will provide a practical introduction to analysis of biological and biomedical data. Basic statistical and machine learning techniques will be covered, including descriptive statistics, linear regression, non-linear regression, classification/prediction, and biomedical data visualization. Emphasis will be on how to choose appropriate data analysis models and how to assess statistical significance. This course will benefit data scientists to apply data science techniques to analyze biomedical data or clinical data. In addition, this course is also designed to benefit computational and experimental biologists to understand the principles of analyzing biological data, building models and testing hypotheses using computer science paradigms. To visualize data and carry out data analysis, students will learn R or Python, and other programming languages for statistical computing and graphics. The class will be a combination of lecture and computer lab. Graduate equivalent: SWEG 5317.

CPSC 4322 Visual Analytics**3 Credits****Prerequisite:** Junior standing.

In this course, students investigate visual analytics tools and techniques used to synthesize information and derive insight from massive, dynamic, ambiguous, and often conflicting data and to communicate the findings effectively for decision-making. Extensive use of case studies based on real-world events will be used to illustrate course concepts. Students will apply visual analytics techniques toward a focused research problem in a real-world application or a domain of interest. Graduate equivalent: SWEG 5322.

CPSC 4331 Operating Systems**3 Credits****Prerequisite:** CPSC 2232.

This course introduces students to the basic operating system structure, process and thread synchronization and concurrency, file systems and storage servers, memory management techniques, process scheduling and resource management, virtualization, and more on a UNIX-like platform.

CPSC 4335 Digital Forensics**3 Credits****Prerequisite:** Junior standing.

In this course students will be given the basic notions and theory of digital forensics. For file systems and operating systems, the class covers investigative techniques and legal and technical considerations that the examiner should make. They will learn concepts, challenges, and tools in applying digital forensics examinations. The course includes, but not limited to, topics in the suggested curriculum of CDFE certification. The course will use lectures, reading assignments, and interactive lab exercises to reinforce the concepts that are introduced. Graduate equivalent: SWEG 5335.

CPSC 4350 Introduction to Data Science 3 Credits

Prerequisite: CPSC 1101, Junior or Senior Standing or instructor permission.

This course offers a thorough introduction to data science, focusing on both practical skills and theoretical knowledge across a wide range of topics. It guides students through the entire data science lifecycle, starting from the basics of data wrangling, exploratory data analysis, and visualization, to more advanced topics such as statistical inference, machine learning, and natural language processing. Python with web-based interactive computing platforms, such as JupyterLab, are utilized as the primary tools for hands-on learning. Through a combination of lectures, hands-on projects, and assessments, students will learn to derive insights from data and make informed decisions based on data analysis. Graduate equivalent: SWEG 5350.

CPSC 4355 Artificial Intelligence 3 Credits

Prerequisite: CPSC 2232.

This course provides an overview of methods, history, and typical applications of AI. It covers problem solving, machine learning, probabilistic reasoning, classical search algorithms, deep learning, applications (natural language processing, vision). Students solve a variety of AI problems using Python. Students are able to understand the nature of the intelligence behaviors, develop an AI system, grasp the classical approaches to AI research, and apply these approaches and tools for real problem solving. Graduate equivalent: SWEG 5355.

CPSC 4357 Database Management Systems 3 Credits

Prerequisite: CPSC 2232.

This course examines data management systems; relational database model; domains and relational integrity; structured query language (SQL); database design, logical and physical; entity-relationship diagrams; normalization; transaction processing; and database administration. Students perform a number of hands-on exercises using an industry-standard database Oracle for modern applications. Graduate equivalent: SWEG 5357.

CPSC 4360 Machine Learning 3 Credits

Prerequisite: Junior standing.

This course will provide a practical introduction to machine learning applications such as face recognition, clinical diagnosis, speech recognition, natural language processing, or image classification. Topics such as regression, classification, neural networks, deep learning, and ensemble methods will be discussed. Emphasis will be on how to choose appropriate machine learning and deep learning models and how to evaluate their performance. The class will be a combination of lecture and computer lab. Graduate equivalent: SWEG 5360.

CPSC 4366 Deep Learning 3 Credits

Prerequisite: CPSC 1101, CPSC 4360, Junior or Senior Standing.

This course offers a comprehensive introduction to the fundamental principles, theories, and practical aspects of deep learning. Lectures will begin with the basics of shallow neural networks before progressing to complex deep neural network structures. The topics include an overview of key neural network architectures, such as convolutional, recurrent, and autoencoder networks, and their applications in computer vision for tasks like image classification and segmentation, as well as in natural language processing for text classification and machine translation. Additionally, students will learn to craft deep learning architectures using Python on open-source machine learning platforms. Through a combination of lectures, practical exercises, and final projects, students will acquire the ability to implement deep learning models in real-world situations. Graduate equivalent: SWEG 5366.

CPSC 4521 Information Visualization 3 Credits

Prerequisite: Junior standing.

This course introduces basic elements of Information Visualization, which is concerned with the creation of visual representations of Big Data abstract phenomena for which there may not be a natural physical reality, such as stock market movements, social relationships, gene expression levels, manufacturing production monitoring, survey data from political polls, or supermarket purchases. Students will be exposed to techniques covering the five main phases of developing information visualization tools: representation, presentation, interaction, perception and interpretation, and evaluation. Students will be required to develop a large project related to information visualization. Graduate equivalent: SWEG 5521.

CPSC 4525 Human Computer Interaction 3 Credits

Prerequisite: Junior standing.

This course introduces students to the foundations of Human Computer Interaction and how it applies in software engineering and research settings. Students will learn how to design user interfaces based on the capabilities of computer technology and the needs of human factors. They will design user interfaces and learn how to implement a prototype from a list of informal requirements. It will also introduce students to issues related to human subject research as well as ethical implications of human computer interaction. Graduate equivalent: SWEG 5525.

Software Engineering

SWEG 3301 Software Engineering Methods 3 Credits

Attributes: MWID Magis Core: Writing in the Discipline

Corequisite: CPSC 3351L.

Prerequisite: CPSC 2232.

This course explores the requirements gathering, system analysis, and software design methods of software application following the software processes required for the production of high quality software. Techniques for creating documentation and using software development tools will be presented. Students will gain experience in software project management, requirements, analysis, and safety issues in software development, interpersonal skills for management and team membership, and the software engineering discernment of systems architecture. Graduate equivalent: SWEG 5301.

SWEG 3302 Software Design Methods 3 Credits

Prerequisite: SWEG 3301.

This course is the continuation of SWEG 3301 with in-depth projects and further discussions of design and implementation topics. Through the use of case studies and project work that has the student gradually building a large design specification, students will achieve an understanding of how complex applications are designed and built. Graduate equivalent: SWEG 5302.

SWEG 4312 Agile Software Engineering 3 Credits

Prerequisite: SWEG 3301.

In this course, students apply in-depth techniques and experience various roles incorporated into one of the main approaches to software development which is agile methodology. It uses detailed knowledge about each of the major traditional software engineering phases to explore a more iterative approach for development of faster and more adaptable software. Proficiency in programming is expected of the students entering this course. Graduate equivalent: SWEG 5312.

SWEG 4320 Software Testing and Maintenance**3 Credits****Prerequisite:** SWEG 3301.

This course will cover in-depth methods for software testing, reliability and maintenance of software. Students will learn the principles of software testing and how to apply software testing techniques to the development of quality software and how to deploy software systems, maintain, enhance, and reuse software systems. Graduate equivalent: SWEG 5320.

SWEG 4321 Software Project Management**3 Credits****Prerequisite:** SWEG 3301.

This course explores and practices fundamental project management skills and life cycles required for both the successful management and development of software. Quality management principles of Personal Software Process (PSP) and Team Software Process (TSP) are introduced and practiced. Students will learn how to develop a project plan, scope a project, identify project activities, create work breakdown structures, estimate and schedule resources, construct and analyze project network diagrams, finalize project schedule and cost based on resource activity, recruit team members, organize and manage a project team, monitor and control progress, understand critical path project management, and have knowledge of both agile and traditional project management methods. Graduate equivalent: SWEG 5321.

SWEG 4505 Advanced Database Concepts**3 Credits**

This course covers topics in database implementation designed to provide software engineers with a wide variety of server-side problem solving techniques. Topics include cursors, query and index optimization, advanced SQL programming, distributed databases, object-oriented databases, clustering, partitioning, and working with XML and other unstructured data. While Microsoft SQL Server is primarily used for demonstration, the topics covered are applicable to any database platform, and the different approaches of the major database vendors are frequently contrasted. The format consists of lecture and lab components. Cross-listed with SWEG 6505.

SWEG 4599 Ethical Hacking**3 Credits**

This course covers current information security practices and countermeasures put in place to safeguard against security breaches. The course reviews internet infrastructures such as firewalls, IDS systems, and honey pots. Additional areas include risk analysis, computer-use policies, physical security, internet/intranet security, malware, firewall infrastructure, and current information security issues. Cross-listed with SWEG 6599.

SWEG 4900 Special Topics (Shell)**3 Credits**

This course provides an in-depth study of selected topics in software engineering of particular interest to the students and instructor. The course is counted as a major elective/specialization course. The topics and prerequisites will be announced when this course is offered.

SWEG 4990 Independent Study**1-3 Credits**

This course is an individualized study under the supervision of the faculty member. The course emphasizes individual creativity. Undergraduate students work with a faculty mentor in studying and investigating topics of current interest in software engineering. Enrollment by permission only.

Associate Professors of the Practice

Speretta

Assistant Professors

Bandara

Mathur

Assistant Professors of the Practice

Majumder

Tang

Instructor of the Practice

Kramer

Lecturers

Blade

Corcoran

Galasso

Gopalakrishnan

Wilson

Computer Science Major (BA)

The BA program in Computer Science supports the mission of the University by providing a flexible curriculum focusing on the advanced practices of computer science grounded in a strong liberal arts core curriculum. Students have the flexibility to choose a wide range of elective courses, which can also allow them to pursue a variety of minors or even double majors. Students may obtain a concentration in Computer Engineering or Software Engineering.

The Program Educational Objectives (PEOs) are broad statements that describe what alumni do within a few years following graduation. The BA in Computer Science program is committed to our alumni who, within a few years of their graduation, are expected to:

1. Be employed in a field that makes use of computer science background.
2. Continue the process of life-long learning through formal and informal education.
3. Communicate effectively.
4. Practice professional ethics with social responsibility.

The program emphasizes the complete development of computing-based solutions. Students learn how to gather requirements, design, develop, test, deploy, and maintain software using rigorous computing practices. They are taught how to leverage technology to create flexible and scalable applications and to address the challenges that arise during the development process. Also, the program exposes students to a range of other disciplines, such as the physical sciences, social sciences, languages and literature, and the arts, that emphasizes a whole person learning pedagogy.

Fairfield's computer science curriculum encompasses a truly unique combination of experiences:

- **Experiential Hands-On Learning:** A unique curriculum provides opportunities for computer science students to obtain the equivalent of 20 months of real-world experience through a sophomore year

Faculty

Associate Professors

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service-learning initiative, a junior year entrepreneurial experience, and an industry-based senior capstone project.

- **Cross-Disciplinary Engineering Exposure:** As part of the School of Engineering and Computing, computer science students have access to other engineering disciplines and engineering-heavy industries, which expands career opportunities exponentially.
- **Student Mentoring:** By volunteering as high school mentors, students learn valuable management skills, they become comfortable explaining highly technical concepts simply and clearly, and they experience the satisfaction of sharing their knowledge to help others.
- **Liberal Arts Core:** A strong foundation in the liberal arts encourages engineers to think critically, design imaginatively, communicate clearly and collaborate productively.
- **Academic/Research Activities and Internship:** Companies from a variety of domains, such as The Weather Company (visualization), Federal Aviation Administration (software engineering and data mining), Saugatuck Energy (artificial intelligence) have an on-campus presence and provide computer science students opportunities to interact with industry leaders.

Major Requirements

Bachelor of Arts in Computer Science

122 credits

For a major in computer science, students complete the following:

Code	Title	Credits
Foundation Courses		
CPSC 1101	Introduction to Computing (Preferred course)	3
or ENGR 1031	Fundamentals of Engineering	
CPSC 1131	Fundamentals of Programming	3
CPSC 2231	Programming Workshop	3
CPSC 2231L	Programming Workshop Lab	1
CPSC 2232	Data Structures	3
CPSC 2232L	Data Structures Lab	1
Computing and Software Depth		
CPSC 2250L	Computer Science Sophomore Clinic	1
CPSC 2304	Web Development	3
CPSC 3351L	Computer Science Junior Clinic I	1
CPSC 3352L	Computer Science Junior Clinic II	1
CPSC 3354	Theory of Programming Languages	3
SWEG 3301	Software Engineering Methods	3
SWEG 3302	Software Design Methods	3
Select four major elective courses ¹		12
Total Credits		41

¹ Major electives are chosen from the department, but may be chosen from among other courses with approval of advisor and department chair.

Note: Students with a primary major in a degree other than Computer Science, may use the foregoing 41 credits as the basis for a Computer Science double major

Optional Concentrations

Concentrations in Software Engineering and Computer Engineering are available to students majoring in Computer Science. These concentrations build on required courses in the program and require students to complete additional credits.

Computer Engineering Concentration

Code	Title	Credits
CPEG 2245 & 2245L	Digital Design I and Digital Design I Lab	4
CPEG 3346	Computer Systems Architecture	3
Select two courses from the following:		6-7
CPEG 3246	Digital Electronics Design II	
CPEG 3331	Biomedical Signal Processing	
CPEG 4320 or CPSC 4314	Computer Networks or Network Security	
CPEG 4332	Biomedical Imaging	
ELEG 3348 & 3348L	Embedded Microcontrollers and Embedded Microcontrollers Lab	
Total Credits		13-14

Software Engineering Concentration

Code	Title	Credits
SWEG 3301 & CPSC 3351L	Software Engineering Methods and Computer Science Junior Clinic I	4
SWEG 3302 & CPSC 3352L	Software Design Methods and Computer Science Junior Clinic II	4
SWEG 4320	Software Testing and Maintenance	3
SWEG 4321 or SWEG 4312	Software Project Management or Agile Software Engineering	3
Total Credits		14

Magis Core Requirements

Magis Core Relationship to the Computer Science Major

The Computer Science BA degree requires the completion of the *Magis* Core requirements shown below, 41 major elective course credits, and 36 general elective course credits.

Tier I: Orientation

Code	Title	Credits
English		
ENGL 1001	Introduction to Rhetoric and Composition	3
History		
Select one HIST 1000-level course or CLST 1115 or CLST 1116		3
Mathematics		
MATH 1121	Applied Calculus I	3
Modern or Classical Language		
Select one language course based on placement ¹		3
Philosophy		
PHIL 1101	Introduction to Philosophy	3

Religious Studies		
Select one RLST 1000-level course		3
Modern/Classical Language or Mathematics		
MATH 1122	Applied Calculus II	3
Total Credits		21

¹ If starting a new language, a placement exam is not necessary.

Tier II: Exploration

Code	Title	Credits
Behavioral and Social Sciences		
Select two courses from the following fields:		6
Communication		
Economics		
Politics		
Psychology (except PSYC 2610)		
Sociology and Anthropology (except ANTH 1200 and ANTH 1210)		
History, Philosophy, Religious Studies		
Select two 2000- or 3000-level courses from two different disciplines		6
Literature		
Select one course from the following fields:		3
Classics		
English		
Modern Languages and Literatures		
Natural Sciences		
Select two courses from the following fields:		6
ANTH 1200	Biological Anthropology	
ANTH 1210	Biomedical Anthropology	
Biology		
Chemistry and Biochemistry		
Physics		
PSYC 2610	Behavioral Neuroscience	
Visual and Performing Arts		
Select one 1000-level course from the following fields in Visual and Performing Arts:		3
Art History and Visual Culture		
Film, Television, and Media Arts		
Music		
Studio Art		
Theatre		
Total Credits		24

Plan of Study

A typical, full-time, four-year plan of study appears below. Some variation may be possible. Students should always discuss their individual plan of study with their advisor prior to registering for courses.

Course	Title	Credits
First Year		
Fall		
CPSC 1101	Introduction to Computing (placement based-preferred course) or Fundamentals of Engineering	3
ENGL 1001	Introduction to Rhetoric and Composition	3
MATH 1121	Applied Calculus I	3
PHIL 1101	Introduction to Philosophy	3
Modern/Classical Language Orientation Tier ⁵		3
Credits		15
Spring		
CPSC 1131	Fundamentals of Programming	3
MATH 1122	Applied Calculus II	3
Literature Exploration Tier ⁷		3
Religious Studies Orientation Tier ¹		3
General Elective ⁸		3
Credits		15
Second Year		
Fall		
CPSC 2250L	Computer Science Sophomore Clinic	1
CPSC 2231	Programming Workshop	3
CPSC 2231L	Programming Workshop Lab	1
CPSC 2304	Web Development	3
Behavioral and Social Sciences Exploration Tier ³		3
History Orientation Tier ¹		3
Natural Science Exploration Tier ⁹		3
Credits		17
Spring		
CPSC 2232	Data Structures	3
CPSC 2232L	Data Structures Lab	1
Behavioral and Social Sciences Exploration Tier ³		3
History or Philosophy or Religious Studies Exploration Tier ²		3
History or Philosophy or Religious Studies Exploration Tier ²		3
General Elective ⁸		3
Credits		16
Third Year		
Fall		
CPSC 3351L	Computer Science Junior Clinic I	1
SWEG 3301	Software Engineering Methods	3
Natural Sciences Exploration Tier ⁹		3
General Elective ⁸		3
General Elective ⁸		3
General Elective ⁸		3
Credits		16
Spring		
SWEG 3302	Software Design Methods	3
CPSC 3352L	Computer Science Junior Clinic II	1
Major Elective ⁴		3
Visual and Performing Arts Exploration Tier ⁶		3
General Elective ⁸		3

General Elective ⁸	3
Credits	16
Fourth Year	
Fall	
Major Elective ⁴	3
General Elective ⁸	3
General Elective ⁸	3
General Elective ⁸	3
Credits	12
Spring	
CPSC 3354 Theory of Programming Languages	3
Major Elective ⁴	3
Major Elective ⁴	3
General Elective ⁸	3
General Elective ⁸	3
Credits	15
Total Credits	122

¹ Choose an appropriate History or Religious Studies course at the 1000 level.

³ Core Social Science course may be filled by appropriate courses in Communication, Economics, Psychology, Politics, or Sociology and Anthropology.

⁴ Major electives are chosen from the department, but may be chosen with approval of advisor and department chair from among other courses.

⁵ Choose any language offered by the Department of Modern Languages and Literatures, based on placement exam.

⁶ Visual and Performing Art History courses may be chosen from Art History, Music, Film, Television, and Media Arts, Studio Art, or Theatre.

⁷ Approved English, Modern Languages and Literatures, or Classics courses.

⁸ General Electives may be chosen from any courses offered at the university, and are frequently chosen to help fulfill requirements toward a chosen minor.

⁹ Natural science elective is typically met by any course in Biology, Chemistry, or Physics, as well as some courses in Anthropology.

Computer Science Major (BS)

The BS program in Computer Science supports the mission of the University by providing a curriculum focusing on the most advanced practices of computer science through continued assessment by employers, alumni, faculty and students. The BS in Computer Science is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) under the commission's General Criteria and Program Criteria for Computer Science. Students may obtain a concentration in Computer Engineering or Software Engineering.

The Program Educational Objectives (PEOs) are broad statements that describe what alumni do within a few years following graduation. The BS in Computer Science program is committed to our alumni who, within a few years of their graduation, are expected to:

1. Apply their in-depth understanding in areas of computer science and engineering to solve problems in a modern technological society

as productive computer scientists or engineers and/or enter and succeed in a graduate program.

2. Function effectively, both individually and within multi-disciplinary teams.
3. Continue as lifelong learner to develop their computing and engineering abilities, problem-solving skills, and aptitude for innovation.
4. Practice professional ethics with social and cyber responsibility through service in the framework of a global technical community.

Student Outcomes:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

The program emphasizes the complete process of developing computing-based solutions. Students learn how to gather requirements, design, develop, test, deploy, and maintain software using rigorous computing practices. They are taught how to leverage technology to create flexible and scalable applications and to address the challenges that arise during the development process. Also, the program exposes students to a range of other disciplines, such as the physical sciences, social sciences, economics, and business so they gain an understanding of the real world scenarios that make up the computer science environment. Theoretical courses are supported by rigorous laboratory tasks.

Fairfield's computer science curriculum encompasses a truly unique combination of experiences:

- **Experiential Hands-On Learning:** A unique curriculum guarantees computer science students the equivalent of 20 months of real-world experience through a sophomore year service-learning initiative, a junior year entrepreneurial experience, and an industry-based senior capstone project.
- **Cross-Disciplinary Engineering Exposure:** As part of the School of Engineering and Computing, computer science students have access to other engineering disciplines and engineering-heavy industries, which expands career opportunities exponentially.
- **Student Mentoring:** By volunteering as high school mentors, students learn valuable management skills, they become comfortable explaining highly technical concepts simply and clearly, and they experience the satisfaction of sharing their knowledge to help others.
- **Liberal Arts Core:** A strong foundation in the liberal arts encourages engineers to think critically, design imaginatively, communicate clearly and collaborate productively.
- **Academic/Research Activities and Internship:** Companies from a variety of domains, such as The Weather Company (visualization), Federal Aviation Administration (software engineering and data mining), Saugatuck Energy (artificial intelligence) have an on-campus

presence and provide computer science students opportunities to interact with industry leaders.

Major Requirements

Bachelor of Science in Computer Science

127 credits

Major Requirements

For a major in Computer Science, students complete the following:

Code	Title	Credits
Foundation Courses		
CPEG 2245 & 2245L	Digital Design I and Digital Design I Lab	4
CPSC 1101	Introduction to Computing (placement based)	3
or ENGR 1031	Fundamentals of Engineering	
CPSC 1131	Fundamentals of Programming	3
CPSC 2231 & 2231L	Programming Workshop and Programming Workshop Lab	4
CPSC 2232 & 2232L	Data Structures and Data Structures Lab	4
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors ¹	4
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors ¹	4
MATH 2231	Discrete Mathematics	3
Select two natural science electives with labs ¹		8
Select two elective courses in Mathematics ²		6
Depth Courses		
CPEG 3346	Computer Systems Architecture	3
CPSC 2250L	Computer Science Sophomore Clinic	1
CPSC 2304	Web Development	3
CPSC 3333	Introduction to Cybersecurity	3
CPSC 3343	Design and Analysis of Algorithms	3
CPSC 3351L	Computer Science Junior Clinic I	1
CPSC 3352L	Computer Science Junior Clinic II	1
CPSC 3354	Theory of Programming Languages	3
ENGR 4961	Senior Design Project I	3
ENGR 4962	Senior Design Project II	3
SWEG 3301	Software Engineering Methods	3
SWEG 3302	Software Design Methods	3
CPSC 4331	Operating Systems	3
Select one major elective from the following five courses:		3
CPSC 4322	Visual Analytics	
CPSC 4355	Artificial Intelligence	
CPSC 4357	Database Management Systems	
CPSC 4360	Machine Learning	
CPSC 4521	Information Visualization ()	
Select a second major elective from the following two courses:		3
CPSC 3349	Cloud Computing	
CPSC 4314	Network Security	

Select two additional major electives in Computer Science ³	6
Total Credits	88

¹ Fulfills Magis Core requirement
² Math courses must be 2000 level or higher, courses are chosen under advisement of the faculty advisor and/or department chair
³ Major electives are chosen from the department, under advisement of the faculty advisor and department chair

In addition to Magis Core, foundation, and depth courses, students must complete two general electives (6 credits) for the BS in Computer Science Major.

Concentrations

Concentrations in Software Engineering and Computer Engineering are available to students majoring in Computer Science. These concentrations build on required courses in the program and require students to complete additional credits.

Computer Engineering Concentration

Code	Title	Credits
CPEG 2245 & 2245L	Digital Design I and Digital Design I Lab	4
CPEG 3346	Computer Systems Architecture	3
Select two courses from the following:		6-7
CPEG 3246	Digital Electronics Design II	
CPEG 3331	Biomedical Signal Processing	
CPEG 4320 or CPSC 4314	Computer Networks Network Security	
CPEG 4332	Biomedical Imaging	
ELEG 3348 & 3348L	Embedded Microcontrollers and Embedded Microcontrollers Lab	
Total Credits		13-14

Software Engineering Concentration

Code	Title	Credits
SWEG 3301 & CPSC 3351L	Software Engineering Methods and Computer Science Junior Clinic I	4
SWEG 3302 & CPSC 3352L	Software Design Methods and Computer Science Junior Clinic II	4
SWEG 4320	Software Testing and Maintenance	3
SWEG 4321 or SWEG 4312	Software Project Management Agile Software Engineering	3
Total Credits		14

Magis Core Requirements

Magis Core Relationship to the Computer Science Major

In addition to the engineering-specific major requirements, students are required to fulfill the University's *Magis* Core requirements. The following table relates the *Magis* Core requirements to the BS in Computer Science major.

Tier I: Orientation

Code	Title	Credits
English		
ENGL 1001	Introduction to Rhetoric and Composition	3
History		
Select one HIST 1000-level course or CLST 1115 or CLST 1116		3
Mathematics		
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
Modern or Classical Language		
Select one language course based on placement ¹		
Philosophy		
PHIL 1101	Introduction to Philosophy	3
Religious Studies		
Select one RLST 1000-level course		3
Modern/Classical Language or Mathematics		
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
Total Credits		20

¹ If starting a new language, a placement exam is not necessary.

Tier II: Exploration

Code	Title	Credits
Behavioral and Social Sciences		
Select two courses from the following fields:		6
Communication		
Economics		
Politics		
Psychology (except PSYC 2610)		
Sociology and Anthropology (except ANTH 1200 and ANTH 1210)		
History, Philosophy, Religious Studies		
Select two 2000- or 3000-level courses from two different disciplines		6
Literature		
Select one course from the following fields:		3
Classics		
English		
Modern Languages and Literatures		
Natural Sciences		
Select two natural science courses with lab ²		8
Visual and Performing Arts		
Select one 1000-level course from the following fields in Visual and Performing Arts:		3
Art History and Visual Culture		
Film, Television, and Media Arts		
Music		
Studio Art		
Theatre		
Total Credits		26

² Typical courses that fulfill this requirement may include:

- BIOL 1107 and BIOL 1108 with labs
- CHEM 1171 and CHEM 1172 with labs
- PHYS 1171 and PHYS 1172 with labs

Plan of Study

A typical four-year full-time plan of study appears below. Some variation may be possible. Students should always discuss their individual plan of study with their advisor prior to registering for courses.

Course	Title	Credits
First Year		
Fall		
CPSC 1101 or ENGR 1031	Introduction to Computing (placement based) or Fundamentals of Engineering	3
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
Modern/Classical Language Orientation Tier ⁵		3
Natural Sciences Exploration Tier ⁹		4
History Orientation Tier ¹		3
Credits		17
Spring		
CPSC 1131	Fundamentals of Programming	3
ENGL 1001	Introduction to Rhetoric and Composition	3
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
PHIL 1101	Introduction to Philosophy	3
Natural Sciences Exploration Tier ⁹		4
Credits		17
Second Year		
Fall		
CPSC 2231	Programming Workshop	3
CPSC 2231L	Programming Workshop Lab	1
CPSC 2250L	Computer Science Sophomore Clinic	1
CPSC 2304	Web Development	3
MATH 2231	Discrete Mathematics	3
Math Elective		3-4
Religious Studies Orientation Tier ¹		3
Credits		17-18
Spring		
CPEG 2245	Digital Design I	3
CPEG 2245L	Digital Design I Lab	1
CPSC 2232	Data Structures	3
CPSC 2232L	Data Structures Lab	1
Literature Exploration Tier ⁷		3
Math Elective		3-4
Credits		14-15
Third Year		
Fall		
CPEG 3346	Computer Systems Architecture	3

CPSC 3343	Design and Analysis of Algorithms	3
CPSC 3351L	Computer Science Junior Clinic I	1
SWEG 3301	Software Engineering Methods	3
History or Philosophy or Religious Studies Exploration Tier ²		3
History or Philosophy or Religious Studies Exploration Tier ²		3
Credits		16
Spring		
CPSC 4331	Operating Systems	3
CPSC 3352L	Computer Science Junior Clinic II	1
CPSC 3354	Theory of Programming Languages	3
SWEG 3302	Software Design Methods	3
Behavioral and Social Sciences Exploration Tier ³		3
Visual and Performing Arts Exploration Tier ⁶		3
Credits		16
Fourth Year		
Fall		
CPSC 3333	Introduction to Cybersecurity	3
ENGR 4961	Senior Design Project I	3
Behavioral and Social Sciences Exploration Tier ³		3
Major Elective ⁴		3
General Elective ⁸		3
Credits		15
Spring		
ENGR 4962	Senior Design Project II	3
Major Elective ⁴		3
Major Elective ⁴		3
Major Elective ⁴		3
General Elective ⁸		3
Credits		15
Total Credits		127

¹ Choose an appropriate History or Religious Studies course at the 1000 level.

² Choose any appropriate Religious Studies, History, or Philosophy core course.

³ Core Social Science course may be filled by appropriate courses in Communication, Economics, Psychology, Politics, or Sociology and Anthropology.

⁴ Students may choose one elective from any of the following courses in this group:
CPSC 4322 Visual Analytics
CPSC 4355 Artificial Intelligence
CPSC 4357 Database Management Systems
CPSC 4360 Machine Learning
CPSC 4521 Information Visualization
Students may choose a second elective from any of the following courses in this group:
CPSC 3349 Cloud Computing
CPSC 4314 Network Security
The remaining two major electives are chosen from the department under advisement of the faculty advisor and department chair.

⁵ Choose any language offered by the Department of Modern Languages and Literatures, based on a placement exam.

⁶ Visual and Performing Art History courses may be chosen from Art History, Music, Film, Television, and Media Arts, Studio Art, or Theatre.

⁷ Approved English, Modern Languages and Literatures, or Classics courses.

⁸ General Electives may be chosen from any courses offered at the university, and are frequently chosen to help fulfill requirements toward a chosen minor

⁹ Lab science elective is typically met by any lab course in Biology, Chemistry, or Physics.

Computer Science Minor

You never know where life takes you and what competencies you will need in the future. Indeed, while you are in college it is important to gain as many skills as you can. No matter what major you take, supplementing your knowledge with computer science courses gives you an additional perspective that greatly enhances your ability to solve problems in the workplace.

Even if your career doesn't typically involve software, you may find that an understanding of computer science provides you with greater insight and understanding of issues confronting the organization.

With a computer science minor, you have additional career opportunities available to you. All students are eligible to pursue the computing science minor. Our interdisciplinary approach allows for students from all backgrounds and fields to find our courses both fun and practical. We can accommodate all levels so no prior background is required.

To earn a 20-credit minor in computer science, students complete the following:

Code	Title	Credits
CPSC 1101	Introduction to Computing	3
CPSC 1131	Fundamentals of Programming	3
CPSC 2231	Programming Workshop	3
CPSC 2231L	Programming Workshop Lab	1
CPSC 2232	Data Structures	3
CPSC 2232L	Data Structures Lab	1
Select 2 additional electives in computer science ¹		6
Total Credits		20

¹ Major electives are chosen from the department, but may be chosen from other departments with the approval of your advisor or department chair.

Dual Major in Computer Science and Finance

Overview

The dual major (Finance and Computer Science) is an innovative interdisciplinary curriculum that provides students with unique skills. As such, a graduate of this dual major will be able to apply computer science techniques to the finance field.

This dual major does not constitute a dual degree. Students will not be receiving two bachelor's degrees if they pursue this dual major. Students pursuing the Finance -Computer Science dual major must declare their degree selection as BA in Computer Science or BS in Finance.

Major Requirements

Bachelor of Arts in Computer Science (Dual Major with Finance)

128 credits

Computer Science Major Requirements

Code	Title	Credits
Mathematics Requirements		
MATH 1121	Applied Calculus I	3
MATH 1122 or MATH 2217	Applied Calculus II Statistics I	3
Computer Science Requirements		
CPSC 1101	Introduction to Computing (Satisfies Business Elective)	3
CPSC 1131	Fundamentals of Programming	3
CPSC 2304	Web Development	3
CPSC 2250L	Computer Science Sophomore Clinic	1
CPSC 2231 & 2231L	Programming Workshop and Programming Workshop Lab	4
CPSC 2232 & 2232L	Data Structures and Data Structures Lab	4
SWEG 3301	Software Engineering Methods	3
CPSC 3351L	Computer Science Junior Clinic I	1
SWEG 3302	Software Design Methods	3
CPSC 3352L	Computer Science Junior Clinic II	1
CPSC 3354	Theory of Programming Languages	3
Computer Science Electives		
CPSC/SWEG Computer Science Elective		3
Three required Computer Science Electives are met with these courses: ¹		
FNCE 4305 & FNCE 4320 & FNCE 4390	Financial Trading and Strategic Simulations and Financial Modeling and Seminar in Finance	
Total Credits		38

¹ The 9 credits for these courses are counting under Finance Major Requirement

Dolan School of Business Core Curriculum

Business Core Requirements

11 courses; 33 credits.

Code	Title	Credits
ACCT 1011	Introduction to Financial Accounting ¹	3
ACCT 1012	Introduction to Management Accounting ¹	3
AETH 2291	Business Ethics	3
BUSN 1101	Messaging and Persuasion: Effective Business Communication ¹	3
BUSN 3211	Legal Environment of Business	3

DATA 1101	Business Analytics	3
FNCE 2101	Introduction to Finance ²	3
INTL 2101	Introduction to International Business	3
MGMT 2101	Introduction to Management ²	3
MGMT 4300	Business Strategies in the Global Environment ³	3
MKTG 1101	Principles of Marketing ²	3
Total Credits		33

¹ These courses should be primarily taken in the first year.

² These courses should be primarily taken in the second year.

³ This course may not be taken until the senior year.

Finance Major Requirements

Code	Title	Credits
FNCE 3210	Principles of Investment	3
FNCE 3215	Financial Management	3
FNCE 4305	Financial Trading and Strategic Simulations (Satisfies a Computer Science Elective)	3
FNCE 4320	Financial Modeling (Satisfies a Computer Science Elective)	3
FNCE 4330	Case Studies in Finance	3
FNCE 4390	Seminar in Finance (Satisfies a Computer Science Elective)	3
Total Credits		18

Plan of Study

Suggested Course of Study

Course	Title	Credits
First Year		
Fall		
ACCT 1011	Introduction to Financial Accounting	3
ECON 1011	Introduction to Microeconomics	3
CPSC 1101	Introduction to Computing	3
MATH 1121	Applied Calculus I	3
Modern or Classical Language course		3
First Year Experience (FYE)		0
Credits		15
Spring		
ACCT 1012	Introduction to Management Accounting	3
BUSN 1101 or INTL 2101	Messaging and Persuasion: Effective Business Communication or Introduction to International Business	3
CPSC 1131	Fundamentals of Programming	3
ECON 1012	Introduction to Macroeconomics	3
ENGL 1001	Introduction to Rhetoric and Composition	3
MATH 2217	Statistics I	3
Credits		18
Second Year		
Fall		
CPSC 2231	Programming Workshop	3

CPSC 2231L	Programming Workshop Lab	1
CPSC 2250L	Computer Science Sophomore Clinic	1
CPSC 2304	Web Development	3
DATA 1101	Business Analytics	3
DATA 1101L	Excel Certification Lab	0
FNCE 2101	Introduction to Finance	3
PHIL 1101	Introduction to Philosophy	3
Credits		17

Spring

BUSN 1101 or INTL 2101	Messaging and Persuasion: Effective Business Communication or Introduction to International Business	3
CPSC 2232	Data Structures	3
CPSC 2232L	Data Structures Lab	1
MGMT 2101	Introduction to Management	3
MKTG 1101	Principles of Marketing	3
RLST 1000-level		3
Credits		16

Third Year**Fall**

AETH 2291	Business Ethics	3
BUSN 3211	Legal Environment of Business	3
CPSC 3351L	Computer Science Junior Clinic I	1
FNCE 3210	Principles of Investment	3
HIST 1100	Origins of the Modern World Since 1500	3
SWEG 3301	Software Engineering Methods	3
Credits		16

Spring

CPSC 3352L	Computer Science Junior Clinic II	1
FNCE 3215	Financial Management	3
SWEG 3302	Software Design Methods	3
CPSC/SWEG Elective		3
Literature (Literature/Classics/Modern) course		3
Visual/Performing Arts 1000-level		3
Credits		16

Fourth Year**Fall**

CPSC 3354	Theory of Programming Languages	3
FNCE 4305	Financial Trading and Strategic Simulations	3
FNCE 4320	Financial Modeling	3
First Natural Science course		3
History/Philosophy/Religious Studies at 2000-level ¹		3
Credits		15

Spring

FNCE 4330	Case Studies in Finance	3
FNCE 4390	Seminar in Finance	3
MGMT 4300	Business Strategies in the Global Environment	3
Second Natural Science course		3

History/Philosophy/Religious Studies course at 2000-level ¹	3

Credits**15****Total Credits****128**¹ Must take two different disciplines

Cybersecurity Five-Year Accelerated Degree Bachelor of Arts and Master of Science Program

A five-year degree program is offered in Cybersecurity at Fairfield University's School of Engineering and Computing, leading to a Bachelor of Arts in Computer Science and a Master of Science in Cybersecurity. This program embraces the educational objectives of the BA in Computer Science program, as well as those of the graduate program in Cybersecurity.

A degree in cybersecurity is more important than ever in today's digital world. With cyber threats evolving rapidly, organizations across all industries require skilled professionals to protect sensitive information, secure their networks, and defend against cyberattacks. Graduates of the program master the technical expertise, tools, and theoretical understanding needed to address modern cyber threats. Moreover, information security products and services are rapidly increasing, and cybersecurity jobs are predicted to grow seven times faster than the national average job growth.

Students from the BA in Computer Science

Students having achieved a 3.0 GPA, may apply to the Master's degree program at the end of their third year. Students follow the standard undergraduate curriculum for the first three years, and then complete the BA baccalaureate degree requirements (122 credits) during their fourth year. During this final year, students may enroll in up to two graduate courses that are above and beyond their undergraduate degree requirement. These graduate courses may not be applied towards the undergraduate degree. After receiving the baccalaureate degree, students will take an additional eight courses (for a total of ten courses) to complete the MS degree requirements in the fifth year.

Requirements

Code	Title	Credits
All Requirements for BA in Computer Science ¹		122
Required Courses		
SWEG 5530	Introduction to Information Security	3
SWEG 6404	Network Security	3
SWEG 6530	Applications and Data Security	3
SWEG 6599	Ethical Hacking	3
Concentration Courses		
Complete two courses in one of the following concentration areas:		6
Management Concentration		
SWEG 5417	Security Management	
SWEG 5440	Vulnerability Management	
SWEG 6448	Server Management	
Technical Concentration		

SWEG 5349	Cloud Computing	
SWEG 5420	Systems Security	
SWEG 5335	Digital Forensics	
Electives Courses		
Select two additional graduate-level electives from the following:		6
SWEG 5301	Software Engineering Methods	
SWEG 5302	Software Design Methods	
SWEG 5322	Visual Analytics	
SWEG 5355	Artificial Intelligence	
SWEG 5360	Machine Learning	
SWEG 5521	Information Visualization	
SWEG 6461	Pattern Recognition	
SWEG 6518	Data Mining and Business Intelligence	
SWEG 6596	Network Routing and Switching	
Capstone Sequence		
SWEG 6961	Capstone Professional Project I	3
SWEG 6962	Capstone Professional Project II	3
Total Credits		152

¹ Requirements are the same as those for the BA in Computer Science. The two graduate courses, to be taken during the final year of undergraduate study, are in addition to the required 122 credits for the BA, and will be applied to the graduate degree.

² Electives may be chosen from courses listed, SWEG 5990 Independent Study, or any other graduate-level course from a concentration or another area, under advisement of the academic advisor and department chair.

Note: A minimum of 30 credits must be completed at the graduate level.

Cybersecurity Five-Year Accelerated Degree Bachelor of Science and Master of Science Program

A five-year degree program is offered in Cybersecurity at Fairfield University's School of Engineering and Computing, leading to a Bachelor of Science in Computer Science and a Master of Science in Cybersecurity. This program embraces the educational objectives of the BS in Computer Science program, as well as those of the graduate program in Cybersecurity.

A degree in cybersecurity is more important than ever in today's digital world. With cyber threats evolving rapidly, organizations across all industries require skilled professionals to protect sensitive information, secure their networks, and defend against cyberattacks. Graduates of the program master the technical expertise, tools, and theoretical understanding needed to address modern cyber threats. Moreover, information security products and services are rapidly increasing, and cybersecurity jobs are predicted to grow seven times faster than the national average job growth.

Students from the BS in Computer Science

Students having achieved a 3.0 GPA, may apply to the Master's degree program at the end of their third year. Students follow the standard undergraduate curriculum for the first three years, and then complete the BS baccalaureate degree requirements (127 credits) during their fourth

year while taking up to two graduate courses. Two graduate courses (6 credits) taken during the fourth year may be applied towards both the bachelor's and the master's degree requirement. After receiving the baccalaureate degree, students will take an additional eight courses (for a total of ten courses) to complete the MS degree requirements in the fifth year. This accelerated degree is expected to be completed in five years without interruption.

Requirements

Code	Title	Credits
All Requirements for BS in Computer Science ¹		127
Required Courses		
SWEG 5530	Introduction to Information Security	3
SWEG 6404	Network Security	3
SWEG 6530	Applications and Data Security	3
SWEG 6599	Ethical Hacking	3
Concentration Courses		
Complete two courses in one of the following concentration areas:		6
Management Concentration		
SWEG 5317	Computational Statistics for Biomedical Sciences	
SWEG 5440	Vulnerability Management	
SWEG 6448	Server Management	
Technical Concentration		
SWEG 5335	Digital Forensics	
SWEG 5349	Cloud Computing	
SWEG 5420	Systems Security	
Electives Courses		
SWEG 5301	Software Engineering Methods	
SWEG 5302	Software Design Methods	
SWEG 5322	Visual Analytics	
SWEG 5355	Artificial Intelligence	
SWEG 5360	Machine Learning	
SWEG 5521	Information Visualization	
SWEG 6461	Pattern Recognition	
SWEG 6518	Data Mining and Business Intelligence	
SWEG 6596	Network Routing and Switching	
Capstone Sequence		
SWEG 6961	Capstone Professional Project I	3
SWEG 6962	Capstone Professional Project II	3
Total Credits		152

¹ Requirements are the same as those for the BS in Computer Science. Includes six graduate course credits taken during the fourth year that are applied towards both the undergraduate and master's degree requirements.

² Electives may be chosen from courses listed, SWEG 5990 Independent Study, or any other graduate-level course from a concentration or another area, under advisement of the academic advisor and department chair.

Note: A minimum of 30 credits must be completed at the graduate level.

Data Science Five-Year Accelerated Degree Bachelor of Arts and Master of Science Program

A five-year degree program is offered in Data Science at Fairfield University's School of Engineering and Computing, leading to a Bachelor of Arts in Computer Science and a Master of Science in Data Science. This program embraces the educational objectives of the BA in Computer Science program, as well as those of the graduate program in Data Science. It emphasizes experiential learning and innovation. Graduates of the program master the knowledge and tools they need to become data scientists. Data is ubiquitous in the modern world, and data scientists with skills and knowledge to analyze that data are a valuable, sought-after resource.

Students having achieved a 3.0 GPA, may apply to the Master's degree program at the end of their third year. Students follow the standard undergraduate curriculum for the first three years, and then complete the BA baccalaureate degree requirements (122 credits) during their fourth year. During this final year, students may enroll in up to two graduate courses that are above and beyond their undergraduate degree requirement. These graduate courses may not be applied towards the undergraduate degree. After receiving the baccalaureate degree, students will take an additional eight courses (for a total of ten courses) to complete the MS degree requirements in the fifth year.

Requirements		
Code	Title	Credits
All Requirements for BA in Computer Science ¹		122
MATH 5417	Applied Statistics I	3
SWEG 5322	Visual Analytics	3
SWEG 6508	Data Warehouse Systems	3
SWEG 6518	Data Mining and Business Intelligence	3
Concentration Courses		
Complete two courses in one of the following concentration areas: ²		6
Health Analytics		
NURS 7602	Healthcare Economics and Marketing	
NURS 7613	Finance and Quality Management in Healthcare Organizations	
Computational Analytics		
SWEG 5357	Database Management Systems	
SWEG 6461	Pattern Recognition	
Bioinformatics		
BIOL 5365	Evolutionary Biology	
SWEG 5315	Computational Biology	
SWEG 5317	Computational Statistics for Biomedical Sciences	
Social Analytics		
SOCI 5110	Race, Cities, and Poverty	
SOCI 5100	American Class Structure	
SOCI 5300	Sociology of Education	
Graduate Electives		

Select two additional graduate-level electives from the following: 6

Computing Technical Electives		
SWEG 5355	Artificial Intelligence	
SWEG 5349	Cloud Computing	
SWEG 5360	Machine Learning	
SWEG 6499	Algorithms	
SWEG 6505	Advanced Database Concepts	
SWEG 6530	Applications and Data Security	
Mathematics Electives		
MATH 5418	Applied Statistics II	
MATH 5451	Probability Theory	
MATH 5452	Statistics Theory	
Capstone Sequence		
SWEG 6961	Capstone Professional Project I	3
SWEG 6962	Capstone Professional Project II	3
Total Credits		152

- ¹ Requirements are the same as those for the BA in Computer Science.
- ² The two graduate concentration courses, to be taken during the final year of undergraduate study, are in addition to the required 122 credits for the BA, and will be applied to the graduate degree.
- ³ Electives may be chosen from courses listed, SWEG 5990 Independent Study, or any other graduate-level course from a concentration or another area, under advisement of the academic advisor and department chair.
- ⁴ Please consult with program director.

Note: A minimum of 30 credits must be completed at the graduate level.

Software Engineering Five-Year Accelerated Degree Bachelor and Master of Science Program

A five-year program is offered in Software Engineering at Fairfield's School of Engineering, leading to a Bachelor of Science and Master of Science accelerated degree. This program embraces the educational objectives of the BS in Computer Science program, as well as those of the graduate program in Software Engineering. It emphasizes experiential learning by promoting industrial internships following the sophomore year, and requiring a final capstone project that guides students through a process of design and innovation at the level of an experienced practicing engineer. Graduates of the program master the knowledge and tools they need to create the next generation of software solutions to ever more complex technological and societal problems.

Requirements	
The Computer Science Department offers a five-year accelerated program through which students can obtain a Bachelor of Science degree as well as a Master of Science degree. The combined five-year program provides students with the opportunity to obtain these degrees in less time than would be required when pursuing them independently. The five-year program offers a simplified process for admission to the graduate school.	
Students typically apply to the accelerated Master's degree program at the end of their third year. Students follow the standard undergraduate	

curriculum for the first three years, and then complete the baccalaureate degree requirements during their fourth year while taking up to two graduate courses. Two graduate courses (6 credits) taken during the fourth year may be applied towards both the bachelor's and master's degree requirement. After receiving the baccalaureate degree, students will take an additional eight courses (for a total of ten courses) to complete the MS degree requirements in the fifth year. This accelerated degree is expected to be completed in five years without interruption.

Students accepted in this program are expected to have an overall GPA of 3.00 or higher and receive approval of the faculty advisor. Students will be awarded the BS when all requirements are met, usually at the end of the fourth year. The MS degree will be awarded when all graduate requirements of the combined degree curricula have been satisfied, usually at the end of the fifth year.

Accelerated Degree Curriculum

Students must develop a plan of study for the MS portion of the degree with approval of their faculty advisor, including the following:

Code	Title	Credits
	Requirements for BS in Computer Science ¹	127
	Select 8 additional graduate-level electives in Software Engineering ²	24
Total Credits		151

¹ Includes six graduate course credits taken during the fourth year that are applied towards both the undergraduate and master's degree requirements

² Major electives are chosen from the department, with approval of advisor and department chair from among other courses offered in the School of Engineering

A minimum of 30 credits must be completed at the graduate level.

Electrical and Computer Engineering

The Electrical Engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) under the commission's General Criteria and Program Criteria for Electrical, Computer, Communications, Telecommunication(s), and Similarly Named Engineering Programs. The Electrical and Computer Engineering department also administers a graduate program granting the Master of Science in Electrical and Computer Engineering. The undergraduate electrical engineering program also offers a computer engineering concentration. These programs support the mission of the University by providing students with appropriate curricula and educational experiences.

For the first year of study, all engineering programs place major emphasis on the fundamentals of engineering and computer science, mathematics, and the basic sciences to provide the background for later engineering science and design courses. Following preparatory work, the fundamentals of electrical, computer, mechanical, and materials engineering concepts are developed. Advanced courses in electrical and computer engineering further develop knowledge in these engineering disciplines. Students may specialize in a specific area of interest to them, and in accord with their specific career objectives, by taking elective courses that provide depth in that area.

The electrical engineering courses have a strong design component. Students learn the theory in the classroom and put it into practice in the laboratory, resulting in graduates who can practice in industry. The electrical engineering curriculum blends theoretical knowledge with hands-on experiential learning. An interdisciplinary team-based senior design project completes the technical education.

Students desiring to obtain a background in the next generation of computer technologies can pursue the Computer Engineering concentration within the Electrical Engineering program. That option produces engineers able to develop both hardware and software solutions to solve societal problems.

Close interactions with industry results in employment of our graduates in all sectors of industry, government, and academe. They are active in the areas of power, electronics, robotics and automation, computer hardware and software design, and take the lead in the research and development of new systems and applications.

The Program Educational Objectives are broad statements that describe what alumni do within a few years following graduation. The Electrical Engineering program is committed to graduating engineers who within a few years of their graduation are expected to:

1. Apply their in-depth understanding in areas of electrical systems to solve problems in a modern technological society as productive engineers and/or enter and succeed in a graduate program.
2. Function effectively, both individually and within multidisciplinary teams.
3. Continue as lifelong learners to develop their engineering design abilities, problem-solving skills, and aptitude for innovation.
4. Practice professional ethics with social responsibility through service in the framework of a global technical community.
5. Demonstrate the organizational, leadership, and communication skills to achieve success in their chosen careers and make reasoned decisions based on a respect for diversity, and welcome it as a source for creativity, innovation, and productive collaboration.

Students will build skills and knowledge through formal course work, projects, and presentations. Electrical Engineering students will graduate from the program with the ability to perform and execute the following student outcomes:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Programs

- Electrical Engineering Major
 - Concentration in Computer Engineering
- Electrical and Computer Engineering Five-Year Accelerated Degree Bachelor and Master of Science Program

Courses

Computer Engineering

CPEG 2245 Digital Design I

3 Credits

Corequisite: CPEG 2245L.

An introduction to computer hardware design. Topics include: digital design principles, Boolean algebra, combinational logic design, sequential logic design, registers, counters, memory, multiplexers, finite state machines, radix conversion, and programmable logic devices. Students learn to write, implement, and simulate elementary digital design.

CPEG 2245L Digital Design I Lab

1 Credit

Fee: \$120 Engineering Lab Fee

Corequisite: CPEG 2245.

This lab course covers the practical aspects of digital logic design. Students design and implement logic circuits using techniques taught in CPEG 2245. Students gain experience using state of the art design software and development boards, which use modern field programmable gate array (FPGA) technology.

CPEG 3246 Digital Electronics Design II

3 Credits

Prerequisite: CPEG 2245.

This course examines computer architecture implemented using a hardware design language and programmable logic devices. Students learn the VHDL hardware description language, and learn to use modern design, simulation, and synthesis software. Students design, verify, build and test digital logic circuits using industry standard development boards, and field programmable gate array (FPGA) technology. Graduate equivalent: ECEG 5406.

CPEG 3331 Biomedical Signal Processing

3 Credits

Prerequisites: CPSC 1131 or SWEG 5407; MATH 1142.

This course presents an overview of different methods used in biomedical signal processing. Signals with bioelectric origin are given special attention and their properties and clinical significance are reviewed. In many cases, the methods used for processing and analyzing biomedical signals are derived from a modeling perspective based on statistical signal descriptions. The purpose of the signal processing methods ranges from reduction of noise and artifacts to extraction of clinically significant features. The course gives each participant the opportunity to study the performance of a method on real, biomedical signals. Graduate equivalent: ECEG 5331.

CPEG 3346 Computer Systems Architecture

3 Credits

Prerequisite: CPEG 2245.

This course introduces the machine language and various components of a computer hardware in modern computer systems. The course focuses on CPU, memory, bus, cache, I/O module, internal data representation, and instruction set design. It also covers pipelining, superscalar architecture, reduced instruction set computers, parallel architectures, and interconnection networks. Graduate equivalent: ECEG 5346.

CPEG 4320 Computer Networks

3 Credits

Prerequisites: CPSC 1131, MATH 4351.

This course covers principles of networking and network programming. Topics include OSI layers, elementary queuing theory, protocol analysis, multi-threading, command-line interpreters, and monitors. Students write a distributed computing system and check their performance predictions with experiments. Graduate equivalent: ECEG 5460.

CPEG 4325 Computer Graphics

3 Credits

Prerequisite: CPSC 1131.

This course supports the visualization and computer systems domain, offering an introductory treatment to two-dimensional and three-dimensional computer graphics concepts. Students write computer games and employ their knowledge to imbue them with realism. High performance rendering uses the latest in cutting edge hardware-accelerated graphics processors. Graduate equivalent: ECEG 5325.

CPEG 4332 Biomedical Imaging

3 Credits

Prerequisite: BIEG 3331 or CPEG 3331.

The fundamentals and applications of medical imaging techniques will be presented, including x-ray and computed tomography, nuclear imaging, ultrasound, and MRI. Image processing and analysis techniques will be introduced through suitable programming exercises. Graduate equivalent: ECEG 5332.

CPEG 4333 Biomedical Visualization

3 Credits

Prerequisite: CPSC 1131.

This course is an introduction to 3-D biomedical visualization. Various technologies are introduced, including ultrasound, MRI, CAT scans, PET scans, etc. Students will learn about spatial data structures, computational geometry and solid modeling with applications in 3-D molecular and anatomical modeling. Graduate equivalent: ECEG 5333.

Electrical Engineering

ELEG 2213 Introduction to Electric Circuits

3 Credits

Prerequisites: MATH 1142, PHYS 1172, PHYS 1172L.

This course introduces engineering students to the analysis of linear electric circuits. The course covers the basic laws of circuit behavior and analysis techniques, including descriptions of circuit elements and electronic variables, and considers circuit theorems and principles for insightful analysis of electrical circuits. The course introduces basic concepts and analysis of networks.

ELEG 2213L Electric Circuits Lab

1 Credit

Fee: \$120 Engineering Lab Fee

Corequisite: ELEG 2213.

Students use common electrical laboratory instruments (oscilloscopes, meters, and signal generators) and elemental circuit components to construct and analyze basic electrical circuits. They study the application of circuit theorems and circuit elements (RL and RC); conduct experiments with transient, steady state, and frequency response; and use software applications to simulate and analyze circuit performance.

ELEG 2221 Frequency Domain Circuit Analysis

3 Credits

Prerequisites: ELEG 2213, MATH 2243.

Students perform frequency domain analysis of passive and active circuits, study transient and AC circuit analysis manually and with computer-aided applications, and examine the transient response of first and second order circuits. The course introduces pole and zero concepts and applies them to circuit analysis, and introduces computer methods of circuit analysis and design.

ELEG 3231 Introduction to Electronics Circuits and Devices **3 Credits**
Prerequisite: ELEG 2213.

This first course in electronics teaches basic principles and technologies to understand, analyze, and design electronic circuits. The course reviews the properties of semiconductor materials used in the fabrication of diodes, bipolar junction transistors, and field effect transistors. Students analyze amplifier biasing techniques and develop circuit models of semiconductor devices that are used to analyze and design electronic circuits. Computer simulations of circuits are used to illustrate the fundamental principles.

ELEG 3231L Electronics Circuits Lab **1 Credit**
Fee: \$120 Engineering Lab Fee
Corequisite: ELEG 3231.

Students build and test circuits using diodes, bipolar junction transistors, and MOSFETs. They use the principles developed in ELEG 3231 to analyze, build, and test amplifier and oscillator circuits.

ELEG 3301 Signal and Systems I **3 Credits**
Prerequisites: ELEG 2221 or MATH 2251.

This course studies and classifies continuous and discrete signals and systems. It presents time domain and discrete analysis of signals using the Fourier series, Laplace transforms, Fourier transforms, z-transforms, and fast Fourier transforms (e.g., differential equations, convolution, concept and meaning of impulse response); and examines frequency domain analysis, the Fourier series, and the Fourier transform as an alternative to time domain analysis. Students gain further insights into signal and system properties through the Laplace transform methods and the concept of the transfer function.

ELEG 3348 Embedded Microcontrollers **3 Credits**
Corequisite: ELEG 3348L.

Prerequisite: CPEG 2245, CPSC 1131.

This course covers the architecture of microcontrollers, including how they are constructed internally and how they interface with external circuitry. Applications for microcontrollers in both complex and simple equipment are discussed. Students learn how to apply and how to select a microcontroller for a given application. Students will learn to program the microcontroller to develop programming skills. The software tools will be used to develop software code for practical applications such as servo motor control, sensor reading, and data display. An accompanying laboratory course covers the programming of microprocessors to do a specific task. An accompanying laboratory course covers the programming of microprocessors to do a specific task. This course covers the programming and application of the PIC microcontroller. Students are able to develop programming skills using assembly language and software tools such as MPLAB IDE and MultiSim MCU. These tools are used to develop software code for practical applications such as motor speed control and voltage regulation for power supplies. Graduate equivalent: ECEG 5348.

ELEG 3348L Embedded Microcontrollers Lab **1 Credit**
Fee: \$120 Engineering Lab Fee
Corequisite: ELEG 3348.

This laboratory covers the basic operation and applications of a microcontroller. Students learn to program a microcontroller to control applications, such as motor speed, by the use of an emulator connected to a PC. They design a circuit using a microcontroller for a specific application and write a program to control the circuit. On completion of the program, they use the emulator to program an actual microcontroller for use in their circuits.

ELEG 4315 Nanoelectronics I **3 Credits**

Building on the two introductory courses in nanotechnology, this course is the first of two that describe how nanotechnology can be integrated into the electronics industry. The unique electrical, mechanical, and optical properties of structures in the nanometer range and how they may be applied to electronics products are discussed. Principles of electronic materials, semiconductor devices, and microfabrication techniques will be extended to the nanoscale. Students will increase their knowledge of electronic structure, quantum mechanics, and the behavior of optoelectronic and low-dimensional systems. Students make extensive use of the available literature to seek out potential applications of nanotechnology. Intended for students interested in the minor in nanotechnology/nanoelectronics track. Graduate equivalent: ECEG 5315.

ELEG 4331 Analog Electronics Design **3 Credits**
Corequisite: ELEG 4331L.

Prerequisites: ELEG 2221, ELEG 3231.

This advanced course in electronics examines high frequency response of bipolar junction transistor and field-effect transistor amplifiers using hybrid two-port active device models. Students consider the effect of feedback and frequency compensation techniques on the amplifier response and study a variety of analog circuits with respect to their analysis and applications, including active filters, oscillators, waveform generation and shaping, voltage regulator, and communication circuits. The course introduces basic power electronics device components. Graduate Equivalent: ECEG 5336.

ELEG 4331L Analog Electronics Lab **1 Credit**
Fee: \$120 Engineering Lab Fee
Corequisite: ELEG 4331.

This advanced lab provides insight into the functions of various application-specific electronic circuits. Experiments characterize functioning of various analog systems, such as oscillators, active filters, waveform generation and shaping circuits, and voltage regulator circuits.

ELEG 4335 Microelectronics **3 Credits**
Prerequisite: ELEG 4331.

This course covers three methods of fabricating high-density interconnection structures for manufacturing microelectronic assemblies: thick films, thin films, and printed circuit boards. The thick and thin film technologies use substrates of metalized ceramic to make the interconnections between components and are capable of fabricating integrated resistors with high precision and stability. The printed circuit board technology uses organic materials with copper laminates to etch the interconnection patterns. The individual layers are laminated to produce the multilayer structure, but do not include integrated resistors. Each of the technologies is examined to determine the electrical and physical properties of the structures. Such parameters as distributed capacitance and how they affect circuit performance are discussed. In the laboratory accompanying the course, students have the opportunity to fabricate thick and thin film circuits and to examine the structure of printed circuit boards. Graduate equivalent: ECEG 5335.

ELEG 4355 Sensor Design and Applications**3 Credits****Prerequisite:** ELEG 2213.

This course covers the design, fabrication, and properties of sensors intended to measure a variety of parameters, such as stress, temperature, differential pressure, and acceleration. Sensors of different types are used in a wide range of equipment, especially automated equipment, to detect changes in state and to provide the signals necessary to control various functions. Sensors are generally connected to electronics systems that process and distribute the signals. The support electronics must identify the signal, separate it from noise and other interference, and direct it to the appropriate point. These support electronics are a critical part of the sensor technology; students discuss their design and packaging in detail. Graduate equivalent: ECEG 5355.

ELEG 4360 Power Electronics**3 Credits****Prerequisites:** ELEG 2221, ELEG 3301.

This course covers the design and operation of power electronics circuits, such as power supplies and motor controls. Using electronic circuit models for transistors and diodes developed in earlier courses, students analyze and design power circuits. Particular attention is paid to power dissipation and packaging.

ELEG 4361 Green Power Generation**3 Credits**

This course compares various methods of green power generation including solar power, wind power, water power, and several others. This course covers how power is generated from these sources, the startup costs, the efficiency, and the practicality. These methods are compared to the present most common method of using oil and gas to heat water into steam to turn turbines. The student does not necessarily need a background in engineering and any necessary background material will be covered to the understanding of all. Graduate equivalent: ECEG 5361.

ELEG 4365 Internet of Things**3 Credits****Prerequisite:** ELEG 3348L.

This course introduces one or more of the possible hardware devices that support Internet of Things (IoT). The associated communication protocols, storage of data, and the distributed systems needed to support IoT applications will be discussed. Practical IoT device programming (Arduino and Raspberry Pi, STM 32, Azure Sphere devices), and technologies for sensing and collecting data, and utilizing them to design actuating mechanism or data analysis will be presented. Selected IoT protocol stacks (Zigbee, Bluetooth, WiFi) for networking and security enforcement will be presented. Cloud-based IoT platforms such as AWS, Azure will be discussed. Student class project will include development of an IoT application with practical sensor data collection and deployment on a cloud-based IoT service platform.

ELEG 4377 Power Security and Reliability**3 Credits****Prerequisite:** ELEG 4385.

This course focuses on Power System Protection and Relaying to allow the design of robust and reliable power systems. After reviewing the need for protection of power system elements (motors, generators, transformers, and transmission/distribution lines), the course: Explores developments in the creation of smarter, more flexible protective systems based on advances in the computational power of digital devices and the capabilities of communication systems that can be applied within the power grid, Examines the regulations related to power system protection and how they impact the way protective relaying systems are designed, applied, set, and monitored, Considers the evaluation of protective systems during system disturbances and describes the tools available for analysis, Addresses the benefits and problems associated with applying microprocessor-based devices in protection schemes' Contains an expanded discussion of internal protection requirements at dispersed generation facilities. MatLab is used to solve homework problems and do team design projects. Graduate equivalent: ECEG 5377.

ELEG 4378 Electromagnetic Compatibility**3 Credits****Prerequisites:** ELEG 3231, ELEG 3301, PHYS 3271.

This course presents design techniques to minimize electromagnetic interference (EMI) from or to it. The various sources of Radio-frequency emissions from electronic systems, coupling paths for the transfer of undesired electromagnetic energy will be introduced. Electromagnetic Compatibility (EMC) requirements for electronic products will be presented along with techniques to measure EMI. High speed digital signal transmission integrity related issues and methods to overcome signal integrity will be introduced. Techniques to minimize conducted and radiated Emissions through filtering and grounding will be presented. System design for EMC will be presented. Graduate equivalent: ECEG 4378.

ELEG 4379 Communication Systems**3 Credits****Prerequisite:** ELEG 3301.

This course focuses on analog and digital communication systems and the effects of noise on those systems. It includes analog modulation and demodulation techniques (amplitude, frequency, and phase modulation) and digital Modulation and demodulation techniques (ASK, FSK, PSK, PCM, and delta modulation). It discusses performance analysis of analog and digital communication systems under noise with applications of probability theory to the analysis. It discusses information measure, source coding, error correcting codes and Spread spectrum systems. Graduate equivalent: ECEG 5379.

ELEG 4385 Power Generation and Distribution**3 Credits****Prerequisite:** ELEG 2221.

This course considers the generation and distribution of electrical power to large areas. Three-phase networks are described in detail, including both generators and loads. Methods of modeling distribution systems by per-unit parameters are covered, along with power factor correction methods. Fault detection and lightning protection methods are also described. Some economic aspects of power generation and distribution are presented. Graduate equivalent: ECEG 5385.

ELEG 4386 Fault Analysis in Power Systems**3 Credits****Prerequisite:** ELEG 4385.

This course covers three types of faults in electrical power grids: open lines, lines shorted to ground, and lines shorted to each other. Methods of locating faults are covered along with an analysis of the effects of such faults. Methods of protection and fault isolation are also covered. Graduate equivalent: ECEG 5386.

Faculty

Associate Professors

Balaji, *chair*
Belfadel

Assistant Professors of the Practice

Freudzon

Instructors of the Practice

Cavallo

Lecturers

Denenberg
Elbirt
Marcus
Munden
Tonello

Electrical Engineering Major

Major Requirements

Bachelor of Science in Electrical Engineering

128 credits

Natural Science Requirements

Code	Title	Credits
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors ¹	4
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors ¹	4
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4
MATH 2251	Ordinary Differential Equations	3
MATH 3351	Probability Theory	3
PHYS 1171 & 1171L	General Physics I and General Physics I Lab ¹	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab ¹	4
PHYS 3271	Electricity and Magnetism	3
Select one additional elective in Natural Sciences (with lab)		4
Total Credits		33

¹ Fulfills *Magis* Core requirement

Major Requirements

For a major in electrical engineering, students complete the following:

Code	Title	Credits
Electrical Engineering Major Requirements		
CPEG 2245	Digital Design I	3

CPEG 2245L	Digital Design I Lab	1
CPSC 1131	Fundamentals of Programming	3
ELEG 2213	Introduction to Electric Circuits	3
ELEG 2213L	Electric Circuits Lab	1
ELEG 3348	Embedded Microcontrollers	3
ELEG 3348L	Embedded Microcontrollers Lab	1
ENGR 1031	Fundamentals of Engineering	3
ENGR 2130	Engineering Graphics I	3
ELEG 2221	Frequency Domain Circuit Analysis	3
ELEG 3231	Introduction to Electronics Circuits and Devices	3
ELEG 3231L	Electronics Circuits Lab	1
ELEG 3301	Signal and Systems I	3
ELEG 4331	Analog Electronics Design	3
ELEG 4331L	Analog Electronics Lab	1
ENGR 2145	Mathematical Analysis	3
ENGR 4301	Feedback Control Systems	3
Select one elective in Mechanical Engineering		3
ENGR 4961	Senior Design Project I	3
ENGR 4962	Senior Design Project II	3
Select four Electrical and Computer Engineering Major electives ²		12
Total Credits		62

² Major Electives are courses that enable students to explore areas of interest and obtain hands-on exposure to additional topics. These courses are taken in consultation with a curriculum adviser. Options may include courses in: Power Generation and Distribution, Power Electronics, Microelectronics, Nanoelectronics, Power Systems, Communications Systems, Computer Networks, Computer Architecture, and Digital Electronic Design II., Biomedical Signal Processing, Biomedical Imaging.

Note: In addition to the undergraduate courses listed, advanced juniors and seniors may take appropriate graduate courses as electives with the permission of the department chair and the instructor.

Computer Engineering Concentration

Students enrolled in the BS in Electrical Engineering program may also complete a concentration in Computer Engineering. The concentration consists of four courses, for a total of 13 or 14 credits. The courses include the following:

Code	Title	Credits
CPEG 3246	Digital Electronics Design II	3
CPEG 3346	Computer Systems Architecture	3
ELEG 3348 & 3348L	Embedded Microcontrollers and Embedded Microcontrollers Lab ³	4
Select one course from the following:		3-4
CPEG 3331	Biomedical Signal Processing	
CPEG 4320	Computer Networks	
CPEG 4332	Biomedical Imaging	
CPSC 2232 & 2232L	Data Structures and Data Structures Lab	
Total Credits		13-14

³ Required as part of the BS in Electrical Engineering degree.

Magis Core Requirements

Magis Core Relationship to the Electrical Engineering Program

In addition to the engineering specific major requirements, students are required to fulfill the University's *Magis* Core requirements. The following table relates the *Magis* Core requirements to the electrical engineering program

Tier I: Orientation

Code	Title	Credits
English		
ENGL 1001	Introduction to Rhetoric and Composition	3
History		
Select one HIST 1000-level course or CLST 1115 or CLST 1116		3
Mathematics		
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
Modern or Classical Language		
Select one language course based on placement ¹		3
Philosophy		
PHIL 1101	Introduction to Philosophy	3
Religious Studies		
Select one RLST 1000-level course		3
Modern/Classical Language or Mathematics		
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
Total Credits		23

¹ If starting a new language, a placement exam is not necessary.

Tier II: Exploration

Code	Title	Credits
Behavioral and Social Sciences		
Select two courses from the following fields:		6
Communication		
Economics		
Politics		
Psychology (except PSYC 1610)		
Sociology and Anthropology (except ANTH 1200 and ANTH 1210)		
History, Philosophy, Religious Studies		
Select two 2000- or 3000-level courses from two different disciplines		6
Literature		
Select one course from the following fields:		3
Classics		
English		
Modern Languages and Literatures		

Natural Sciences

PHYS 1171 & 1171L	General Physics I and General Physics I Lab	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab	4
Visual and Performing Arts		
Select one 1000-level course from the following fields in Visual and Performing Arts:		3
Art History and Visual Culture		
Film, Television, and Media Arts		
Music		
Studio Art		
Theatre		
Total Credits		26

Plan of Study

A typical, full-time, four-year plan of study appears below. Some variation may be possible. Students should always discuss their individual plan of study with their advisor prior to registering for courses.

Course	Title	Credits
First Year		
Fall		
ENGR 1031	Fundamentals of Engineering	3
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
PHYS 1171	General Physics I	3
PHYS 1171L	General Physics I Lab	1
History Orientation Tier ¹		3
Modern/Classical Language Orientation Tier ⁵		3
Credits		17
Spring		
CPSC 1131	Fundamentals of Programming	3
ENGR 2130	Engineering Graphics I	3
ENGL 1001	Introduction to Rhetoric and Composition	3
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
PHYS 1172	General Physics II	3
PHYS 1172L	General Physics II Lab	1
Credits		17
Second Year		
Fall		
ELEG 2213	Introduction to Electric Circuits	3
ELEG 2213L	Electric Circuits Lab	1
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4
History or Philosophy or Religious Studies Exploration Tier ²		3
Natural Science Elective (with lab)		4
Credits		15
Spring		
CPEG 2245	Digital Design I	3
CPEG 2245L	Digital Design I Lab	1
ELEG 2221	Frequency Domain Circuit Analysis	3

ENGR 2145	Mathematical Analysis	3
MATH 2251	Ordinary Differential Equations	3
Behavioral and Social Sciences Exploration Tier ³		3
Credits		16

Third Year**Fall**

ELEG 3231	Introduction to Electronics Circuits and Devices	3
ELEG 3231L	Electronics Circuits Lab	1
ELEG 3301	Signal and Systems I	3
ELEG 3348	Embedded Microcontrollers	3
ELEG 3348L	Embedded Microcontrollers Lab	1
MATH 3351	Probability Theory	3
Religious Studies Orientation Tier ¹		3

Credits **17**

Spring

ELEG 4331	Analog Electronics Design	3
ELEG 4331L	Analog Electronics Lab	1
ENGR 4301	Feedback Control Systems	3
PHIL 1101	Introduction to Philosophy	3
Major Elective		3
Behavioral and Social Sciences Exploration Tier ³		3

Credits **16**

Fourth Year**Fall**

PHYS 3271	Electricity and Magnetism	3
ENGR 4961	Senior Design Project I	3
Literature Exploration Tier ⁷		3
Mechanical Elective ⁴		3
Major Elective ⁴		3

Credits **15**

Spring

ENGR 4962	Senior Design Project II	3
Major Elective ⁴		3
Major Elective ⁴		3
History or Philosophy or Religious Studies Exploration Tier ²		3
Visual and Performing Arts Exploration Tier ⁶		3

Credits **15**

Total Credits **128**

¹ Choose an appropriate History or Religious Studies course at the 1000 level.

² Choose any appropriate Religious Studies, History, or Philosophy core course.

³ Core Social Science course may be fulfilled by appropriate courses in Communication, Economics, Psychology, Politics, or Sociology and Anthropology.

⁴ Major electives are chosen from the department, but may be chosen with approval of advisor and department chair from among other courses offered in the School of Engineering and Computing.

⁵ Choose any language offered by the Department of Modern Languages and Literatures, based on placement exam.

⁶ Visual and Performing Art History courses may be chosen from Art History, Music, Film, Television, and Media Arts, Studio Art, or Theatre.

⁷ Approved English, Modern Languages and Literatures, or Classics courses.

Electrical and Computer Engineering Five-Year Accelerated Degree Bachelor and Master of Science Program

Accelerated degree programs reduce the time to a master's degree and provide credentials that will serve the student throughout his/her adult professional career. Graduates of the accelerated degree program are awarded an Electrical and Computer Engineering MS degree in addition to their Electrical Engineering BS degree. The accelerated degree program encourages students to pursue a graduate degree in order to broaden their educational background and their career opportunities. A graduate engineering education is key to innovation and may lead to additional career opportunities and success. A graduate degree has become far more common in the work place and a master's level engineering education gives a great return on your investment.

Requirements

The Electrical and Computer Engineering (ECE) Department offers a five-year accelerated program through which students can obtain a Bachelor of Science degree as well as a Master of Science degree. The combined five-year program provides students with the opportunity to obtain these degrees in less time than would be required when pursuing them independently. The five-year program offers a simplified process for admission to the graduate school.

Students typically apply to the accelerated Master's degree program at the end of their third year. Students follow the standard undergraduate curriculum for the first three years, and then complete the baccalaureate degree requirements during their fourth year while taking up to two graduate courses. Up to six graduate course credits taken during the fourth year may be applied towards both the bachelor's and master's degree requirements. After receiving the baccalaureate degree, students will take an additional eight courses (for a total of ten courses) to complete the MS degree requirements in the fifth year. This accelerated degree may be completed in five years without interruption.

Students accepted in this program are expected to have an overall GPA of 3.00 or higher and receive approval of the faculty advisor. Students will be awarded the BS in Electrical Engineering when all requirements are met, usually at the end of the fourth year. The MS degree will be awarded when all graduate requirements of the combined degree curricula have been satisfied, usually at the end of the fifth year.

Accelerated Degree Curriculum

Students must develop a plan of study for the MS portion of the degree with approval of their academic advisor, including the following:

Thesis Option

Code	Title	Credits
All Requirements for BS in Electrical Engineering ¹		128
ECEG 5415	Engineering Applications of Numerical Methods	3
ECEG 6971	Thesis I	3

ECEG 6972	Thesis II	3
Select two elective courses from ECE		6
Select three elective courses from approved Engineering, Math, or Business graduate courses		9
Total Credits		152

¹ Requirements are the same as those listed for the BS, except that students may select up to two graduate-level electives to fulfill the major elective requirement.

Non-Thesis Option

Code	Title	Credits
All Requirements for BS in Electrical Engineering ¹		128
ECEG 5415	Engineering Applications of Numerical Methods	3
Select four elective courses from ECE		12
Select three elective courses from approved Engineering, Math, or Business graduate courses		9
Total Credits		152

¹ Requirements are the same as those listed for the BS, except that students may select up to two graduate-level electives to fulfill the major elective requirement.

Note: A minimum of 30 credits must be completed at the graduate level.

Electrical and Computer Engineering Electives

Possible electives may include any courses from the ECE Elective Domains:

Code	Title	Credits
Power and Energy		
ECEG 5361	Green Power Generation	3
ECEG 5377	Power Security and Reliability	3
ECEG 5385	Power Generation and Distribution	3
ECEG 5386	Fault Analysis in Power Systems	3
ECEG 5505	Advanced Power Electronics	3
Communications Systems		
ECEG 5379	Communication Systems	3
ECEG 5480	Wireless Systems I	3
Electronic Systems		
ECEG 5315	Nanoelectronics I	3
ECEG 5323	Thermal Management of Microdevices	3
ECEG 5335	Microelectronics	3
ECEG 5336	Analog Electronics Design	3
ECEG 5355	Sensor Design and Application	3
ECEG 5378	Electromagnetic Compatibility	3
ECEG 5405	Electronic Materials	3
ECEG 5510L	Product Design Lab	1
ECEG 5520L	System Design Lab	1
Computer Engineering		
ECEG 5303	Industrial Automation	3
ECEG 5325	Computer Graphics	3
ECEG 5334	Unmanned Aerial Vehicles: Design, Navigation, and Control	3

ECEG 5346	Computer Systems Architecture	3
ECEG 5406	Advanced Digital Design	3
ECEG 5460	Network Programming	3
ECEG 5365	Internet of Things	3
ECEG 5470	Network Embedded Systems	3

Biomedical Engineering

ECEG 5309	Biosensors	3
ECEG 5311	Biomaterials	3
ECEG 5314	Introduction to Molecular Modeling	3
ECEG 5331	Biomedical Signal Processing	3
ECEG 5332	Biomedical Imaging	3
ECEG 5333	Biomedical Visualization	3
ECEG 5375	Bioelectronics	3
ECEG 5387	Instrumental Analysis in Biomedical Engineering	3
ECEG 5407	Computational Genomics	3

Engineering Minor

The general engineering minor curriculum is intended for students outside of engineering. Engineers apply scientific and mathematical principles to design, analyze, develop, test, and manufacture products, services, materials, systems, and processes. Engineers develop innovative and creative ideas to help society solve problems. They make our lives easier, more comfortable, safer, and productive.

The engineering minor provides a vehicle that will expand students' technological literacy and provides the tools that will enable them to understand and participate thoughtfully in today's world.

To earn a minor in engineering, students complete the following:

Code	Title	Credits
MATH 1121	Applied Calculus I	3-4
or MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	
or MATH 1171	Calculus I	
MATH 1122	Applied Calculus II	3-4
or MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	
or MATH 1172	Calculus II	
PHYS 1171 & 1171L	General Physics I and General Physics I Lab	4
Select two engineering courses with lab, for example the following:		8
ELEG 2213 & 2213L	Introduction to Electric Circuits and Electric Circuits Lab	
MEEG 2201 & MEEG 2206L	Engineering Statics and Mechanics Lab	
Select two additional engineering courses, for example the following:		6
BIEG 3201	Biomechanics	
ENGR 2130	Engineering Graphics I	
ENGR 2145	Mathematical Analysis	
MEEG 2207	Materials Science	

MEEG 3241	Principles of Thermodynamics

Total Credits**24-26**

A 20-credit minor in Computer Science is also available. See the Computer Science section for details.

Management of Technology

Fairfield University does not presently have an undergraduate Management of Technology program. However, students may enroll in the accelerated five-year B.S./M.S. program to gain competencies in engineering management. This combined degree option prepares the successful engineering graduate to assume leadership and management positions in a variety of technical environments.

The Management of Technology program (MSMOT) at Fairfield University serves the needs of professional technologists, engineers and managers in their progression into management-level positions. The program instructs and trains engineers and scientists, and motivated people from any discipline who have a need to make management decisions in a technology environment or will be involved in the management of such functions as technology research and development, product design, manufacturing, human and physical resources, product and system test, information and data analysis, and product and service support.

Engineering management professionals deal with the planning, organization, scheduling, monitoring and control of engineering projects, and can lead to any of the following careers:

- Technical group leadership in fields such as design, manufacturing, testing and quality.
- Technical Marketing: interface between engineers who design a product and the public who will need to understand what problems it solves and how it is used.
- Project Management: interfacing between the engineers who design a project, the workers who build it, the customer, vendors, and executive management. Initiate, monitor and control subcontracts issued to domestic and international organizations.
- Industrial Systems Engineering: oversee and initiate technical processes in manufacturing settings.
- Computer Systems Engineering: engage in the evaluation, design and managing the installation of software, hardware, and other types of support equipment into a workable network that supports a variety of functions within an organization.
- Operations Management: design and manage products, processes, services and supply chains, and the utilization of resources that firms need to deliver goods and services.

Graduates may find employment in a broad variety of technology companies in fields that include aerospace telecommunications, financial services, manufacturing, healthcare, consulting, and information technology. The engineering manager applies the concepts and tools of engineering management such as project management, quality management, engineering economics, modeling and simulation, systems engineering and integration, and statistical tools to all of these disciplines.

The dual accelerated degree program offering that further broadens a student's options is available. The dual degree permits students

to pursue the combination of any existing Bachelor of Science in Engineering degree offered by Fairfield University with a Master of Science in the Management of Technology and complete the effort in a five-year time frame. This combination enables students not only to understand engineering, management and business concepts, but also to understand their integration and how the intersection distinctively shapes our world and their careers.

Programs

- Management of Technology Five-Year Accelerated Degree Bachelor and Master of Science Program

Faculty

Lecturers

Cooper
Jagtiani
Hoffman
Munden
Ulfsson

Management of Technology Five-Year Accelerated Degree Bachelor and Master of Science Program

This accelerated degree program offering broadens a student's options and permits them to pursue the combination of any existing Bachelor of Science in Engineering degree offered by Fairfield University with a Master of Science in the Management of Technology and complete the effort in a five-year time frame. This combination enables students not only to understand engineering, management and business concepts, but also to understand their integration and how the intersection distinctively shapes our world and their careers.

Students may receive a bachelor's degree in Biomedical Engineering, Electrical Engineering, Mechanical Engineering, or Computer Science (accreditation track) and a master's degree in Management of Technology. The Management of Technology track integrates business and management knowledge into an engineering curriculum to prepare engineers for leadership roles in technology-based organizations. The accelerated degree engineering management curriculum combines breadth of knowledge of general engineering subject matter with depth of knowledge in a specific engineering discipline. Students achieve depth of knowledge by majoring in biomedical engineering, electrical engineering, mechanical engineering, or computer science (accreditation track). In addition, multi-disciplinary coursework prepares students for positions in fields that require human resource and project management, financial and business understanding, marketing, and communication skills to complement their engineering knowledge.

Graduates of this accelerated degree option will be prepared for an engineering design opportunity in their discipline as well as leadership positions in other engineering and business related settings. They will be comfortable with the international languages of engineering and business. Engineers and technology specialists with business skills allows them to address engineering and business issues from a variety

of perspectives. The integrated engineering-business skills that students gain represents a sure-fire combination for career success.

Students typically apply to the accelerated Master's degree program in their third year. Students follow the standard undergraduate curriculum for the first three years, and then complete the baccalaureate degree requirements during their fourth year while taking up to two graduate courses. Two graduate courses (6 credits) taken during the fourth year may be applied towards both the bachelor's and master's degree requirements. After receiving the baccalaureate degree, students will take an additional eight courses (for a total of ten courses) to complete the MS degree requirements in the fifth year. This accelerated degree is expected to be completed in five years without interruption.

Changing from Undergraduate to Graduate Status

Students may apply to the graduate portion of the program at any point after the following conditions are met, with approval from their faculty advisor and the department chair:

- Completed 60+ credits toward the BS degree.
- Plan to enroll in a maximum of two graduate-level courses during the fourth year.
- Have an overall GPA of 3.00 or higher.
- Have approval of the faculty advisor.

Students will be awarded the BS degree when all requirements are met, usually at the end of the fourth year. The MS in Management of Technology will be awarded when all graduate requirements of the combined degree curricula have been satisfied, usually at the end of the fifth year.

Requirements

Students must complete the following courses in the Management of Technology master's degree program:

Code	Title	Credits
FNCE 5400	Principles of Finance ¹	3
or ACCT 5400	Introduction to Accounting	
or ACCT 6500	Accounting Information for Decision-Making	
MGMT 6508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm ¹	3
MGMT 6584	Global Competitive Strategy ¹	3
MGTN 5415	Information Systems	3
MGTN 5460	Project Management	3
MGTN 5470	Leadership in Technical Enterprise	3
MGTN 6961	Capstone I: Project Definition and Planning	3
MGTN 6962	Capstone II: Project Execution and Results	3
Select two elective courses in Management of Technology ²		6
Total Credits		30

¹ Graduate courses from the Dolan School of Business may be taken during the fifth year only. A maximum of five graduate courses from the Dolan School of Business may be applied to the Management of Technology degree.

² The Management of Technology graduate elective courses may be taken in any discipline at the University. The selection of these graduate courses is intended to assist the student in meeting his/her career objectives. Care must be taken to meet the applicable

prerequisite requirements. Refer to the Management of Technology graduate catalog to obtain a complete list of elective courses.

Students may enter this accelerated degree program with Biomedical Engineering, Electrical Engineering, Mechanical Engineering, Mechatronics Engineering, or Computer Science (BS) majors.

Plan of Study

Completion of the required graduate-level courses may be accomplished by taking the MOT courses during the semesters shown below:

Course	Title	Credits
Fourth Year		
Fall		
MGTN 5415 or MGTN 5470	Information Systems or Leadership in Technical Enterprise	3
Credits		3
Spring		
MGTN 5460	Project Management	3
Credits		3
Fifth Year		
Fall		
FNCE 5400	Principles of Finance ¹	3
MGMT 6508 or MGTN 6505	Strategic Management of Technology and Innovation: The Entrepreneurial Firm ¹ or Introduction to Systems Engineering	3
MGTN 6961	Capstone I: Project Definition and Planning	3
MGTN 5470	Leadership in Technical Enterprise	3
Credits		12
Spring		
MGMT 6584	Global Competitive Strategy ¹	3
MGTN 6962	Capstone II: Project Execution and Results	3
Select two elective courses in Management of Technology ²		6
Credits		12
Total Credits		30

¹ Graduate courses from the Dolan School of Business may be taken during the fifth year only. A maximum of five graduate courses from the Dolan School of Business may be applied to the Management of Technology degree.

² The Management of Technology graduate elective courses may be taken in any discipline at the University. The selection of these graduate courses is intended to assist the student in meeting his/her career objectives. Care must be taken to meet the applicable prerequisite requirements. Refer to the Management of Technology graduate catalog to obtain a complete list of elective courses.

Mechanical Engineering

The mechanical engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) under the commission's General Criteria and Program Criteria for Mechanical Engineering. This engineering discipline has a very broad spectrum of applications in all aspects of modern technology.

Students undertake studies in statics and dynamics, CAD (Solidworks), materials science, strength of materials, machine design, finite element analysis (Ansys), thermodynamics, fluid mechanics, heat transfer, and system dynamics (MatLab). A team-based senior design project completes the technical education.

The Program Educational Objectives (PEOs) are broad statements that describe what alumni do within a few years following graduation. The Mechanical Engineering Department is committed to graduating engineers who within a few years of their graduation are expected to:

1. Apply engineering science to analyze and design thermal and mechanical systems.
2. Pursue engineering careers or advanced studies in mechanical engineering or related technical fields.
3. Employ effective communication skills as team members or team leaders in an ethical and professional manner with a sense of social and global responsibility.
4. Engage in lifelong learning by contributing to their chosen field, actively participating in professional societies and broadening their professional knowledge with formal and/or informal continuing education.
5. Encourage diversity to foster creativity, innovation and productive collaboration to make sound decisions.

The mechanical engineering curriculum is constructed to include abundant experiential learning. This is accomplished through the integration of synchronized laboratory experiences within the framework of the theoretical courses in the basic curriculum, and by making use of well-equipped laboratories and computing facilities.

The Mechanical Engineering students will graduate from the program with the ability to perform and execute the following student outcomes:

1. Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. Communicate effectively with a range of audiences
4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. To function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. Acquire and apply new knowledge as needed, using appropriate learning strategies

Programs

- Mechanical Engineering Major
- Mechanical Engineering Five-Year Accelerated Degree Bachelor and Master of Science Program

Courses

MEEG 2201 Engineering Statics

3 Credits

Prerequisite: PHYS 1171.

This introduction to rigid body mechanics using vector representation covers free body diagrams and static equilibrium in two- and three-dimensional space; solves problems in trusses, frames, and simple mechanisms; and develops methods in problem-solving techniques using computer-based approaches. Students perform lab experiments to support lecture theories and prepare professional-level reports.

MEEG 2203 Kinematics and Dynamics

3 Credits

Prerequisites: MEEG 2201.

This course presents kinematics principles applied to particles and rigid body elements. Topics include analysis of forces and motion using Newton's second and third laws of motion; theory of kinetics of particles and rigid body elements under rectilinear and curvilinear motion, vector methods; principles of work, energy, and power; and momentum and impact.

MEEG 2206L Mechanics Lab

1 Credit

Fee: \$120 Engineering Lab Fee

Corequisite: MEEG 2201.

Students do mechanics experiments for two- and three-dimensional structures under static loading conditions. Concepts include vectors, equilibrium, moments, truss analysis, forces, and center of gravity of objects. This course includes topics in engineering materials, such as hardness, toughness, microscopic analysis, machinability and thermal properties. The course introduces strain gages, instrumentation, and statistical data analysis. Students perform experiments and prepare laboratory reports.

MEEG 2207 Materials Science

3 Credits

Attributes: EVME Environmental Studies Major Elective, EVNS Environmental Studies: Natural Science, EVPE Environmental Studies Elective

Corequisite: CHEM 1171.

This course covers chemical and physical properties of metals, polymers, and ceramics. Subjects include atomic structure, crystallography, strengthening mechanisms, microstructure, chemical composition, diffusion, binary phase diagrams, transformation diagrams, corrosion and materials science protection. Importance of the interrelationship between a material's processing, microstructure, and properties is discussed. The lab demo portion examines material science testing and microstructure analyses. Sample preparation and metallographic techniques are also learned.

MEEG 2307L Dynamics Systems Lab

1 Credit

Fee: \$120 Engineering Lab Fee

Corequisites: MEEG 2203, MEEG 3308.

Students perform experiments covering the concepts of kinematics, dynamics, and mechanisms. Concepts included are: Newton's Laws, momentum, mechanical energy, impact, and friction. The course includes concepts in the area of strength of materials, such as: stress, strain, loading, modulus of elasticity, and fatigue. It also covers analysis of beams, photoelastic studies, and statistical data analysis. Students complete written lab reports.

MEEG 3241 Principles of Thermodynamics**3 Credits****Prerequisite:** PHYS 1171.

This course on macroscopic thermodynamics with applications covers conservation of energy for open and closed systems, equations of state and pure substances, first and second law of thermodynamics, including the concepts of internal energy, as well as enthalpy and entropy as applied to aero-thermal components. Tables of thermodynamic properties, ideal gases and elements of cycle analysis, and applications of thermodynamic cycles, such as Carnot and Rankine, are discussed.

MEEG 3308 Strength of Materials**3 Credits****Prerequisites:** MATH 1142, MEEG 2201.

This course examines concepts of two-dimensional stress and strain, factors of safety, thermal strain, static indeterminacy, stress concentration, bending including normal and shearing stresses, torsion, direct shear, principal stresses; Mohr's Circle; thin-walled pressure vessels; beam theory including shear and bending moment diagrams; deflection; elastic curves; indeterminate beams; energy methods; the use of superposition; and impact effects and column theory. Lab experiments reinforce these aspects of theory. This course includes a design project.

MEEG 3311 Machine Design**3 Credits****Prerequisite:** MEEG 3308.

This course applies the fundamentals of mechanical engineering design to analyze, design, and/or select components typically used in the design of complete mechanical systems. The course covers the design process and analysis of stress and deflection; material properties and loading (steady state and variable) as they relate to failure prevention; and the procedures for design and analysis of common machine elements such as columns, gears, fasteners, and springs. In team reverse-engineering projects, students apply the course topics to real hardware. The course emphasizes computer techniques and responsible design (safety factors and ethics).

MEEG 3318 Finite Element Analysis**3 Credits****Prerequisites:** ENGR 2130, MATH 3332, MEEG 3308.

An introduction to concepts in finite element analysis; this course covers one- and two-dimensional element formulation and structural analysis. This finite element analysis is extended to three dimensional problems in mechanics and materials. This course will provide an overview of the complimentary topic of computational fluid dynamics (CFD). Students solve problems both manually and with the use of modern computer finite element software, Ansys and Fluent.

MEEG 3342 Applications of Thermodynamics**3 Credits****Prerequisite:** MEEG 3241.

This course applies concepts learned in MEEG 3241. Topics include mixtures of ideal gases and vapors; psychrometry; combustion analysis of common power generating, refrigeration, and air conditioning cycles; figures of merit including thermal efficiency; continuity equation, basic energy relations for turbomachinery; fundamentals of compressor and turbine design; and application and synthesis of design using thermodynamic principles. This course includes a lab segment.

MEEG 3347 Fluid Mechanics**3 Credits****Prerequisites:** MATH 2251, MEEG 3241.

Topics in this course include incompressible fluids at rest and in motion; Bernoulli's theorem and the principle of similarity flow through orifices, nozzles, and pipes; flow through open channels; energy relationships as applied to pipe lines, pumps, and turbines; acceleration of fluid masses; losses in fluid flow systems; fluid dynamics; the momentum theorem in turbomachinery; and introduction to compressible fluid flow. This course emphasizes design solutions using computer analysis and synthesis. The course includes a design project of a system that applies the principles of fluid flow.

MEEG 3348L Thermal and Fluids Lab**1 Credit****Fee:** \$120 Engineering Lab Fee**Corequisites:** MEEG 3342, MEEG 3347.

This laboratory learning experience provides the opportunity to explore various components, such as the compressor, condenser, and evaporator, in a series of experiments using refrigeration equipment. Students investigate lift and drag in a wind tunnel, pressure losses in duct flow, and the Bernoulli principle. Also, students determine the efficiency of a centrifugal pump, plot PV diagrams for the Otto Cycle, and study a Pelton Wheel Hydraulic Turbine. The course emphasizes statistical analysis, test planning, data evaluation, and report writing.

MEEG 4310L Product Manufacturing Lab**1 Credit****Fee:** \$120 Engineering Lab Fee**Corequisite:** MEEG 4312.

This laboratory provides practical concepts of machining processes, including milling, turning, and cutting. Students develop the knowledge and skills required in CNC programming, machine setup and operation, manual machining, and metrology. Students machine metal parts by cutting, drilling, pocketing, and contouring. This laboratory emphasizes the practical application of CNC machine tools and manual machining, involving set-ups and operation procedures. Graduate equivalent: MEEG 5310L.

MEEG 4312 Advanced Product Design and Manufacturing**3 Credits****Corequisite:** MEEG 4310L.**Prerequisite:** Senior Standing.

This hands-on course presents design principles, design for manufacturing, and assembly (DFMA) mythologies. Students learn to choose the best manufacturing process and appropriate material for a product considering shape, size, weight, production rate, and tolerances. The course also covers geometric dimensioning and tolerancing components (GD&T). The concepts of computer-aided design (CAD) and computer-aided manufacturing (CAM) are covered using SolidWorks and Mastercam software. Students are taught CNC programming (G-code, M-code) applied on CNC lathes and mills. Students apply their knowledge within the semester by designing and fabricating a product. The course comprises lectures, a computer lab, a machine tool lab, a group project, and individual assignments.

MEEG 4319 Applications of Finite Element Analysis**3 Credits****Prerequisite:** MEEG 3318.

This course examines applications of finite element analysis in modern engineering including structural analysis, fluid flow and heat transfer. It is an introduction to the concepts of dynamics as applied to structure. Finite element formulations covering 1-, 2-, and 3-dimensional elements as well as energy methods are reviewed. Students develop techniques for application of finite element method in structural design, dynamic system response, fluid and thermal analyses. Application of methodology to fluid flow is presented. Students solve example and design problems manually and using modern finite element analysis software, Ansys and Fluent. Graduate equivalent: MEEG 5319.

MEEG 4321 Theory and Applications of Robot Kinematics**3 Credits****Prerequisite:** MEEG 2203.

Topics in advanced kinematics include introduction to basic concepts and definitions related to kinematics, commonly used links and joints, kinematic analysis of mechanisms, introduction to robotic mechanisms, homogeneous transformations, Euler angles, Denavit-Hartenberg representation of forward kinematics of robots, inverse kinematics solution of robots, degeneracy and dexterity, and differential motion and velocity relations. Industrial application of kinematics will also be covered and the course will include a laboratory or project component. Graduate equivalent: MEEG 5321.

MEEG 4322 Advanced Dynamics**3 Credits****Prerequisite:** MEEG 2203.

The topics in the area of dynamics include degrees of freedom, generalized coordinates, constraints, physics of failure, flexures, and optical mechanics. The course will focus on practical applications of advanced dynamics, including linkages, cams, and kinematic mechanisms, as well as computer applications and project design. Graduate equivalent: MEEG 5322.

MEEG 4323 Thermal Management of Microdevices**3 Credits**

This course addresses the thermal design in electronic assemblies which includes thermal characteristics, heat transfer mechanisms and thermal failure modes. Thermal design of electronic devices enables engineers to prevent heat-related failures, increase the life expectancy of the system, and reduce emitted noise and energy consumption. This course provides the required knowledge of heat transfer for such analysis and various options available for thermal management of electronics. This course also presents advanced methods of removing heat from electronic circuits, including heat pipes, liquid immersion and forced convection. Graduate equivalents: ECEG 5323, MEEG 5323.

MEEG 4324 Micro and Nano Manufacturing**3 Credits****Prerequisites:** CHEM 1171, MEEG 2207, PHYS 1171, Senior standing.

This course will introduce students to the latest advancements in micro and nano manufacturing. The course will enable students to become familiar with advanced manufacturing techniques in light of the global emphasis on micro and nano manufacturing. Topics to be covered include lithography, mechanical micromachining, laser fabrication, polymers and nanocomposites, and nano imprinting. The important topics of metrology and process control at the micro and nano scale will also be discussed. Students will conduct a class project integrating the different processes for an application in electromechanical or biomedical field. A lab component is also present where students get a hands-on experience with material processing and characterization tools. Graduate equivalent: MEEG 5324.

MEEG 4325 Engineering Systems Dynamics**3 Credits****Prerequisites:** MEEG 3318.

The student will become familiar with the analysis of the dynamic response of structures, structural components to transient loads, and foundation excitation. Course includes single-degree-of-freedom and multiple-degree-of-freedom systems, frequency response concepts, and introduction to modal analysis. Basic concepts of vibration control and control theory will be introduced.

MEEG 4327 Fracture Mechanics**3 Credits****Prerequisite:** MEEG 3308.

This course covers fracture mechanics concepts for design, materials selection, and failure analysis. The fundamental principles of fracture parameters and criteria, stress field at the tip of a crack, fracture toughness, thickness effect, plastic zone concept, and crack growth under cyclic loading and aggressive environment will be presented. Emphasis will be placed on the practical applications of fracture mechanics by incorporation of a failure investigation study where the students utilize the skills developed with the course to root cause a real world failure. Taking a holistic approach, each student will have their own case study and learn to incorporate fracture mechanics, material science, mechanics of materials, computer simulation, and manufacturing techniques and knowledge into their project. Graduate equivalent: MEEG 5327.

MEEG 4330 Mechanics of Composite Materials**3 Credits****Prerequisite:** MEEG 3308.

Engineered composite materials are finding increased use in many high-technology applications such as aerospace, automotive, sporting goods, and structural components as robust durable systems. This course is designed to provide a comprehensive understanding of classification, processing, properties, selection, design, and failure of polymer, metal, and ceramic based composite materials. Micro-mechanical and macro-mechanical analysis capabilities will be used to assess composite structures. Stiffness and strength evaluation, software simulation, and optimization are used in a laminated composite design application. Graduate equivalent: MEEG 5330.

MEEG 4346 Energy Conversion**3 Credits****Prerequisite:** MEEG 3347.

This course covers the major topics in energy conversion, including fuels used in energy conversion; solar energy; gas turbine engines and applications; internal combustion engines; heat pumps; classic and novel power and refrigeration cycles; system analysis; system economics; and environmental considerations. The course includes computer simulation of power plant performance to optimize energy conversion efficiency. Students will be required to conduct a research on the environmental impacts of the major current energy conversion systems. Graduate equivalent: MEEG 5346.

MEEG 4349 Heat Transfer**3 Credits****Prerequisites:** MATH 3332, MEEG 3347.

This course covers one- and two-dimensional heat conduction, the electrical analogy in heat transfer, steady state heat transfer by conduction and convection through multiple planar, cylindrical, and spherical layers and the concept of critical radius. Heat transfer solutions for extended surfaces and solutions for transient problems; convection heat transfer in laminar and turbulent flows; fundamental radiation concepts; laws of thermal radiation; radiation exchange; heat exchangers and electrical analogies. In the lab, students investigate heat transfer in plane surfaces, enhanced heat transfer in extended surfaces, and heat exchanger effectiveness. This course includes a practical design project of a system that applies the principles of heat transfer.

MEEG 4350L Energy Transfer Lab**1 Credit****Fee:** \$120 Engineering Lab Fee**Corequisites:** MEEG 4325, MEEG 4349.

A laboratory experience for engineering students utilizing hands-on experiments to explore energy transfer methods related to transmitted forces in vibrating systems, as well as thermal transfer gradients in mechanical, electrical, and electronic systems. Students use simulation and modeling software for many experiments, including conduction and convection heat transfer processes. The course emphasizes statistical analysis, instrumentation, and report writing.

MEEG 4353 Computational Fluid Dynamics**3 Credits****Prerequisites:** ENGR 2145, MEEG 3347.

This course is an introduction to computational methods used for the solution of advanced fluid dynamics problems, using commercially available ANSYS-Fluent software. Emphasis is placed on concepts in finite difference methods as applied to various ordinary and partial differential model equations in fluid mechanics, fundamentals of spatial discretization, numerical integration, and numerical linear algebra. There is a focus on the engineering and scientific computing environment. Topics may include waves, advanced numerical methods (e.g. spectral, finite element, finite volume), non-uniform grids, turbulence modeling, and methods complex boundary conditions. Students will work on a final computational project and will present findings to the class. Graduate equivalent: MEEG 5353.

MEEG 4354 Heat and Mass Transfer **3 Credits**
Prerequisite: MEEG 4349.

This course covers the concepts of conduction, convection, and radiation heat transfer as well as mass transfer. Boiling and condensation; design and performance of selected thermal systems (including heat exchangers); and laminar and turbulent flows as related to forced and free convection are all studied. Mathematical modeling of engineering systems using modern analytical and computational solution methods are also covered. Graduate equivalent: MEEG 5354.

MEEG 4356 Renewable Wind Energy **3 Credits**
Prerequisites: MEEG 3308, MEEG 3347.

This course will give students a comprehensive introduction to wind energy systems, a practical means of extracting green and renewable energy. Topics covered include a historical perspective of wind turbines, aerodynamics of wind turbines, Mechanics and dynamics, material and components, aeroelasticity and control systems, statistical wind modeling, wind energy system economics, and environmental considerations such as noise and aesthetics. Graduate equivalent: MEEG 5356.

MEEG 4358 Heating, Ventilation, and Air Conditioning Systems Design **3 Credits**
Prerequisite: MEEG 3342.

Heat loss and heat gain calculations for commercial and industrial buildings using Trane Engineering software. Students will learn how to layout and design HVAC systems per given building architectural plans, using computer software, codes, standards, and owner's requirements. Students will select appropriate HVAC equipment, size duct and piping systems, and conduct economic analysis. Energy estimating methods will be studied and an analysis of an actual building conducted. Current federal, state, and local codes and ASHRAE standards will be examined. Graduate equivalent: MEEG 5358.

MEEG 4362 Gas Turbine Aerodynamics **3 Credits**
Prerequisite: MEEG 3347.

The theoretical basis and the fundamentals of modern turbomachinery for aerospace (helicopter, aircraft) and power generation (marine, industrial) applications are studied. Brayton engine cycle analysis and performance improvement are reviewed. Applications of the principles of fluid mechanics and thermodynamics to the design of turbines and compressors are examined, as well as component analysis and velocity diagram for axial compressors, centrifugal compressors and axial turbines. Discussion of combustion and environmental emissions. This course carries a design/research project. Graduate equivalent: MEEG 5362.

MEEG 4364 Combustion **3 Credits**
Prerequisite: MEEG 3342.

An introduction to combustion, this course covers the study of combustion science based on the background of thermodynamics, fluid mechanics, and heat transfer. Basic principles of combustion, including thermochemical equilibrium, flame temperature, energy of reaction, chemical kinetics, and flame structure are discussed. Graduate equivalent: MEEG 5364.

MEEG 4372 Applications of Theory of Elasticity **3 Credits**
Prerequisite: MEEG 3308.

This course covers theory of elasticity (stress, strain, and generalized Hooke's law), strain energy methods (Castigliano's theorem), thin shells of revolution (equilibrium equations, pressure vessels), thin plates (rectangular and circular plates, moment-curvature relations), beams of elastic foundations and buckling. Graduate equivalent: MEEG 5372.

MEEG 4376 Stability of Structures **3 Credits**
Prerequisite: MEEG 3308.

This course will give students a comprehensive introduction to the fundamentals and principles in the stability analysis of structures. The course provides a strong foundation for understanding the stability criteria and their application in everyday practice. The topics include a comprehensive overview of different stability analysis methods and their applications in columns, beam-columns, torsional stabilities, plate elements, and cylindrical shells. Graduate equivalent: MEEG 5376.

MEEG 4990 Independent Study **1-3 Credits**
Prerequisite: Completion of non-elective mechanical engineering courses and at least one major elective.

During this design course emphasizing individual creativity, undergraduate students (working with a faculty mentor) develop project objectives and performance specifications. At review meetings, students present progress on the project including analytic and experimental results to date. A final report and presentation demonstrates the accomplishments and significant conclusions. Faculty involvement creates a realistic engineering development environment. Students may take this course as independent study once the prerequisites have been met. Enrollment by departmental approval only.

Faculty

Professors

Etamad, *chair*
Srinivas Sundarram

Assistant Professors

Haghbini
Shekhtman

Lecturers

Bauer
Cupic
English
Judge
McFadden
Rastgar Agah

Mechanical Engineering Major

Major Requirements

Bachelor of Science in Mechanical Engineering

134 credits

Natural Science and Math Requirements

Code	Title	Credits
CHEM 1171 & 1171L	General Chemistry I and General Chemistry I Lab	4
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors ¹	4
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors ¹	4

MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4
MATH 2251	Ordinary Differential Equations	3
MATH 3332	Partial Differential Equations	3
PHYS 1171 & 1171L	General Physics I and General Physics I Lab ¹	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab ¹	4
Total Credits		30

¹ Fulfills *Magis* Core requirement

Major Requirements

For a major in mechanical engineering, students complete the following:

Code	Title	Credits
Engineering Foundation		
ELEG 2213 & 2213L	Introduction to Electric Circuits and Electric Circuits Lab	4
ENGR 1031	Fundamentals of Engineering	3
ENGR 2130	Engineering Graphics I	3
ENGR 2145	Mathematical Analysis	3
ENGR 4961	Senior Design Project I	3
ENGR 4962	Senior Design Project II	3
Mechanical Engineering Depth		
MEEG 2201	Engineering Statics	3
MEEG 2203	Kinematics and Dynamics	3
MEEG 2206L	Mechanics Lab	1
MEEG 2207	Materials Science	3
MEEG 2307L	Dynamics Systems Lab	1
MEEG 3241	Principles of Thermodynamics	3
MEEG 3308	Strength of Materials	3
MEEG 3311	Machine Design	3
MEEG 3318	Finite Element Analysis	3
MEEG 3342	Applications of Thermodynamics	3
MEEG 3347	Fluid Mechanics	3
MEEG 3348L	Thermal and Fluids Lab	1
MEEG 4325	Engineering Systems Dynamics	3
MEEG 4349	Heat Transfer	3
MEEG 4350L	Energy Transfer Lab	1
Select five electives in Mechanical Engineering		15
Total Credits		71

Mechanical Engineering Electives

Possible electives may include:

Code	Title	Credits
Thermal Systems		
MEEG 4346	Energy Conversion	3
MEEG 4353	Computational Fluid Dynamics	3
MEEG 4354	Heat and Mass Transfer	3
MEEG 4356	Renewable Wind Energy	3
MEEG 4358	Heating, Ventilation, and Air Conditioning Systems Design	3

MEEG 4362	Gas Turbine Aerodynamics	3
MEEG 4364	Combustion	3
Mechanical Systems		
ENGR 3260	Robots	3
ENGR 4301	Feedback Control Systems	3
ENGR 4303	Industrial Automation	3
ENGR 4305	Design of Mechatronics Systems	3
ENGR 4308	Autonomous Mobile Robots	3
MEEG 4310L	Product Manufacturing Lab	1
MEEG 4312	Advanced Product Design and Manufacturing	3
MEEG 4319	Applications of Finite Element Analysis	3
MEEG 4321	Theory and Applications of Robot Kinematics	3
MEEG 4322	Advanced Dynamics	3
MEEG 4324	Micro and Nano Manufacturing	3
MEEG 4327	Fracture Mechanics	3
MEEG 4330	Mechanics of Composite Materials	3
MEEG 4372	Applications of Theory of Elasticity	3
MEEG 4376	Stability of Structures	3
MEEG 4990	Independent Study	1-3

Note: In addition to the undergraduate courses listed, juniors and seniors may take appropriate graduate-level courses as electives with the permission of the department chair and the instructor.

Concentrations

Students in the Mechanical Engineering program may earn an **Aerospace Engineering Concentration** or **Automation, Robotics and Manufacturing Concentration** by fulfilling the major elective requirement with the 5 courses identified below.

Aerospace Engineering Concentration

Code	Title	Credits
MEEG 3347	Fluid Mechanics (required course)	3
Select four courses from the following: ¹		12
MEEG 4362	Gas Turbine Aerodynamics	
MEEG 4353	Computational Fluid Dynamics	
MEEG 4364	Combustion	
MEEG 4330	Mechanics of Composite Materials	
MEEG 4319	Applications of Finite Element Analysis	
MEEG 4327	Fracture Mechanics	
MEEG 4372	Applications of Theory of Elasticity	
MEEG 4376	Stability of Structures	
Total Credits		15

¹ Students in the 5-year BS/MS program may select the equivalent 5000 level major elective (if available) in support of their program requirement.

Automation, Robotics and Manufacturing (ARM) Concentration

Code	Title	Credits
MEEG 4325	Engineering Systems Dynamics (required course)	3
Select four courses from the following: ¹		12-13
ENGR 4303	Industrial Automation	
ENGR 4308	Autonomous Mobile Robots	
ENGR 3260	Robots	
ENGR 4305	Design of Mechatronics Systems	
MEEG 4321	Theory and Applications of Robot Kinematics	
MEEG 4312 & MEEG 4310L	Advanced Product Design and Manufacturing and Product Manufacturing Lab	
MEEG 4322	Advanced Dynamics	
MEEG 4319	Applications of Finite Element Analysis	
ENGR 4301	Feedback Control Systems	
MEEG 4324	Micro and Nano Manufacturing	
Total Credits		15-16

¹ Students in the 5-year BS/MS program may select the equivalent 5000 level major elective (if available) in support of their program requirement.

Magis Core Requirements

Magis Core Relationship to the Mechanical Engineering Major

In addition to the engineering-specific major requirements, students are required to fulfill the University's *Magis* Core requirements. The following table relates the *Magis* Core requirements to the Mechanical Engineering program.

Tier I: Orientation

Code	Title	Credits
English		
ENGL 1001	Introduction to Rhetoric and Composition	3
History		
Select one HIST 1000-level course or CLST 1115 or CLST 1116		3
Mathematics		
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
Modern or Classical Language		
Select one language course based on placement ¹		3
Philosophy		
PHIL 1101	Introduction to Philosophy	3
Religious Studies		
Select one RLST 1000-level course		3
Modern/Classical Language or Mathematics		

MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
Total Credits		23

¹ If starting a new language, a placement exam is not necessary.

Tier II: Exploration

Code	Title	Credits
Behavioral and Social Sciences		
Select two courses from the following fields:		6
Communication		
Economics		
Politics		
Psychology (except PSYC 1610)		
Sociology and Anthropology (except ANTH 1200 and ANTH 1210)		
History, Philosophy, Religious Studies		
Select two 2000- or 3000-level courses from two different disciplines		6
Literature		
Select one course from the following fields:		3
Classics		
English		
Modern Languages and Literatures		
Natural Sciences		
PHYS 1171 & 1171L	General Physics I and General Physics I Lab	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab	4
Visual and Performing Arts		
Select one 1000-level course from the following fields in Visual and Performing Arts:		3
Art History and Visual Culture		
Film, Television, and Media Arts		
Music		
Studio Art		
Theatre		
Total Credits		26

Plan of Study

A typical, full-time, four-year plan of study appears below. Some variation may be possible. Students should always discuss their individual plan of study with their advisor prior to registering for courses.

Course	Title	Credits
First Year		
Fall		
ENGR 1031	Fundamentals of Engineering	3
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
PHYS 1171	General Physics I	3
PHYS 1171L	General Physics I Lab	1
History Orientation Level ¹		3

Modern/Classical Language Orientation Level ⁵	3
Credits	17
Spring	
ENGL 1001 Introduction to Rhetoric and Composition	3
ENGR 2130 Engineering Graphics I	3
MATH 1142 Calculus II for Chemistry, Engineering, and Physics Majors	4
PHYS 1172 General Physics II	3
PHYS 1172L General Physics II Lab	1
Religious Studies Orientation Level ¹	3
Credits	17
Second Year	
Fall	
CHEM 1171 General Chemistry I	3
CHEM 1171L General Chemistry I Lab	1
MATH 2243 Calculus III for Chemistry, Engineering, and Physics Majors	4
MEEG 2201 Engineering Statics	3
MEEG 2206L Mechanics Lab	1
MEEG 2207 Materials Science	3
Visual and Performing Arts Exploration Tier ⁶	3
Credits	18
Spring	
ENGR 2145 Mathematical Analysis	3
ENGR 2145P Mathematical Analysis PLG	0
MATH 2251 Ordinary Differential Equations	3
MEEG 2203 Kinematics and Dynamics	3
MEEG 2307L Dynamics Systems Lab	1
MEEG 3308 Strength of Materials	3
PHIL 1101 Introduction to Philosophy	3
Credits	16
Third Year	
Fall	
ELEG 2213 Introduction to Electric Circuits	3
ELEG 2213L Electric Circuits Lab	1
MEEG 3241 Principles of Thermodynamics	3
MEEG 3311 Machine Design	3
Behavioral and Social Sciences Exploration Tier ³	3
MATH 3332 Partial Differential Equations	3
Credits	16
Spring	
History or Philosophy or Religious Studies Exploration Tier ²	3
MEEG 3318 Finite Element Analysis	3
MEEG 3342 Applications of Thermodynamics	3
MEEG 3347 Fluid Mechanics	3
MEEG 3348L Thermal and Fluids Lab	1
Behavioral and Social Sciences Exploration Tier ³	3
Credits	16
Fourth Year	
Fall	
ENGR 4961 Senior Design Project I	3
MEEG 4325 Engineering Systems Dynamics	3

MEEG 4349 Heat Transfer	3
MEEG 4350L Energy Transfer Lab	1
Major Elective ⁴	3
Major Elective ⁴	3
Credits	16
Spring	
ENGR 4962 Senior Design Project II	3
Major Elective ⁴	3
Major Elective ⁴	3
Major Elective ⁴	3
History or Philosophy or Religious Studies Exploration Tier ²	3
Literature Exploration Tier ⁷	3
Credits	18
Total Credits	134

¹ Choose an appropriate History or Religious Studies course at the 1000 level.

² Choose any appropriate Religious Studies, History, or Philosophy core course.

³ Core Social Science course may be fulfilled by appropriate courses in Communication, Economics, Psychology, Politics, or Sociology and Anthropology.

⁴ Major electives are chosen from the department, but may be chosen with approval of advisor and Department Chair from among other courses offered in the School of Engineering and Computing.

⁵ Choose any language offered by the Department of Modern Languages and Literatures, based on a placement exam.

⁶ Visual and Performing Arts courses may be chosen from Art History, Music, Film, Television, and Media Arts, Studio Art, or Theatre.

⁷ Approved English, Modern Languages and Literatures, or Classics courses.

Mechanical Engineering Five-Year Accelerated Degree Bachelor and Master of Science Program

This concentrated program prepares students for constantly evolving needs for innovation in engineering design and development, across all technological and economic sectors. Graduates of the program will be awarded a BS and an MS in Mechanical Engineering. Students follow the standard undergraduate curriculum for the first three years, and then complete the BS degree requirements during their fourth year while taking graduate courses. During the fifth year the students take an additional eight courses to complete their MS degree. Graduates of the program will have mastered the knowledge and tools they need to create the next generation of Mechanical Engineering solutions to technological and societal problems.

Requirements

The Mechanical Engineering Department offers a five-year accelerated program through which students can obtain a Bachelor of Science degree as well as a Master of Science degree. The combined five-year program provides students with the opportunity to obtain these degrees in less time than would be required when pursuing them independently. The five-

year program offers a simplified process for admission to the graduate school.

Students typically apply to the accelerated Master's degree program at the end of their third year. Students follow the standard undergraduate curriculum for the first three years, and then complete the baccalaureate degree requirements during their fourth year while taking up to two graduate courses. Up to six graduate course credits taken during the fourth year may be applied towards both the bachelor's and master's degree requirements. After receiving the baccalaureate degree, students will take an additional eight courses (for a total of ten courses) to complete the MS degree requirements in the fifth year. This accelerated degree is expected to be completed in five years without interruption.

Students accepted in this program are expected to have an overall GPA of 3.00 or higher and receive approval of the faculty advisor. Students will be awarded the BS in Mechanical Engineering when all requirements are met, usually at the end of the fourth year. The MS degree will be awarded when all graduate requirements of the combined degree curricula have been satisfied, usually at the end of the fifth year.

Accelerated Degree Curriculum

Students must develop a plan of study for the MS portion of the degree with approval of their academic advisor, including the following:

Code	Title	Credits
Requirements for BS in Mechanical Engineering ¹		134
MEEG 5415	Engineering Applications of Numerical Methods	3
Select 7 additional graduate-level electives in Mechanical Engineering		21
Total Credits		158

¹ Requirements are the same as those listed for the BS, except that students may select up to two graduate-level electives to fulfill the major elective requirement.

A minimum of 30 credits must be completed at the graduate level.

Mechanical Engineering Electives

Possible electives may include:

Code	Title	Credits
Thermal Systems Electives		
MEEG 5323	Thermal Management of Microdevices	3
MEEG 5346	Energy Conversion	3
MEEG 5353	Computational Fluid Dynamics	3
MEEG 5354	Heat and Mass Transfer	3
MEEG 5362	Gas Turbine Aerodynamics	3
MEEG 5356	Renewable Wind Energy	3
MEEG 5364	Combustion	3
Mechanical Systems Electives		
MEEG 5301	Feedback and Control Systems	3
MEEG 5303	Industrial Automation	3
MEEG 5305	Design of Mechatronics Systems	3
MEEG 5312	Advanced Product Design and Manufacturing	3
MEEG 5319	Applications of Finite Element Analysis	3

MEEG 5321	Theory and Applications of Robot Kinematics	3
MEEG 5322	Advanced Dynamics	3
MEEG 5324	Micro and Nano Manufacturing	3
MEEG 5327	Fracture Mechanics	3
MEEG 5330	Mechanics of Composite Materials	3
MEEG 5372	Applications of Theory of Elasticity	3
MEEG 5376	Stability of Structures	3

Mechatronics Engineering

Overview

Mechatronics engineering is a new multidisciplinary field that combines mechanical engineering, electrical engineering, control systems and computer science to create intelligent systems and products. Mechatronics Engineering is the key to the integration of automation and data exchange in manufacturing. It also enables the creation of sustainable and environmentally friendly manufacturing processes. The field is critical to the development of high-technology automated systems that allow industry to increase productivity and quality.

Mechatronic systems and devices can be found in agriculture, hospitals, buildings, homes, automobiles, defense, space and security systems, manufacturing plants, the entertainment industry, and aids for the elderly and disabled.

Students will have the opportunity to explore the Internet of Things, robots, telecommunications, and the use of artificial intelligence to improve the quality of products and processes. They will make use of sensors and networking to promote efficient human-machine communication.

Program Educational Objectives (PEOs) are broad statements that describe what alumni do within a few years following graduation. The Mechatronics Engineering Department is committed to graduating engineers who within a few years of their graduation are expected to:

1. Apply engineering science to analyze and design robotic and automation systems.
2. Pursue engineering careers or advanced studies in mechatronics engineering or related technical fields.
3. Employ effective communication skills as team members or team leaders in an ethical and professional manner with a sense of social and global responsibility.
4. Engage in lifelong learning by contributing to their chosen field, actively participating in professional societies and broadening their professional knowledge with formal and/or informal continuing education.
5. Encourage diversity to foster creativity, innovation and productive collaboration to make sound decisions.

The Mechatronics Engineering students will graduate from the program with the ability to perform and execute the following student outcomes:

1. Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. Communicate effectively with a range of audiences

4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. To function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. Acquire and apply new knowledge as needed, using appropriate learning strategies

Why Fairfield Mechatronics Engineering?

- Small class sizes with student centered focus on teaching and learning
- Students automatically qualify for a math minor
- Designed as an ABET Accredited program
- Students engage in applied research and experiential learning with faculty or through internships
- Curriculum support and mentoring outside the classroom
- A broad range of courses with well-equipped and accessible laboratories
- Hands-on, real-world, interdisciplinary senior design projects
- Students participate in clubs, innovative symposia, business plan competitions
- Community-engaged-learning courses to foster a lifelong commitment to service to humanity

Programs

Mechatronics Engineering Major

Mechatronics Engineering Major

Major Requirements

Bachelor of Science in Mechatronics Engineering

135 credits

Natural Science and Math Requirements

Code	Title	Credits
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors ¹	4
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors ¹	4
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4
MATH 2211	Applied Matrix Theory	3
MATH 2217	Statistics I	3
MATH 2251	Ordinary Differential Equations	3
Science or Math Elective		3
PHYS 1171 & 1171L	General Physics I and General Physics I Lab ¹	4

PHYS 1172 & 1172L	General Physics II and General Physics II Lab ¹	4
Total Credits		32

Major Requirements

For a major in Mechatronics Engineering, students complete the following:

Code	Title	Credits
ENGR 1031	Fundamentals of Engineering	3
CPEG 2245	Digital Design I	3
CPEG 2245L	Digital Design I Lab	1
CPSC 1101	Introduction to Computing	3
CPSC 4350	Introduction to Data Science	3
CPSC 1131	Fundamentals of Programming	3
ELEG 3231	Introduction to Electronics Circuits and Devices	3
ELEG 3231L	Electronics Circuits Lab	1
ELEG 3348	Embedded Microcontrollers	3
ELEG 3348L	Embedded Microcontrollers Lab	1
ELEG 4355	Sensor Design and Applications	3
ELEG 2213	Introduction to Electric Circuits	3
ELEG 2213L	Electric Circuits Lab	1
ENGR 3260	Robots	3
ENGR 4301	Feedback Control Systems	3
ENGR 4303	Industrial Automation	3
ENGR 4305	Design of Mechatronics Systems	3
ELEG 4365	Internet of Things	3
Major Elective		3
ENGR 2130	Engineering Graphics I	3
ENGR 2145	Mathematical Analysis	3
ENGR 2145P	Mathematical Analysis PLG	0
ENGR 4961	Senior Design Project I	3
ENGR 4962	Senior Design Project II	3
MEEG 2203	Kinematics and Dynamics	3
MEEG 3308	Strength of Materials	3
MEEG 2201	Engineering Statics	3
Total Credits		70

Remaining Magis Core Requirements

Code	Title	Credits
Modern/Classical Language Orientation Level		3
Religious Studies Orientation Level		3
ENGL 1001	Introduction to Rhetoric and Composition	3
PHIL 1101	Introduction to Philosophy	3
History Orientation Level		3
Visual and Performing Arts Exploration Tier		3
Behavioral and Social Sciences Exploration Tier		6
History or Philosophy or Religious Studies Exploration Tier		6
Literature Exploration Tier		3
Total Credits		33

¹ Fulfills *Magis* Core requirement

Magis Core Requirements

Tier I: Orientation

Code	Title	Credits
English		
ENGL 1001	Introduction to Rhetoric and Composition	3
History		
Select one HIST 1000-level course or CLST 1115 or CLST 1116		3
Mathematics		
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
Modern or Classical Language		
Select one language course based on placement ¹		3
Philosophy		
PHIL 1101	Introduction to Philosophy	3
Religious Studies		
Select one RLST 1000-level course		3
Modern/Classical Language or Mathematics		
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
Total Credits		23

¹ If starting a new language, a placement exam is not necessary.

Tier II: Exploration

Code	Title	Credits
Behavioral and Social Sciences		
Select two courses from the following fields:		6
Communication		
Economics		
Politics		
Psychology (except PSYC 1610)		
Sociology and Anthropology (except ANTH 1200 and ANTH 1210)		
History, Philosophy, Religious Studies		
Select two 2000- or 3000-level courses from two different disciplines		6
Literature		
Select one course from the following fields:		3
Classics		
English		
Modern Languages and Literatures		
Natural Sciences		
PHYS 1171 & 1171L	General Physics I and General Physics I Lab	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab	4
Visual and Performing Arts		

Select one 1000-level course from the following fields in Visual and Performing Arts:	3
Art History and Visual Culture	
Film, Television, and Media Arts	
Music	
Studio Art	
Theatre	
Total Credits	26

Plan of Study

A typical, full-time, four-year plan of study appears below. Some variation may be possible. Students should always discuss their individual plan of study with their advisor prior to registering for courses.

Course	Title	Credits
First Year		
Fall		
ENGR 1031	Fundamentals of Engineering	3
MATH 1141	Calculus I for Chemistry, Engineering, and Physics Majors	4
PHYS 1171 & 1171L	General Physics I and General Physics I Lab	4
CPSC 1101	Introduction to Computing	3
Modern/Classical Language Orientation Level ¹		3
First Year Experience (FYE)		0
Credits		17
Spring		
CPSC 1131	Fundamentals of Programming	3
ENGR 2130	Engineering Graphics I	3
ENGL 1001	Introduction to Rhetoric and Composition	3
MATH 1142	Calculus II for Chemistry, Engineering, and Physics Majors	4
PHYS 1172 & 1172L	General Physics II and General Physics II Lab	4
Credits		17
Second Year		
Fall		
PHIL 1101	Introduction to Philosophy	3
MATH 2243	Calculus III for Chemistry, Engineering, and Physics Majors	4
ELEG 2213	Introduction to Electric Circuits	3
ELEG 2213L	Electric Circuits Lab	1
MEEG 2201	Engineering Statics	3
MEEG 2201 Religious Studies Orientation Level		3
Ignatian Seminar I-Laudato Si'		0
Credits		17
Spring		
ENGR 2145	Mathematical Analysis	3
ENGR 2145P	Mathematical Analysis PLG	0
MATH 2251	Ordinary Differential Equations	3
CPEG 2245	Digital Design I	3
CPEG 2245L	Digital Design I Lab	1
MEEG 3308	Strength of Materials	3

History Orientation Level ²	3
Credits	16

Third Year**Fall**

ELEG 3348	Embedded Microcontrollers	3
ELEG 3348L	Embedded Microcontrollers Lab	1
ENGR 3260	Robots	3
Visual and Performing Arts Exploration Tier ³		3
MATH 2217	Statistics I	3
ELEG 3231	Introduction to Electronics Circuits and Devices	3
ELEG 3231L	Electronics Circuits Lab	1
Ignatian Seminar II - Reflection		0

Credits **17**

Spring

MATH 2211	Applied Matrix Theory	3
Behavioral and Social Sciences Exploration Tier ⁴		3
MEEG 2203	Kinematics and Dynamics	3
CPSC 4350	Introduction to Data Science	3
ENGR 4301	Feedback Control Systems	3
ELEG 4355	Sensor Design and Applications	3

Credits **18**

Fourth Year**Fall**

ENGR 4961	Senior Design Project I	3
ENGR 4303	Industrial Automation	3
ENGR 4305	Design of Mechatronics Systems	3
ELEG 4365	Internet of Things	3
History or Philosophy or Religious Studies Exploration Tier ⁵		3
Major Elective ⁶		3
Ignatian Seminar III-Social Action		0

Credits **18**

Spring

ENGR 4962	Senior Design Project II	3
Science (or Math) Elective		3
Behavioral and Social Sciences Exploration Tier ⁴		3
History or Philosophy or Religious Studies Exploration Tier ⁵		3
Literature Exploration Tier		3

Credits **15**

Total Credits **135**

¹ Choose any language offered by the Department of Modern Languages and Literatures, based on placement exam.

² Choose any appropriate History or Religious Studies course at the 1000 level.

³ Visual and Performing Art History courses may be chosen from Art History, Music, Film, Television, and Media Arts, Studio Art, or Theatre.

⁴ Core Social Science course may be fulfilled by appropriate courses in Communication, Economics, Psychology, Politics, or Sociology and Anthropology.

⁵ Choose any appropriate Religious Studies, History, or Philosophy core course.

⁶ Major elective should be chosen with approval of advisor from among courses offered by the School of Engineering and Computing.

School Directory

Administration

Andres Leonardo Carrano, PhD
Dean

Mirco Speretta, PhD
Associate Dean

Jessica Guarneri, MS
Assistant Dean for Undergraduate Studies

Amy Baratta
Assistant to the Dean and Budget Manager

Sandra Miller
Operations Assistant

Ilhan Akbil
Director, Industry Relations

Department Chairs

Uma Balaji, PhD
Electrical and Biomedical Engineering

Shahrokh Etemad, PhD
Mechanical Engineering

Sidike Paheding, PhD
Computer Science and Engineering

Graduate Program Directors

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Biomedical Engineering

Mirco Speretta, PhD
Cybersecurity

Mirco Speretta, PhD
Data Science

Djedjiga Belfadel, PhD
Electrical and Computer Engineering

Harvey Hoffman, EdD
Management of Technology

Shahrokh Etemad, PhD
Mechanical Engineering

Mirco Speretta, PhD
Software Engineering

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PhD, Syracuse University

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Joseph P. Wilson

System Administrator

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Einer Ulfsson, PE

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MS, Cornell University

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Mechanical Engineering
MS, Fairfield University

Jonathan Wilson

Computer Science and Engineering
MS, Fairfield University

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Professor and Dean, Emeritus

Evangelos Hadjimichael, PhD

Professor and Dean, Emeritus

Douglas Lyon, PhD

Professor, Electrical and Biomedical Engineering, Emeritus

Jerry Sergeant, PhD

Professor of Electrical Engineering, Emeritus

Michael Zabinski, PhD

Professor, Mechanical Engineering, Emeritus

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Fellow, National Cancer Institute, NIH

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Senior Principal IP Counsel, Medtronic

Peter Convertito

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Director, Commvault

Melissa Fensterstock

Co-Founder, Material Impact

John LaViolaChief Technology Officer
Tibidabo Scientific Industry**Jenna Madigan**

Systems Engineer, Medtronic

Nick Mercadante

Founder & CEO, PursueCare

Tim O'NeilSenior Director for Advanced Technology Programs
ASML**Ronald M. Salvatore**

Chairman, Accurate Lock and Hardware

Reed Salvatore

CEO, Accurate Lock and Hardware

Deacon Patrick Toole

Chancellor, Diocese of Bridgeport

Mark Tuck

VP of Operations and Strategy, Cloud Ingenuity

Neviana Zhgaba

Co-Founder, Aquila's Vineyards

Marion Peckham Egan School of Nursing and Health Studies

A Message from the Dean

On behalf of the entire faculty and staff, it is my great pleasure to welcome you to the Marion Peckham Egan School of Nursing and Health Studies (Egan School). We understand that you had many choices in selecting an educational program, and are thrilled that you have chosen Fairfield. In selecting Fairfield for your undergraduate education, you have chosen to join a community where excellent healthcare is valued, and kindness is embraced. In the Jesuit tradition, the Egan School strives for *Cura Personalis* or education of the whole person. The result of such an education is the development of professionals, who are morally reflective, working with consistent sensitivity to cultural differences and issues of social justice.

Advances in technology and access to healthcare have afforded society an unprecedented opportunity for extended quality and quantity of life. Our undergraduate programs are prepared to meet the challenges of the future with faculty recognized around the world for their expertise in addressing the broad issues that impact global health. These faculty

provide every student with the necessary tools and resources to become successful.

You have selected Fairfield because of the excellence of our program and faculty. As you grow in the development of new knowledge and skills, you will witness first hand, the dedication our faculty have to your development. The relationships you build with your fellow classmates and faculty members will substantially impact your life and career. Moreover, you will find that the effects of your education at Fairfield will extend long past your days as a student here.

At Fairfield we strive to provide students with an educational experience rich in the Jesuit tradition of academic rigor and reflective practice. With a strong core steeped in ethics, communication, spirituality, care of vulnerable populations and service learning, students receive all the education necessary to become leaders. Our program also provides analysis of global health issues, with a strong focus on issues of social justice and equality to prepare our students as members of society capable of generating change from within.

Our ability to provide this exceptional educational opportunity is accomplished through our strong partnerships with over 100 partnering agencies, including acute care hospitals, community agencies, clinics, schools and long-term care facilities. Throughout these environments, students are provided the instruction to increase knowledge, skills and understanding of the issues that impact society. Practicum experiences begin early in the program and our individual attention to your education is unwavering throughout your years at Fairfield. Our school also offers a number of study abroad experiences to provide students with expertise and insight beyond our national borders. The end result is the graduation of competent and compassionate professionals who will make an impact across the world.

Thank you for choosing Fairfield for your undergraduate education. Throughout your years here, we are confident that you will receive the educational foundation necessary to support your personal objectives. We are pleased to join you on your lifelong journey toward professional development and encourage you to take advantage of all that Fairfield has to offer!

Meredith Wallace Kazer, PhD, CNL, APRN, AGPCNP-BC, FAAN

Dean and Professor, Marion Peckham Egan School of Nursing and Health Studies

Overview

The goal of the undergraduate program is to prepare students for professional practice. One of the unique features of all undergraduate programs at Fairfield is the strong liberal arts core that is integral to the curriculum. Through these courses, students develop the social awareness, historical consciousness, thinking skills, aesthetic sensibility, values orientation, and foundations in art, literature, and science that are hallmarks of undergraduate education. The program of study contributes to the development of a well-rounded person who is able to live effectively and productively in the world of today and tomorrow. Students grow personally and professionally to become committed and compassionate, capable of intervening professionally in whatever setting they encounter.

The curriculum of the Egan School provides students with educational experiences from which they gain a strong base in the humanities, mathematics, social sciences, and natural sciences as well as in professional theory and practice. Students are fully integrated into the

University community and enroll in core courses with students of all majors.

Faculty members in the Egan School are exceptionally well qualified by academic and clinical preparation. The student-to-faculty relationship is an inherent component of the program, particularly as it relates to professional practice. Each student is assigned to a faculty advisor who works closely with students to monitor progression through the program. Academic counseling, individualized attention, and career mentoring are integral to the advisement process.

In the program, students participate in a variety of practicum settings. The Egan School has affiliations with more than 100 agencies, including small and large hospitals, community health agencies, in-patient and out-patient psychiatric institutions, and schools. Opportunities are available in urban and suburban settings, for students to work with people of different cultures, backgrounds, and needs.

The Egan School is housed in the Center for Nursing and Health Studies, which includes academic collaboration, state-of-the-art simulation, integrated learning classrooms, clinical learning environments, a task training laboratory space and classrooms to support our Integrated Health programs. The Center for Nursing and Health Studies reflects the interdisciplinary collaboration on campus of both faculty and students, and provides opportunities for enhanced collaboration through think-tanks, research initiatives, and shared teaching spaces.

Mission Statement

Consistent with the mission of Fairfield University to develop men and women for others, the Marion Peckham Egan School of Nursing and Health Studies inspires students to become leaders across social and healthcare environments. These students are actively engaged with faculty in practice, policy, scholarship and service. As a modern Jesuit institution, a central focus of our care is to improve health outcomes with particular attention to the needs of the underserved or vulnerable populations.

Vision Statement

Our vision is to inspire professional leaders who demonstrate excellence across environments of care. Building on a tradition of caring, our commitment is to provide evidence-based, culturally sensitive interprofessional nursing health studies education that promotes social justice and facilitates reflection and life-long learning.

Purpose Statement

To inspire students to become leaders across social and healthcare environments who improve health outcomes for all, inclusive of underserved or vulnerable populations.

Entry to the Egan School after Matriculation at Fairfield University

Fairfield University students who are currently enrolled in any major have the opportunity to change their major to a program in the Egan School.

Incoming first year students may not enter the Egan School to pursue nursing during their first year. Following their first year, students enrolled in any other major can meet with the Second Degree Program Director to discuss a transfer into nursing after their Junior year. Transfers must meet the following academic requirements:

Students must have an overall GPA of 3.00 or above, successfully completed Fairfield University core requirements and completed prerequisite courses with a grade of B or better. Nursing classes will begin in the summer between junior and senior year. Students will join the accelerated nursing program students, maintaining their full-time undergraduate status, and graduate with a Bachelor of Science in Nursing degree in August following their senior year. Current Fairfield University students who are interested in this opportunity should reach out to the Second Degree Nursing Program Director (Fairfield campus).

Degrees

Bachelor of Science

- Nursing
 - Accelerated Second Degree BSN Program (ASDNU)
- Public Health

Bachelor of Social Work

- Social Work

University Honors Program

The Egan School participates in the University Honors Program, an interdisciplinary course of study open to invited first-years and sophomores and devoted to intellectual history, interdisciplinary studies, and advanced work in the student's major field.

Entry to the Egan School after Matriculation at Fairfield University

Fairfield University students who are currently enrolled in any major have the opportunity to change their major to a program in the Egan School. Incoming first year students may not enter the Egan School to pursue nursing during their first year. Following their first year, students enrolled in any other major may be eligible to change their academic program to nursing if they meet certain academic requirements: Students with an overall GPA of 3.00 or above who have successfully completed Fairfield University core requirements and prerequisite courses with a grade of B or better may be eligible to apply for entry into the nursing program. Nursing classes will begin in the summer between junior and senior year. Students will join the accelerated nursing program students, maintaining their full-time undergraduate status, and graduate with a Bachelor of Science in Nursing degree in August following their senior year. Current Fairfield University students who are interested in this opportunity should reach out to the Second Degree Program Director (Fairfield campus.)

Nursing

Upon successful completion of the program, students receive a Bachelor of Science in Nursing. Nursing graduates are qualified to take the NCLEX examination for licensure as a registered nurse. The nursing program is accredited by the Commission on Collegiate Nursing Education and approved by the Connecticut Department of Higher Education and the Connecticut State Board of Examiners for Nursing.

Baccalaureate in Nursing Program Competencies

1. Synthesize and apply knowledge from the discipline of nursing into professional practice, guided by a social justice lens, a liberal humanistic approach, and the natural and social sciences.
2. Plan and provide holistic, person-centered care that is equitable, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate for diverse individuals.
3. Engage in the planning and implementation of initiatives that span the public health continuum from prevention to disease management through community partnerships and collaboration with local government entities and others to improve equitable population health outcomes.
4. Translate, apply, and disseminate knowledge from nursing scholarship to improve and transform health care.
5. Use established and emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Collaborate with individuals, families, care team members, and communities, demonstrating professional communication and respect, to enhance the healthcare experience and improve outcomes.
7. Participate in the coordination of health care delivery by organizing resources to provide safe, cost-effective, and equitable care to diverse populations.
8. Use information, communication, and healthcare technologies to gather data, inform decision making, and manage and improve the delivery of safe, high-quality, efficient healthcare services in accordance with professional and regulatory standards.
9. Cultivate a sustainable professional identity that encompasses accountability, ethical principles, empathy, teamwork, and behaviors that reflect nursing's characteristics and core values of altruism, autonomy, and human dignity.
10. Participate in activities that support holistic well-being through self-care, reflection, and discernment to foster personal health, professional growth, lifelong learning, acquisition of nursing expertise, resilience, and leadership qualities.

CCNE Accreditation

The baccalaureate degree in nursing at Fairfield University is accredited by the:

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
Phone: 202-887-6791
Fax: 202-887-8476

Programs

- Nursing Major
- Accelerated Second Degree BSN Program (ASDNU)

The four components of the Egan School undergraduate nursing program are:

Core Curriculum

Nursing students must complete the core curriculum that is required of all Fairfield undergraduates.

Natural and Social Sciences

Students take one semester of chemistry and three semesters of biology that include anatomy and physiology, and microbiology. Because the social sciences form an important part of the foundation for nursing practice, students also take developmental psychology and a social and behavioral science elective.

Nursing Courses

Classroom instruction in nursing theory begins in the first year and continues throughout the undergraduate program. Instruction in nursing skills begins in the sophomore year. Nursing courses include theoretical and clinical components. With each semester, clinical hours increase. To ensure that students obtain the breadth and depth of clinical experience needed, the school has associations with many clinical facilities, including private hospitals, veterans' hospitals, clinics, outpatient departments, rehabilitation centers, public health departments, long-term care facilities, home care agencies, community health centers, and schools. Students provide their own transportation to clinical agencies, and all costs associated with clinical placements including travel, parking, background checks, and health and professional requirements, are the responsibility of the student.

Electives

Free electives in the curriculum provide students with an opportunity to explore topics of interest including the liberal arts, nursing, and minor options.

Disability Statement

Consistent with its mission and philosophy, Fairfield University Egan School of Nursing and Health Studies does not discriminate on the basis of disability. In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act, the University will assist students in making reasonable accommodations that allow an otherwise qualified student with disability to meet essential eligibility requirements in order to participate in its programs. Candidates for the Nursing program must be able to meet minimum standards for clinical practice, with or without reasonable accommodations. To initiate the disability accommodation process, students are required to register as a Student with a Disability with the Office of Accessibility and provide documentation. Once registration and documentation steps are completed, students must meet with a Student Accessibility coordinator as part of the interactive process. During this meeting, the Student Accessibility Coordinator will work with the student to discuss any disability-related barriers and needs as well as make a determination of appropriate and reasonable accommodations.

Students are responsible for communicating any and all accommodation requests in the clinical, lab and/or classroom setting to ensure the appropriate supports are in place. Engagement with the interactive process may be ongoing throughout the semester, and additional accommodation requests can be submitted at any point in the program.

However, accommodations are not retroactive, meaning they cannot be applied to past assignments, exams, or clinical experiences prior to the submission and approval of the accommodation requests. If a requested accommodation cannot be granted, the student will work with

the Office of Accessibility to explore and identify suitable alternative accommodations.

The decision regarding appropriate accommodations will be determined on a case-by-case basis. An accommodation will not be made in those situations where the accommodation itself would fundamentally alter the nature of the program, impose an undue hardship on the school, or jeopardize the health and safety of others. For further information refer to the Fairfield University website for "Policies for Students with Disabilities and Temporary Impairments."

Eligibility Requirements

The curricula leading to degrees in nursing from Fairfield University requires students to possess essential non-academic skills and functions required to engage in clinical practice. It is within the sole determination of Fairfield University and the Egan School of Nursing and Health Studies to assess and determine whether a student meets these skills and functions. Eligibility requirements for participation and completion in the nursing program shall include, but are not limited to, the following six capabilities:

Critical Thinking

Critical thinking ability sufficient for clinical judgment; student must be able to examine, interpret, analyze, and synthesize material for problem solving and evaluation of patient situations and own performance.

- Ability to assess, plan, establish priorities, implement and evaluate patient outcomes.
- Ability to calculate appropriate dosages for specific medications.
- Ability to use good judgment in establishing priorities and making appropriate decisions in client care.
- Sophisticated problem-solving skills, including calculation, reasoning, analysis, and synthesis: ability to learn through a variety of modalities, including classroom, simulation, and clinical settings, individual and team-based learning, preparation of oral and written reports, and use of technology to support academic work.

Interpersonal and Communication

Relationship and communication abilities appropriate for interacting sensitively with individuals, families, groups and inter-professional team members from a variety of social, cultural, and intellectual backgrounds. Ability to accurately and clearly communicate appropriate information regarding evidence-based practice, patient status and response to care, both orally and in writing.

- Interpersonal skills to communicate effectively with patients/families and members of the (inter-professional) healthcare team.
- Ability to gather and record patient data concerning history, health status and response to care.
- Ability to follow and give verbal and written reports, presentations and directions to patients, families, and members of the inter-professional health care team.
- Capacity to use data for demonstrations and oral presentations, and use visual images, sounds, and verbal and non-verbal communication to inform patient care.
- Ability to demonstrate proficiency in documentation methods and ability to maintain accurate records.
- Ability to perceive and interpret nonverbal communication.

Sensory Abilities

Ability to observe, identify, and obtain information in order to assess, plan, provide and evaluate nursing interventions; student must possess adequate sensory abilities or be able to demonstrate appropriate and safe compensation for deficits.

- Student has the ability to perceive signs of disease or infection through a physical examination by observing, monitoring, assessing and responding to any physical changes in the patient's health status. This information is derived through auditory information (patient voice, heart sounds, bowel, and lung sounds), visual information, and palpable changes in organs and tissues.
- Cognitive ability sufficient to read and understand directions, assignments, and patient documents.

Motor Skills and Mobility

Sufficient mobility, including the gross and fine motors skills needed to provide safe and competent nursing care, both routine and emergency.

- Sufficient motor skills necessary to perform or assist with physical care such as ambulating, positioning, and assisting with activities of daily living as needed.
- Fine motor skills needed for basic assessment such as palpation, auscultation, and percussion.
- Mobility sufficient to carry out patient care procedures such as suctioning, positioning, and drawing up medication into a syringe.

Behavior and Emotional Attributes

Emotional stability for providing care safely to patients and their families within a rapidly changing and often stressful healthcare environment; the ability to monitor, identify, and manage one's own and others' emotions, and use the information to guide thinking and actions.

- Integrity needed to make ethical decisions and honor the professional code of nursing.
- Ability to adjust and respond appropriately to stressful situations in the classroom or clinical setting.
- Ability to develop mature relationships with the health care team and modify behavior in response to constructive feedback.

Standards for Admission and Progression in the Nursing Curriculum

Students are required to successfully complete clinical practica involving direct patient care. By accepting admission in the Marion Peckham Egan School of Nursing, the student understands the program eligibility and progression requirements. Nursing students must follow all University educational policies and general regulations including those regarding academic progress.

Prerequisites

The science and psychology courses are sequential and are prerequisites to designated nursing courses. Strong foundational knowledge in the science and psychology courses is critical to success in the nursing program. Thus, students may not progress to the next semester with an incomplete in a prerequisite course. BIOL 1107 Human Anatomy and Physiology I, BIOL 1108 Human Anatomy and Physiology II, BIOL 1151 Elements of Microbiology, CHEM 1184 General Chemistry for Health Science, and PSYC 1110 Lifespan Development must be completed successfully with a minimum grade of C (73) for students to progress to the next semester in the course sequence for the nursing major. The final

grade for CHEM 1184 is calculated based on grades for both the lab and theory portion.

Students unable to complete these courses successfully are expected to repeat coursework in the next semester or the summer session immediately following or they will be dismissed from the Egan School. Students consistently achieving minimum passing grades in prerequisite courses will be placed on Academic Warning. Students who do not obtain a grade of C or better in a prerequisite course may repeat the course once. If a grade of C or better in the repeated class is not earned, then the student will be dismissed from the program. A grade of less than C in three or more prerequisite courses will result in dismissal from the nursing program in the Egan School.

Nursing Courses

Nursing courses are sequential, beginning with foundational courses and progressing to increasing levels of complexity and challenge throughout the program. As students move through the curriculum, new content is integrated and builds upon previously learned material. Thus, all students must earn the minimum grade of C+ (77) in all nursing courses to progress to the next semester and continue in the program.

Further, students may not progress to the next semester with an incomplete in any nursing course. Students who do not obtain a grade of C+ or better in a nursing course may repeat the course once. A grade of less than C+ in two nursing courses (including a repeated course) will result in dismissal from the Egan School. The clinical component of all clinical nursing courses is graded on a pass/fail basis. Students must pass the theory and clinical component of a course to pass the entire course, regardless of their grade in the theory component. Students who fail to earn the minimum grade in either component of a clinical course must repeat the entire course. In clinical courses (Geriatrics, Medical Surgical I & II, Mental Health, Maternity and Pediatrics), an overall average of 77 is required on theory tests, final exams and ATI scores in order to successfully pass the course regardless of overall course grades. Quizzes not included. If a student withdraws from a nursing course due to it being impossible to mathematically pass the course- this counts as a failure of a nursing course. Withdrawals based on health/personal issues would not be counted as a course failure.

Fairfield University is committed to providing accommodations to students with disabilities in order to ensure equal access to programs, services, and activities. Students with disabilities can begin the accommodation request process by contacting the Office of Accessibility.

Health and Professional Requirements

All clinical agencies require documentation of various professional and health information. Nursing students must be certified in cardiopulmonary resuscitation (CPR) before starting clinical in their sophomore year and remain certified throughout the nursing program. Students must receive their certification through either the Health Care Provider course offered through the American Heart Association or the Professional Rescuer or CPR/AED for Lifeguard Certification course offered through the American Red Cross. All health requirements and OSHA training requirements must be met each year prior to clinical practice.

To attend clinical, students must have an annual physical examination and comply with all health requirements of the clinical agencies and submit to the clinical tracking system used by Fairfield University nursing students. Students are responsible for uploading information and keeping all required information updated throughout their clinical experience. Students unable to comply with agency requirements will be dismissed

from the program. All costs associated with agency requirements are the responsibility of the student.

Student Background Checks and Drug Testing

Nursing programs at Fairfield University requires the successful completion of the clinical component of the curriculum. Most clinical sites require students to complete health screenings, criminal background checks and drug screenings before participating in clinical placements. In addition, national certification agencies may determine that persons with criminal convictions are not eligible to sit for national certification examinations and state laws may restrict/prohibit those with criminal convictions from acquiring a professional license to practice following graduation. Therefore it is the policy of the Egan School of Nursing and Health Studies that all admitted students must satisfactorily complete compliance requirements, including a background check and drug screening, prior to participating in the clinical component of the curriculum. These will be completed at the student's expense at a location designated by the University, and may be required more than once depending on the agency. Fairfield University and the Egan School of Nursing and Health Studies have no obligation to refund tuition or otherwise accommodate students in the event that a criminal background check or drug screening renders the student ineligible to complete required courses or clinical placement(s).

Continuous Assessment

All nursing students participate in a comprehensive nationally standardized assessment program. This total testing program allows close monitoring of student progress and serves as the basis for individualized advisement. A testing fee will be included for all nursing students in appropriate semesters.

Licensure

All nursing students graduate with a bachelor of science degree. To obtain initial licensure as a Registered Nurse, students apply to the State Board of Nursing in the state in which they plan to practice. In addition, students register to take the National Council Licensure Examination (NCLEX) at a conveniently located testing center.

All students are expected to pass the licensure exam on the first attempt. Application procedures vary by state. Information may be obtained on the National Council of State Boards of Nursing website: <http://www.ncsbn.org>.

Graduation from the nursing major does not ensure eligibility for state licensure. A candidate who has been convicted of a felony or another crime in any state may be required to submit documentation about this conviction to the State Board of Nursing in which licensure is sought. Each State Board of Nursing reserves the right to make a decision on whether to grant licensure to practice as a registered nurse.

Scholastic Honors

Sigma Theta Tau, International Honor Society

The Mu Chi Chapter of the Sigma Theta Tau International Honor Society of Nursing was established at Fairfield University in 1992. Since then, the Chapter has grown to nearly 1000 members. The Society is committed to fostering nursing leadership, research and creativity. Standards for membership include demonstrated excellence in scholarship and/or exceptional achievement in nursing.

Courses

Bachelors of Science Curriculum

NURS 1110 Introduction to Professional Nursing

3 Credits

This course serves as a foundation to the development of the nurse as a professional person. Central to this is the awareness and acceptance of self. The process of clinical reasoning as an approach to the planning and delivery of nursing care to individuals, families, groups and communities is introduced. Discussion of nursing's history and accomplishments serves as the cornerstone for professional behaviors, including: scholarship, communication, collaboration, personal responsibility, accountability, integration of evidence based practice and peer- and self-evaluation. 42 theory hours.

NURS 1112 Healthcare Delivery Systems

3 Credits

Attributes: DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, HSTE Health Studies: Traditions, Delivery, and Ethics

The health care delivery system is explored from a historical, economic, political, and health information technology perspective. Emphasis is given to social, ethical, and legal aspects of the current system that remain unresolved, such as access to care, health disparities, and equity. The history and progression of healthcare reform and its influence on our current healthcare system performance will be analyzed. Global health issues and their impact on the delivery of health care services are discussed, along with consumer use of complementary and alternative therapies. This course is designed to give an inter-professional perspective to students interested in health care from any field of study. 42 theory hours.

NURS 2270 Health Assessment

4 Credits

Prerequisites: BIOL 1108, CHEM 1184, NURS 1110.

This course introduces students to the knowledge and skills required to perform health assessments for patients throughout the lifespan. Health assessment focuses not only on physiological components, but also on the more holistic cultural, spiritual, developmental, nutritional, genetic, and mental status assessments. Clinical reasoning, communication and documentation using electronic medical records are also essential components of this course. Students expand their skills in interviewing while learning how to perform health histories, and complete physical examinations through course lectures, discussions, simulations, and supervised and individual practice in classroom and laboratory modules. 28 theory hours, 56 lab hours.

NURS 2270L Health Assessment Lab

0 Credits

NURS 2272 Geriatric Nursing

4 Credits

Prerequisites: BIOL 1151*, NURS 1110, NURS 1112, NURS 2270*, PSYC 1110*.

This course focuses on evidence-based nursing care of older adults living in long-term care settings. Normal physiological changes of aging and related assessment skills will be incorporated and evaluated using standardized assessment tools. Management of common geriatric care problems will be emphasized. Particular focus will be placed on the ethical and spiritual concerns of vulnerable older adult populations. Students will reflect upon how the nursing role merges with life goals, philosophy, and meaning to develop professional behaviors consistent with these aspects of life. 42 theory hours, 42 clinical hours. (*indicates concurrency allowed)

NURS 2272C Geriatric Nursing Clinical

0 Credits

NURS 2303 Basic Pathophysiology and Pharmacology

3 Credits

Prerequisites: BIOL 1108, CHEM 1184.

This course focuses on the study of physiological and biological life processes with a focus on deviations from normal, including exemplar cases. Manifestations of disease and alterations in all body systems are discussed. Pharmacologic therapies commonly used to manage disease are presented, including content on the recognition of side effects, adverse effects, allergy, and overdose. 42 theory hours.

NURS 2900 Special Topics (Shell)

1-3 Credits

This intermediate-level course focuses on a specific issue or topic within nursing. In successive offerings, the content of this course will vary considerably. Thus, students may take more than one section of the course provided the content is different.

NURS 2900A Special Topics: Integrating Spirituality into Nursing

Practice: Standing on Holy Ground

3 Credits

Prerequisite: Junior standing.

This course provides an opportunity for advanced nursing students to explore the role of spirituality in nursing and develop resources to enhance a holistic approach to nursing practice. Self-care, spiritual assessment, and compassionate care will be explored. Content includes review of ELNEC modules, integrating spirituality and religion into nursing practice, development of spiritual resources, and personal exploration of the nurse's spiritual journey.

NURS 3301 Health and Wellness

3 Credits

Prerequisites: NURS 2270, NURS 2272*.

This course explores factors that influence health and wellness throughout the lifespan. Epidemiology and evidence based practice provide a framework for the assessment of risk factors. How people make health-related decisions, what risks threaten their health, and reasons for adopting particular lifestyles are examined. Key elements considered essential to providing culturally competent care are reviewed, in addition to increasing awareness about health and healthcare disparities. Social determinants of health, communication, and other wellness concepts are explored. 42 theory hours. (*indicates concurrency allowed)

NURS 3305 Mental Health Nursing

4 Credits

Prerequisites: BIOL 1151*, NURS 1110, NURS 1112, NURS 2270*, NURS 2303*, PSYC 1110*.

The focus of this course is the nursing care of individuals with psychiatric disorders. A holistic approach based on theories of human behavior and personality as well as neurobiological, developmental, trauma-informed, and recovery-oriented models are used to plan and implement care in a variety of settings. Factors that may contribute to an individual developing a psychiatric disorder are discussed and ethical, legal, and cultural issues are considered when planning care. The development of a therapeutic nurse-patient relationship and use of communication techniques to promote healing are emphasized. 42 theory hours, 42 clinical hours. (*indicates concurrency allowed)

NURS 3305C Mental Health Nursing Clinical

0 Credits

NURS 3307 Fundamentals of Nursing Care

4 Credits

Prerequisites: MATH 1016 or higher, NURS 2270.

In this course, evidence based practice is used as a guide for students to learn how to provide safe and effective patient care across the lifespan. In the laboratory setting, students perform basic to advanced psychomotor skills related to nursing care. Students also learn to effectively use an electronic health record to document clinical findings and care. 28 theory hours, 56 lab hours.

NURS 3307L Fundamentals of Nursing Care Lab

0 Credits

NURS 3310 Foundations of Research for Evidence Based**Practice 3 Credits****Prerequisite:** MATH 1017 or MATH 2217.

This course aims to introduce the research process and its application to scholarship in clinical practice. Students learn to be consumers of research through a review of the literature, critique of research, and identification of methods appropriate to study specific practice-related problems. Applicability to clinical research and evidence-based practice is considered and translated. An emphasis is placed on clinical reasoning and writing skills. When evaluating student writing, consideration is given to the ability to communicate the main idea or topic, mechanics and organization of writing, use of supporting evidence, and relevance of the content. 42 theory hours.

NURS 3312 Medical Surgical Nursing I 5 Credits**Prerequisites:** NURS 2303, NURS 3301*, NURS 3305*, NURS 3307.

This course introduces the student to illnesses common in the adult population. The nursing process, theory, and evidence-based practice, are incorporated with clinical practice. An emphasis is placed on clinical reasoning and prioritizing patient care. Throughout the course, informatics is integrated as part of the documentation process for clinical experiences. 42 theory hours, 84 clinical hours. (*indicates concurrency allowed)

NURS 3312C Medical Surgical Nursing I Clinical 0 Credits**NURS 3314 Maternal and Newborn Nursing 4 Credits****Attributes:** WSGF Women, Gender, and Sexuality Studies: Gender Focused**Prerequisite:** NURS 3312*.

This course is designed to provide students with the opportunity to assist the patient and family to cope with changes in reproductive and gynecological needs. The childbearing cycle including: pregnancy, childbirth, postpartum, lactation, care of the healthy newborn and perinatal complications, and theoretical models will be explored. Cultural, ethical and legal aspects of reproductive health across the lifespan will be examined. Emphasis is on development of clinical reasoning and evidence based practice skills related to the nursing care of women and childbearing families. 42 theory hours, 42 clinical hours. (*indicates concurrency allowed)

NURS 3314C Maternal and Newborn Nursing Clinical 0 Credits**NURS 4321 Professional Nursing Leadership 3 Credits****Prerequisites:** NURS 2250* or NURS 4325*; NURS 3310*.

This course immerses students in issues and concepts central to professional nursing. Political, social, and legal systems that affect the image of nursing and influence its role definition are examined. Organizational dynamics and theories of leadership are considered, with case studies and concurrent clinical experiences providing the foundation for theory integration. Focus is placed on patient safety and quality improvement. 42 theory hours. (*indicates concurrency allowed)

NURS 4323 Pediatric Nursing 4 Credits**Prerequisite:** NURS 3312*.

This course utilizes a family centered care approach to provide an understanding of the unique anatomical, physiologic, and developmental differences among neonates, infants, children, adolescents, and young adults. Social and cultural influences on children and their families are discussed in addition to assessment, genetics, health promotion, injury prevention, acute and chronic illness, and palliative and end-of-life care. Students are challenged to implement effective communication techniques, clinical reasoning skills, and evidenced based practices when planning holistic and safe care for children and their families in a wide variety of clinical settings. 42 theory hours, 42 clinical hours. (*indicates concurrency allowed)

NURS 4323C Pediatric Nursing Clinical 0 Credits**NURS 4325 Medical Surgical Nursing II 5 Credits****Prerequisites:** NURS 3310*, NURS 3312.

This course continues the study of nursing care for patients with illnesses common in the adult population. The theoretical framework of the nursing process is used to demonstrate effectiveness in planning and providing holistic evidence-based nursing care for diverse individuals and populations. Professional communication and interprofessional collaboration will be utilized in the delivery of patient-centered care. 42 theory hours, 84 clinical hours. (*indicates concurrency allowed)

NURS 4325C Medical Surgical Nursing II Clinical 0 Credits**NURS 4330 Population Health 4 Credits****Attributes:** HSTE Health Studies: Traditions, Delivery, and Ethics, LCEL LACS Minor: Elective**Prerequisite:** NURS 2250* or NURS 4325*.

This course focuses on the care of people in their homes, in communities, and around the world. Principles of disease prevention, risk reduction, and health promotion are applied to diverse populations in the USA and worldwide. Students synthesize prior experience and learning with public health theory to provide collaborative, quality care across the lifespan. Using an ecological model, students engage in evidence based care for individuals, families, groups, communities and populations. Global issues related to the impact of social policies on healthcare and health equity, and needs of vulnerable populations are also examined. 42 theory hours, 42 clinical hours. (*indicates concurrency allowed)

NURS 4330C Population Health Clinical 0 Credits**NURS 4332 Transition to Professional Nursing 4 Credits****Prerequisites:** NURS 3314, NURS 4321*, NURS 4323, NURS 4330*.

This capstone course addresses provision of holistic, evidence based care to patients and families in a variety of health care settings. Students have the opportunity to work as a member of the health care team with an individual agency preceptor across the course. The focus is on fostering student growth in clinical reasoning and leadership development to promote autonomous professional nursing practice within the clinical setting. Students develop a Capstone Project based on an identified learning need, for the patient, the patient's family, or for the nursing staff. 126 clinical hours. 14 hours or one credit for theory. (*indicates concurrency allowed)

NURS 4332C Transition to Professional Nursing Clinical 0 Credits**NURS 4360 Critical Care Nursing 3 Credits****Fee:** \$257**Prerequisite:** NURS 4325.

This elective course is an introduction in caring for complex patient conditions. The focus is placed on evidence-based practice of the care for the critically ill patient, including veterans. Students gain skills in situational awareness, critical illnesses, and advanced nursing interventions. Common issues such as symptom management, psychosocial challenges, and ethical dilemma across the lifespan are discussed. Nursing implications for the care of the complex patients are addressed.

NURS 4365 Forensic Science in the Health Care Setting 3 Credits

This course explores forensic science and its intersection with health care by discussing the interdisciplinary team working to serve patients who may also be victims of crime. From a health care perspective, students learn types of violent crimes, victimology, prevalent population based health issues, trauma-informed care, and forensic healthcare interventions. From a forensic scientific perspective, students explore the scientific techniques used to analyze physical or chemical evidence collected in a health care setting. Students put their learning into practice by participating in caring for victims of mock crimes in simulated clinical rooms, and analyzing collected evidence in the laboratory.

NURS 4990 Independent Study 1-6 Credits

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Enrollment by permission only.

NURS 4990C Independent Study in Clinical Practice 0 Credits

Prerequisite: Senior standing.

This pre-immersion program for BSN students has been designed to provide students with an opportunity to further develop their knowledge of the provider of care role of the registered nurse through an additional clinical experience focusing on care management of patients with complex health needs. This collaborative program provides senior-level baccalaureate nursing students from Fairfield University Egan School a preceptor-led experience in patient care. The overarching goal of the program is to provide an immersive experience designed to prepare students for a more seamless transition to the registered nurse role.

Hall
Holmes, UG Nursing Program Director
Huckins
Iannino-Renz
Lacerenza, SDNU Program Director, Fairfield
Mraz
Saracino, Assistant Dean

Associate Professor of the Practice

Barnwell-Sanders
Cook, SDNU Program Director, Austin

Instructor of the Practice

Altuna
Buchner
Flores
Monsivais
Nava
Rowlette
Trezza
Wilson
Wuchiski

Instructor of Nursing

Dalton (visiting)
Meyer (visiting)
Petersen, G (visiting)
Sikorski (visiting)

Faculty**Professors**

Beauvais
Conelius
Gerard
Kazer
Kris
LoGiudice
Mager
O'Shea

Associate Professors

Bautista
Denhup
Esposito
Phillips
Planas
Roney
Sundean

Assistant Professors

Conklin, D
Conklin, L

Assistant Professors of the Practice

Burrows, Associate Dean
Corcoran, Assistant Dean PMHNP Program Director
Cromwell
Fusco
Gilo-Tomkins, FNP Program Director

Assistant Professors, VA Nursing Academy

Conklin, L

Accelerated Second Degree BSN Program (ASDNU)

The Marion Peckham Egan School of Nursing and Health Studies offers an accelerated Bachelor of Science in Nursing (BSN) degree for individuals who hold a bachelor's degree in a field other than nursing. The program begins in May and continues through graduation in August of the following year: a total of 15 months.

The Accelerated Second Degree BSN Program (ASDNU) is designed to draw on your prior education and experience while allowing you to earn a second bachelor's degree in an accelerated format. This previous knowledge serves as a foundation for nursing courses and helps you develop the social awareness, critical thinking skills, aesthetic sensibility and values that prepare you to sit for the NCLEX licensing exam. The program will empower you to become a leader in the nursing field.

Upon successful completion of the program, students receive a Bachelor of Science in Nursing. Nursing graduates are qualified to take the NCLEX examination for licensure as a registered nurse. The nursing program is accredited by the Commission on Collegiate Nursing Education and approved by the Connecticut Department of Higher Education and the Connecticut State Board of Examiners for Nursing.

Baccalaureate in Nursing Program Competencies

1. Synthesize and apply knowledge from the discipline of nursing into professional practice, guided by a social justice lens, a liberal humanistic approach, and the natural and social sciences.
2. Plan and provide holistic, person-centered care that is equitable, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate for diverse individuals.
3. Engage in the planning and implementation of initiatives that span the public health continuum from prevention to disease management through community partnerships and collaboration with local government entities and others to improve equitable population health outcomes.
4. Translate, apply, and disseminate knowledge from nursing scholarship to improve and transform health care.
5. Use established and emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Collaborate with individuals, families, care team members, and communities, demonstrating professional communication and respect, to enhance the healthcare experience and improve outcomes.
7. Participate in the coordination of health care delivery by organizing resources to provide safe, cost-effective, and equitable care to diverse populations.
8. Use information, communication, and healthcare technologies to gather data, inform decision making, and manage and improve the delivery of safe, high-quality, efficient healthcare services in accordance with professional and regulatory standards.
9. Cultivate a sustainable professional identity that encompasses accountability, ethical principles, empathy, teamwork, and behaviors that reflect nursing's characteristics and core values of altruism, autonomy, and human dignity.
10. Participate in activities that support holistic well-being through self-care, reflection, and discernment to foster personal health, professional growth, lifelong learning, acquisition of nursing expertise, resilience, and leadership qualities.

Disability Statement

Consistent with its mission and philosophy, Fairfield University Egan School of Nursing and Health Studies does not discriminate on the basis of disability. In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act, the University will assist students in making reasonable accommodations that allow an otherwise qualified student with disability to meet essential eligibility requirements in order to participate in its programs. Candidates for the Nursing program must be able to meet minimum standards for clinical practice, with or without reasonable accommodations. To receive accommodations on the basis of disability, the student must self-identify, provide documentation of the disability and request accommodations from the Office of Accessibility. The decision regarding appropriate accommodations will be determined on a case-by-case basis. An accommodation will not be made in those situations where the accommodation itself would fundamentally alter the nature of the program, cause hardship on the school, or jeopardize the health or safety of others. For further information refer to the Fairfield University website for "Policies for Students with Disabilities and Temporary Impairments."

Eligibility Requirements

The curricula leading to degrees in nursing from Fairfield University requires students to possess essential non-academic skills and functions required to engage in clinical practice. It is within the sole determination of Fairfield University and the Egan School of Nursing and Health Studies to assess and determine whether a student meets these skills and functions. Eligibility requirements for participation and completion in the nursing program shall include, but are not limited to, the following six capabilities:

Critical Thinking

Critical thinking ability sufficient for clinical judgment; student must be able to examine, interpret, analyze, and synthesize material for problem solving and evaluation of patient situations and own performance.

- Ability to assess, plan, establish priorities, implement and evaluate patient outcomes.
- Ability to calculate appropriate dosages for specific medications.
- Ability to use good judgment in establishing priorities and making appropriate decisions in client care.
- Sophisticated problem-solving skills, including calculation, reasoning, analysis, and synthesis: ability to learn through a variety of modalities, including classroom, simulation, and clinical settings, individual and team-based learning, preparation of oral and written reports, and use of technology to support academic work.

Interpersonal and Communication

Relationship and communication abilities appropriate for interacting sensitively with individuals, families, groups and inter-professional team members from a variety of social, cultural, and intellectual backgrounds. Ability to accurately and clearly communicate appropriate information regarding evidence-based practice, patient status and response to care, both orally and in writing.

- Interpersonal skills to communicate effectively with patients/families and members of the (inter-professional) healthcare team.
- Ability to gather and record patient data concerning history, health status and response to care.
- Ability to follow and give verbal and written reports, presentations and directions to patients, families, and members of the inter-professional health care team.
- Capacity to use data for demonstrations and oral presentations, and use visual images, sounds, and verbal and non-verbal communication to inform patient care.
- Ability to demonstrate proficiency in documentation methods and ability to maintain accurate records.
- Ability to perceive and interpret nonverbal communication.

Sensory Abilities

Ability to observe, identify, and obtain information in order to assess, plan, provide and evaluate nursing interventions; student must possess adequate sensory abilities or be able to demonstrate appropriate and safe compensation for deficits.

- Student has the ability to perceive signs of disease or infection through a physical examination by observing, monitoring, assessing and responding to any physical changes in the patient's health status. This information is derived through auditory information

(patient voice, heart sounds, bowel, and lung sounds), visual information, and palpable changes in organs and tissues.

- Cognitive ability sufficient to read and understand directions, assignments, and patient documents.

Motor Skills and Mobility

Sufficient mobility, including the gross and fine motors skills needed to provide safe and competent nursing care, both routine and emergency.

- Sufficient motor skills necessary to perform or assist with physical care such as ambulating, positioning, and assisting with activities of daily living as needed.
- Fine motor skills needed for basic assessment such as palpation, auscultation, and percussion.
- Mobility sufficient to carry out patient care procedures such as suctioning, positioning, and drawing up medication into a syringe.

Behavior and Emotional Attributes

Emotional stability for providing care safely to patients and their families within a rapidly changing and often stressful healthcare environment; the ability to monitor, identify, and manage one's own and others' emotions, and use the information to guide thinking and actions.

- Integrity needed to make ethical decisions and honor the professional code of nursing.
- Ability to adjust and respond appropriately to stressful situations in the classroom or clinical setting.
- Ability to develop mature relationships with the health care team and modify behavior in response to constructive feedback.

Standards for Admission and Progression in the SDNU Curriculum

Admission is competitive and all students must have a minimum GPA of 3.00 to enter as a nursing major. Students must complete an application to begin nursing courses. Admission is done on a rolling basis.

Core Requirements

Applicants must meet the University's core course requirements. Course requirements in the liberal arts and required supportive courses can be met by challenge examinations, transfer credits from other academic institutions, or enrollment in specific courses. Courses are accepted in transfer from other accredited colleges and universities on the basis of a satisfactory (C or better) academic record and course equivalency.

Prerequisite Course Requirements

The Egan School suggests that all prerequisite courses be completed within 10 years prior to the first nursing course. Applicants normally have completed science courses with grades of A or B in the last three to five years. Acceptance of credit is at the discretion of the Program Director and Dean. Students are expected to review course material to ensure that their knowledge of the subject matter is current. Students can maximize their potential for success in the nursing program with a strong foundation that is provided by these courses.

Residency Requirement

A minimum of 60 credits, including credits in nursing, must be completed at Fairfield University. In addition, the last 30 credits for the degree must be taken at Fairfield University.

Nursing Courses

Nursing courses are sequential, beginning with foundational courses and progressing to increasing levels of complexity and challenge throughout the program. As students move through the curriculum, new content is integrated and builds upon previously learned material. Thus, all students must earn the minimum grade of C+ (77) in all nursing courses to progress to the next semester and continue in the program.

Further, students may not progress to the next semester with an incomplete in any nursing course. Students who do not obtain a grade of C+ or better in a nursing course may repeat the course once. A grade of less than C+ in two nursing courses (including a repeated course) will result in dismissal from the Egan School. The clinical component of all clinical nursing courses is graded on a pass/fail basis. Students must pass the theory and clinical component of a course to pass the entire course, regardless of their grade in the theory component. Students who fail to earn the minimum grade in either component of a clinical course must repeat the entire course. In clinical courses (Geriatrics, Medical Surgical I & II, Mental Health and Pediatrics), an average of 77 on theory tests and final exams (quizzes not included) is needed in order to pass the course.

If a student withdraws from a course due to it being impossible to mathematically pass the course, this would count as a failure of a nursing course. Withdrawals based on health/personal issue would be counted against a student.

Fairfield University is committed to providing accommodations to students with disabilities in order to ensure equal access to its programs, services and activities. Students with disabilities can begin the accommodation request process by contacting the Office of Accessibility.

Health and Professional Requirements

All clinical agencies require documentation of various professional and health information. Nursing students must be certified in cardiopulmonary resuscitation (CPR) before starting clinical and remain certified throughout the nursing program. Students must receive their certification through either the Health Care Provider course offered through the American Heart Association or the Professional Rescuer or CPR/AED for Lifeguard Certification course offered through the American Red Cross. All health requirements and OSHA training requirements must be met each year prior to clinical practice.

To attend clinical, students must have an annual physical examination and comply with all health requirements of the clinical agencies and submit to the clinical tracking system used by Fairfield University nursing students. Students are responsible for uploading information and keeping all required information updated throughout their clinical experience. Students unable to comply with agency requirements will be dismissed from the program. All costs associated with agency requirements are the responsibility of the student.

Student Background Checks and Drug Testing

Nursing programs at Fairfield University requires the successful completion of the clinical component of the curriculum. Most clinical sites require students to complete health screenings, criminal background checks and drug screenings before participating in clinical placements. In addition, national certification agencies may determine that persons with criminal convictions are not eligible to sit for national certification examinations and state laws may restrict/prohibit those with criminal convictions from acquiring a professional license to practice following graduation. Therefore it is the policy of the Egan School of

Nursing and Health Studies that all admitted students must satisfactorily complete compliance requirements, including a background check and drug screening, prior to participating in the clinical component of the curriculum. These will be completed at the student's expense at a location designated by the University, and may be required more than once depending on the agency. Fairfield University and the Egan School of Nursing and Health Studies have no obligation to refund tuition or otherwise accommodate students in the event that a criminal background check or drug screening renders the student ineligible to complete required courses or clinical placement(s).

Continuous Assessment

All nursing students participate in a comprehensive nationally standardized assessment program. This total testing program allows close monitoring of student progress and serves as the basis for individualized advisement. A testing fee will be included for all nursing students in appropriate semesters.

Licensure

All nursing students graduate with a bachelor of science degree. To obtain initial licensure as a Registered Nurse, students apply to the State Board of Nursing in the state in which they plan to practice. In addition, students register to take the National Council Licensure Examination (NCLEX) at a conveniently located testing center.

All students are expected to pass the licensure exam on the first attempt. Application procedures vary by state. Information may be obtained on the National Council of State Boards of Nursing website: <http://www.ncsbn.org>.

Graduation from the nursing major does not ensure eligibility for state licensure. A candidate who has been convicted of a felony or another crime in any state may be required to submit documentation about this conviction to the State Board of Nursing in which licensure is sought. Each State Board of Nursing reserves the right to make a decision on whether to grant licensure to practice as a registered nurse.

Credit from International Programs

Students completing coursework outside the United States must submit certified English transcripts and course-by-course evaluation of all academic records. These are submitted directly to part time admissions in the admissions office. This needs to come directly from World Education Services (WES). Information may be obtained from World Education Services (800-937-3895 or info@wes.org).

Scholastic Honors

Sigma Theta Tau, International Honor Society

The Mu Chi Chapter of the Sigma Theta Tau International Honor Society of Nursing was established at Fairfield University in 1992. Since then, the Chapter has grown to nearly 1000 members. The Society is committed to fostering nursing leadership, research and creativity. Standards for membership include demonstrated excellence in scholarship and/or exceptional achievement in nursing.

Requirements

Second Degree Core Courses and Prerequisites

Code	Title	Credits
Core Requirements: Required for a liberal arts degree at Fairfield University, before starting the program, all ASDNU students must have completed four courses or 12 credits, in any combination, in these subject areas with a grade of C or better:		
English, Ethics, History, Languages, Philosophy, Religion, Visual & Performing Arts		12
Prerequisites ¹		
Courses require a grade of B or better.		
BIOL 1107 & 1107L	Human Anatomy and Physiology I and Human Anatomy and Physiology I Lab	4
BIOL 1108 & 1108L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BIOL 1151 & 1151L	Elements of Microbiology and Elements of Microbiology Lab	4
CHEM 1184	General Chemistry for Health Science	3
CHEM 1184L	General Chemistry for Health Science Lab	1
PSYC 1110	Lifespan Development	3
Select one course in Statistics		3
General Electives		
Select 12 elective courses from prior degree		36
Total Credits		70

¹ Selected prerequisite requirements may be met through challenge exams or transfer of credit from approved academic institutions.

Second Degree Nursing Requirements

Code	Title	Credits
NURS 1110	Introduction to Professional Nursing	3
NURS 1112	Healthcare Delivery Systems	3
NURS 2270	Health Assessment	4
NURS 2272	Geriatric Nursing	4
NURS 2303	Basic Pathophysiology and Pharmacology	3
NURS 3301	Health and Wellness	3
NURS 3305	Mental Health Nursing	4
NURS 3307	Fundamentals of Nursing Care	4
NURS 3310	Foundations of Research for Evidence Based Practice	3
NURS 3312	Medical Surgical Nursing I	5
NURS 3314	Maternal and Newborn Nursing	4
NURS 4321	Professional Nursing Leadership	3
NURS 4323	Pediatric Nursing	4
NURS 4325	Medical Surgical Nursing II	5
NURS 4330	Population Health	4
NURS 4332	Transition to Professional Nursing	4
Total Credits		60

Plan of Study

Course	Title	Credits
First Year		
Summer		
NURS 1110	Introduction to Professional Nursing	3
NURS 1112	Healthcare Delivery Systems	3
NURS 2270	Health Assessment	4
NURS 2272	Geriatric Nursing	4
NURS 3307	Fundamentals of Nursing Care	4
Credits		18
Fall		
NURS 2303	Basic Pathophysiology and Pharmacology	3
NURS 3301	Health and Wellness	3
NURS 3305	Mental Health Nursing	4
NURS 3312	Medical Surgical Nursing I	5
Credits		15
Spring		
NURS 3310	Foundations of Research for Evidence Based Practice	3
NURS 4321	Professional Nursing Leadership	3
NURS 4323	Pediatric Nursing	4
NURS 4325	Medical Surgical Nursing II	5
Credits		15
Second Year		
Summer		
NURS 3314	Maternal and Newborn Nursing	4
NURS 4330	Population Health	4
NURS 4332	Transition to Professional Nursing	4
Credits		12
Total Credits		60

January Start - Texas Only

Course	Title	Credits
First Year		
Spring		
NURS 1110	Introduction to Professional Nursing	3
NURS 1112	Healthcare Delivery Systems	3
NURS 2270	Health Assessment	4
NURS 2272	Geriatric Nursing	4
NURS 3307	Fundamentals of Nursing Care	4
Credits		18
Summer		
NURS 2303	Basic Pathophysiology and Pharmacology	3
NURS 3301	Health and Wellness	3
NURS 3305	Mental Health Nursing	4
NURS 3312	Medical Surgical Nursing I	5
Credits		15

Fall

NURS 3310	Foundations of Research for Evidence Based Practice	3
NURS 4321	Professional Nursing Leadership	3
NURS 4323	Pediatric Nursing	4
NURS 4325	Medical Surgical Nursing II	5

Credits 15

Second Year

Spring

NURS 3314	Maternal and Newborn Nursing	4
NURS 4330	Population Health	4
NURS 4332	Transition to Professional Nursing	4

Credits 12

Total Credits 60

Locations

Main Campus

Fairfield University
1073 North Benson Road
Fairfield, Connecticut 06824
203-254-4000

Additional Location

Fairfield University
7951 Shoal Creek Boulevard
Austin, Texas 78757
203-404-1739

Nursing Major

Requirements

Code	Title	Credits
BIOL 1107 & 1107L	Human Anatomy and Physiology I and Human Anatomy and Physiology I Lab	4
BIOL 1108 & 1108L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BIOL 1151 & 1151L	Elements of Microbiology and Elements of Microbiology Lab	4
CHEM 1184 & 1184L	General Chemistry for Health Science and General Chemistry for Health Science Lab	4
MATH 1016 or MATH 1121	Concepts of Calculus Applied Calculus I	3
MATH 1017	Elementary Probability and Statistics	3
NURS 1110	Introduction to Professional Nursing	3
NURS 1112	Healthcare Delivery Systems	3
NURS 2270 & 2270L	Health Assessment and Health Assessment Lab	4
NURS 2272 & 2272C	Geriatric Nursing and Geriatric Nursing Clinical	4
NURS 2303	Basic Pathophysiology and Pharmacology	3
NURS 3301	Health and Wellness	3

NURS 3305 & 3305C	Mental Health Nursing and Mental Health Nursing Clinical	4	NURS 1110 or NURS 1112	Introduction to Professional Nursing or Healthcare Delivery Systems	3
NURS 3307 & 3307L	Fundamentals of Nursing Care and Fundamentals of Nursing Care Lab	4	Credits		16-17
NURS 3310	Foundations of Research for Evidence Based Practice	3	Second Year		
NURS 3312 & 3312C	Medical Surgical Nursing I and Medical Surgical Nursing I Clinical	5	Fall		
NURS 3314 & 3314C	Maternal and Newborn Nursing and Maternal and Newborn Nursing Clinical	4	Literature or Visual and Performing Arts Exploration Tier		
NURS 4321	Professional Nursing Leadership	3	MATH 1017 Elementary Probability and Statistics		
NURS 4323 & 4323C	Pediatric Nursing and Pediatric Nursing Clinical	4	or HIST or PHIL or RLST Orientation Tier		
NURS 4325 & 4325C	Medical Surgical Nursing II and Medical Surgical Nursing II Clinical	5	NURS 1112 Healthcare Delivery Systems		
NURS 4330 & 4330C	Population Health and Population Health Clinical	4	or NURS 1110 or Introduction to Professional Nursing		
NURS 4332 & 4332C	Transition to Professional Nursing and Transition to Professional Nursing Clinical	4	NURS 2303 Basic Pathophysiology and Pharmacology		
PSYC 1110	Lifespan Development	3	PSYC 1110 Lifespan Development		
Total Credits		85	or BIOL 1151 or Elements of Microbiology		
			Credits		15
			Spring		
			BIOL 1151 Elements of Microbiology		
			or PSYC 1110 or Lifespan Development		
			HIST or PHIL or RLST Exploration Tier		
			MATH 1017 Elementary Probability and Statistics		
			or HIST or PHIL or RLST Orientation Tier		
			NURS 2270 Health Assessment		
			NURS 2272 Geriatric Nursing		
			or NURS 3305 or Mental Health Nursing		
			Credits		18

Plan of Study

The plan of study below presents a typical four year schedule of courses in the program.

All undergraduate students are required to complete the *Magis* Core Curriculum, which is woven into this plan. Please refer to the Curricula section of this undergraduate catalog for a detailed explanation of the *Magis* Core.

Course	Title	Credits	Fundamentals of Nursing Care		4
First Year			Credits		17
Fall			Spring		
BIOL 1107 & 1107L	Human Anatomy and Physiology I and Human Anatomy and Physiology I Lab	4	Applied Ethics Elective		3
CHEM 1184 & 1184L or MATH 1016	General Chemistry for Health Science or Concepts of Calculus	3-4	NURS 3310	Foundations of Research for Evidence Based Practice	3
ENGL 1001	Introduction to Rhetoric and Composition	3	NURS 3312	Medical Surgical Nursing I	5
HIST or PHIL or RLST Orientation Tier		3	NURS 3314 or NURS 4323	Maternal and Newborn Nursing or Pediatric Nursing	4
Modern/Classical Language Orientation Tier		3	Credits		15
Credits			16-17		
Spring			Fourth Year		
BIOL 1108 & 1108L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4	Fall		
CHEM 1184 & 1184L or MATH 1016	General Chemistry for Health Science or Concepts of Calculus	3-4	NURS 4323 or NURS 3314	Pediatric Nursing or Maternal and Newborn Nursing	4
HIST or PHIL or RLST Orientation Tier		3	NURS 4325	Medical Surgical Nursing II	5
Literature or Visual and Performing Arts Exploration Tier		3	Free Elective or NURS 4330 Population Health		3
			Free Elective		3
			Credits		15
			Spring		
			NURS 4321 or NURS 3314	Professional Nursing Leadership or Maternal and Newborn Nursing	3
			NURS 4330	Population Health (or free elective)	4

NURS 4332	Transition to Professional Nursing	4
Free Elective		3
Free Elective		3
Credits		17
Total Credits		130

Nursing Study Abroad

The Egan School offers study abroad opportunities for short-term and semester-long study at Fairfield University affiliated programs.

Nursing Semester Study Abroad Options

The nursing semester study abroad program is open to Fairfield University nursing students who have successfully completed all semesters prior to studying abroad, have an overall GPA of at least 2.80, and are recommended by their faculty advisor and the director of the undergraduate nursing program. Every effort will be made to accommodate all requests to study abroad. If there are more applicants that meet the criteria than available spots, then a determination will be made by looking at multiple factors including, but not limited to, academic and clinical performance as well as student conduct.

Full-time undergraduate students enroll in liberal arts, healthcare and professional nursing courses in an international setting in the sophomore or junior year. While abroad or upon return, students will be required to complete selected ATI subject area tests.

Australia

Students who select the Australia study abroad option have a semester running from July to November during their junior year. Students continue in the traditional nursing progression with some minor curricular adjustments. Students are responsible for the cost of a summer course prior to going abroad. Students are required to complete a dosage calculation assignment prior to the start of fall classes at Fairfield University.

Ireland

The semester abroad in Ireland runs from January to May of junior year. Upon their return, students enroll in a six-week medical-surgical summer course on campus from mid-May to mid-July, and continue in the traditional nursing progression with some minor curriculum adjustments. Students are responsible for the cost of the summer course and housing. GPA min requirement is 3.0.

Italy

This experience in Florence, Italy takes place in the spring semester of sophomore year. Students will complete one semester (January to May). No additional courses are required. Minor adjustments to the curriculum plan are required in the fall semester of sophomore year.

Non-Nursing Study Abroad Options

The University offers many intersession and summer programs that offer exceptional learning opportunities beyond the classroom. An overall GPA of 2.80 is required to study abroad. Some locations may have a higher GPA requirement. Students can choose to study in a variety of countries in South or Central America, Europe, the United Kingdom, Middle East, Asia, Africa, or Australia.

Public Health

The Marion Peckham Egan School of Nursing and Health Studies offers a major and minor in public health. These programs aim to prepare students to address health inequity through graduating "change agents" who can lead and advocate for improved health conditions worldwide. The foundational course for the program provides a glimpse into critical local, national, and global health system structures, disease and injury prevention, and the public health roles of assessment, policy development, and assurance that will be discussed in more detail in subsequent courses. In collaboration with the nursing and social work programs, the major features a unique inter-professional and social justice-oriented framework.

Program Outcomes

Graduates of the Fairfield University Public Health major will have a comprehensive foundation in the theory and practice of Public Health with a strong emphasis on inter-professional collaboration, social justice, health equity, evidence-based problem solving and policy.

The learning outcomes reflect the accreditation requirements of the Council on Education in Public Health (CEPH). In addition, the didactic and field preparation will prepare graduates to sit for the Certification in Public Health exam and to be competitive for diverse entry-level positions in domestic and global public health or to pursue graduate programs in Public Health or related sub-specialties.

Upon completion of the Bachelor of Science in Public Health, graduates will be able to:

1. Communicate public health information in both oral and written forms and through a variety of media to diverse audiences.
2. Locate, use, evaluate, and synthesize public health information.
3. Analyze relationships among behavioral, environmental, and other factors that influence health.
4. Collect and analyze primary health data using appropriate statistical methods and interpret and share findings.
5. Develop a comprehensive plan to implement and evaluate a public health program.

Programs

- Public Health Major
- Public Health Minor

Courses

PUBH 1101 Public Health and Social Justice 3 Credits

Attributes: DEIE Diversity, Equality, and Inclusion Elective, PAPH Public Administration Public Health

This course introduces students to the history, core functions, and essential services of public health and serves as a foundation for further study in the discipline. During this course, students will gain an understanding of the social, ecological, and environmental determinants of health; recognize the roles of public policy and cultural values in maintaining health inequities in the U.S. and globally; and develop the ability to advocate for solutions to public health problems using a social justice approach.

PUBH 1105 Biological Foundations of Public Health 3 Credits

In this course, students will learn the basic biological concepts of human health and disease, with particular emphasis on diseases that are of most public health relevance. Students will gain a foundational understanding of infectious, non-communicable, and genetic diseases and their prevention and treatment strategies.

PUBH 2201 Public Health, Disease, and Injury 3 Credits

Attributes: PADE Public Administration Disaster and Emergency Management, PAPH Public Administration Public Health
Prerequisite: PUBH 1101.

Public Health requires familiarity with the epidemiology, pathology, prevention, and treatment of a wide range of infectious, non-communicable, mental, reproductive, and nutritional conditions, as well as violence and unintentional injuries. This course offers a population-focused survey of human health with an emphasis on leading global causes of morbidity and mortality, key risk factors, and broader social determinants of health, specifically highlighting the influence of race, ethnicity, gender and class as it relates to health outcomes. The student will gain an understanding of principles of endemic disease and injury control and will establish the foundation for more advanced courses in the major. Students will also have the opportunity to integrate their experience in a local community context with relevant social determinants of health, to analyze one's social identity, cultural values and privilege in the context of health inequity. I invite you to participate with me in this important work as a collective group working towards anti-racism and equitable public health policies, practices, and community norms.

PUBH 2205 Fundamentals of Nutrition 3 Credits

This course will introduce students to the fundamental concepts of human nutrition. Students will develop an understanding of the digestion, absorption, and function of nutrients in the body and the relationship between diet and health. Course topics will also include macronutrients, micronutrients, metabolism, weight management, and fitness.

PUBH 2216 Introductory Principles of Epidemiology 3 Credits

Prerequisite: MATH 1016 or higher, PUBH 1101.

Epidemiology is the foundation for public health research, with applications in several other disciplines. This course is designed to introduce students to the core principles of epidemiology and familiarize students with the applications of biostatistics in health research. During the course, students will learn about the historical origins of the field of epidemiology, as well as concepts of study design and data interpretation.

PUBH 2217 Biostatistics for Health Research 3 Credits

Attributes: HSST Health Studies: Science and Technology

Prerequisites: MATH 1017 or higher; PUBH 2216.

Biostatistics is the foundation for many forms of health research with applications in several other disciplines. This course is designed to introduce students to the core principles of statistical practices used in the Public Health research setting and familiarize students with the applications of biostatistics in health research. During the course, students will practice applied biostatistics by using SPSS to complete data analysis of a public health dataset.

PUBH 2240 Introduction to Global Public Health 3 Credits

Attributes: HACA Humanitarian Action Minor Context Course, HSTE Health Studies: Traditions, Delivery, and Ethics, LCEL LACS Minor:

Elective, PADE Public Administration Disaster and Emergency Management, PAPH Public Administration Public Health

This course examines the social, economic, and cultural factors impacting the health of societies worldwide and identifies key global health conditions. Principles of disease prevention, risk reduction, and health promotion are applied to diverse populations. Students will analyze current and emerging global health priorities, including emerging communicable and non-communicable diseases, poverty, inequities, and conflicts and crises. Global issues related to the impact of social policies on healthcare equity and needs of vulnerable populations are also examined.

PUBH 2250 Community Nutrition 3 Credits

This course will introduce students to the fundamental applications of nutrition in a public health setting. Students will learn the theory behind health behavior change, community assessment, intervention planning, and program management. Students will also have an opportunity to practice the skills necessary to carry out these activities through assignments. During the course, students will create a nutrition brochure and produce a video Public Service Announcement. By the end of this course, students will have a deeper understanding of how public health professionals identify nutritional risk in the community, and design programs to prevent the development of disease.

PUBH 3303 Public Health Program Planning and Evaluation 3 Credits

Attributes: PAPH Public Administration Public Health

Prerequisites: PUBH 2201, PUBH 2216, PUBH 2217.

This course provides the foundation for developing culturally competent community-based health interventions. Students learn the process of public health programming, including assessment, design, planning, implementation, and evaluation. This course integrates theory to examine interventions at various levels (individual, community, policy).

PUBH 3980 Public Health Internship 1-5 Credits

Prerequisites: Senior Standing.

This public health internship may be completed with a regional public health partner. The internship experience exposes students to the elements of the core functions of public health and the application of these core functions in public health settings. While not all internships will allow for extensive exposure to all of the essential services, students are expected to discuss how the agency addresses those services. Students will work to connect field experiences to future public health career goals.

PUBH 3990 Independent Study 1-6 Credits

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Enrollment by permission only.

PUBH 4301 Leadership for Interdisciplinary Health Professionals**3 Credits****Prerequisite:** Junior or Senior Standing.

This course is designed to expose students in the fields of public health and social work to conceptual frameworks through which to view leadership. Students will explore the key values and personal attributes that guide the leadership process. Students will engage in dynamic exercises and collaborative work to better understand leadership principles and work to apply these concepts to communities in their fields of study. Students will have the opportunity to reflect on leadership qualities relevant to their profession as well as personal leadership qualities that guide the relationship with vulnerable populations.

PUBH 4305 Public Health Seminar**3 Credits****Prerequisite:** Senior Standing.

This course allows students to think strategically about their career in public health. The course comprehensively covers the responsibilities, obligations, roles, and professional activities of various public health roles in the community. Students will prepare for their senior internship experience, including resume development and interview practice, and for their capstone experience through research critiques and citation review. Various forms for professional communications will be practiced and critiqued.

PUBH 4999 Public Health Capstone**3 Credits****Prerequisite:** Senior Standing.

This capstone course provides an opportunity for students to integrate and apply the knowledge and skills they've gained throughout the program by completing an independent scholarly or applied project. With guidance from a faculty member, students will develop and evaluate a public health intervention or design and carry out an original research project. The capstone will culminate with a written paper, poster, and oral presentation.

students obtain the breadth and depth of field experiences needed, the school has associations with a diverse range of health facilities, organizations, and public health departments. Students provide their own transportation to internship experiences, and all costs associated with these placements. Travel, parking, background checks, and health and professional requirements, are the responsibility of the student.

Electives

Free electives in the curriculum provide students with an opportunity to explore topics of interest including the liberal arts and sciences, advanced public health topics, and minor options.

Disability Statement

Consistent with its mission and philosophy, Fairfield University Egan School of Nursing and Health Studies does not discriminate on the basis of disability. In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act, the University will assist students in making reasonable accommodations that allow an otherwise qualified student with a disability to meet essential eligibility requirements in order to participate in its programs. Candidates for the Public Health program must be able to meet minimum standards for internship placement, with or without reasonable accommodations. To receive accommodations on the basis of disability, the student must self-identify, provide documentation of the disability and request accommodations from the Office of Accessibility. The decision regarding appropriate accommodations will be determined on a case-by-case basis. An accommodation will not be made in those situations where the accommodation itself would fundamentally alter the nature of the program, cause hardship on the school, or jeopardize the health or safety of others. For further information refer to the Fairfield University website for "Policies for Students with Disabilities and Temporary Impairments."

Eligibility Requirements

The curricula leading to a degree in Public Health from Fairfield University requires students to possess essential non-academic skills and capabilities necessary for professional practice. It is within the sole determination of Fairfield University and the Egan School to assess and conclude whether a student has these skills and capabilities. Eligibility requirements for participation and completion of the Public Health program shall include, but are not limited to, the following six capabilities:

Critical Thinking

Critical thinking ability sufficient for professional judgement; student must be able to examine, interpret, analyze, and synthesize material for problem solving and evaluation of professional situations and their own performance.

Interpersonal and Communication

Relationship and communication abilities appropriate for interacting sensitively with individuals, families, and groups from a variety of professional, social, cultural, and intellectual backgrounds. Ability to accurately and clearly communicate appropriate information for lay and professional audiences, both orally and in writing.

Sensory Abilities

Ability to observe, identify, and obtain information in order to assess, plan, provide and evaluate public health situations and interventions; student must possess adequate sensory abilities or be able to demonstrate appropriate and safe compensation for deficits.

Faculty**Associate Professors**

Schindler-Ruwisch

Assistant ProfessorsDoughty, *Director***Public Health Major****Bachelor of Science Curriculum****Core Curriculum**

Public health students must complete the core curriculum that is required of all Fairfield undergraduates, with specific courses required to meet major and core curricular requirements.

Natural and Social Sciences

Students take two semesters of life science courses (Biology and/or Chemistry). Because communication and social sciences form an important part of the foundation for Public Health practice, students also take specific courses in these areas.

Public Health Courses

Classroom instruction in Public health theory begins in the first year and continues throughout the undergraduate program. Public Health courses include theoretical and field requirements. To insure that

Motor Skills and Mobility

Sufficient mobility, including the gross and fine motor skills needed to function in professional public health environments.

Emotional Stability

Emotional stability sufficient to function within rapidly changing and often stressful professional environments; the ability to monitor and identify one's own and others' emotions, and use the information to guide thinking and actions.

- Integrity needed to make ethical decisions and honor the professional code of Public Health.
- Ability to adjust and respond appropriately to stressful situations in the classroom or internship setting.
- Ability to develop mature relationships with the other professionals and modify behavior in response to constructive feedback.
- Respect for diversity as well as regard and respect for others.
- Knowledge about and commitment to the values and ethics of the profession.
- Self-awareness and insight with sufficient capacity for self-evaluation and ability to take part in the supervisory process.

Physical Health and Abilities

Physical health and stamina sufficient to function in public health environments.

- Sufficient energy and ability to manage public health responsibilities in a variety of settings for a full internship day.
- Physical health necessary to interact with those who may be immunocompromised, incapacitated, and/or otherwise vulnerable populations.

Standards for Admission and Progression in the Public Health Curriculum

Students are required to successfully complete all core, required courses and internship experiences. By accepting admission in the Egan School, the student understands the program eligibility and progression requirements. Public Health students must follow all University educational policies and general regulations including those regarding academic progress.

Prerequisites

The science and math courses are sequential and are prerequisites to designated Public Health courses. Strong foundational knowledge in the science and math courses is critical to success in the Public Health program. Thus, students may not progress to the next semester with an incomplete in prerequisite courses. Biology, Chemistry, Math, and Public Health courses must be completed successfully with a minimum grade of C (73) for students to progress to the next semester in the course sequence for the Public Health major. The final grade for CHEM 1184 is calculated based from grades for both the lab and theory portion.

Students unable to complete these courses successfully are expected to repeat coursework in the next semester or the summer session immediately following or they will be dismissed from the Egan School. Students who do not obtain a grade of C or better in a prerequisite course (including a repeated course) may repeat the course once. A grade of less than C in three or more prerequisite courses will result in dismissal from the Egan School.

Public Health Courses

Public Health courses are sequential, beginning with foundational courses and progressing to increasing levels of complexity and challenge throughout the program. As students move through the curriculum, new content is integrated and builds upon previously learned material. Thus, all students must earn the minimum grade of C (73) in all Public health courses to progress to the next semester and continue in the program.

Further, students may not progress to the next semester with an incomplete in any Public Health course. Students who do not obtain a grade of C or better in a Public Health course may repeat the course once. A grade of less than C in two Public health courses (including a repeated course) will result in dismissal from the Egan School. The internship component of the Public Health program is graded on a pass/fail basis. Students must pass the theory component. Students who fail to earn the minimum grade in either component of a course must repeat the entire course.

Health and Professional Requirements

Some public health internship agencies and community engaged learning partners may require documentation of professional and health information. This may include: a criminal background check, drug screening, physical examination, and/or proof of immunization or immunity for selected infectious diseases. All Public Health students are expected to comply with all requirements of their internship/experiential learning agencies. Noncompliance with agency requirements (e.g. vaccination mandates) may result in the student being unable to complete the program requirements for graduation. All costs associated with these requirements including transportation to and from internships are the responsibility of the student. A criminal, drug, or immunization history that prevents a student from entering an internship or experiential learning course may also prevent the student from progressing in the program. Fairfield University and the Egan School have no obligation to refund tuition or otherwise accommodate students in the event that a criminal, drug, or immunization history renders the student ineligible to complete required courses or internships.

Entry into Public Health major after Matriculation

Fairfield University students enrolled in a different major may change their major to Public Health if they have completed at least 12 credits and have earned a minimum GPA of 2.50.

Seamless Progression to Graduate Study Master of Public Health (MPH)

Graduates of the Bachelor of Science in Public Health will have some requirements of the online Master of Public Health (MPH) program waived and may complete the Master's degree in 15 months or less. The MPH prepares students for a wide range of careers in public health, ensuring that they develop a broad base of knowledge and skills that can be applied to a variety of settings. The curriculum includes intermediate- and advanced-level coursework in epidemiology, biostatistics, program planning and evaluation, and health policy. Like the undergraduate program, the MPH also maintains an emphasis on social justice and interdisciplinary education.

Master of Public Administration (MPA)

Graduates of the Bachelor of Science in Public Health are provided with the opportunity for advanced placement in the Health Track of Fairfield's Master of Public Administration (MPA) program. In as little as sixteen months, students can complete an MPA degree program designed to

examine pressing social, ethical, and professional health issues, while developing strong leadership abilities for career advancement. Pursuing advanced coursework in administration and management, students will learn theory, research, and application for future roles in local, state, and federal healthcare organizations. Students are also able to work with dedicated faculty from across the University with a wide range of healthcare backgrounds to tailor their curriculum to their personal, professional, and academic goals.

Requirements

The major in Public Health includes required courses in epidemiology and public health, environmental studies, communication, applied ethics, biostatistics, management, and psychology. These are complemented by related electives and foundational courses in biology and chemistry. In addition, the major requires a four credit public health field internship that may be done locally, elsewhere in the U.S., or in the setting of a developing country.

For a major in Public Health, students will complete the following:

Code	Title	Credits
AETH 2285	Ethics of Health Care	3
BIOL 1076	Environmental Science	3
Choose one life science sequence from the following:		6
BIOL 1107 & BIOL 1108	Human Anatomy and Physiology I and Human Anatomy and Physiology II	
BIOL 1171 & BIOL 1172	General Biology I and General Biology II	
Any two courses from:		
BIOL 1015	Fundamentals of Biology I	
BIOL 1016	Fundamentals of Biology II	
BIOL 1018	Human Biology: Form and Function	
CHEM 1184 or CHEM 1171	General Chemistry for Health Science or General Chemistry I	
Choose one health communication course from the following:		3
COMM 3248	Health Communication	
COMM 3347	Communication in Healthcare Organizations	
COMM 3348	Health Risk Communication	
HLST 3201	Health Communication for Healthcare Professionals	
HLST 3310	Global Health: A Social Justice Perspective	3
MATH 1016	Concepts of Calculus	3
MATH 1017	Elementary Probability and Statistics	3
NURS 1112	Healthcare Delivery Systems	3
NURS 3310	Foundations of Research for Evidence Based Practice	3
PSYC 1010	General Psychology	3
PUBH 1101	Public Health and Social Justice	3
PUBH 1105	Biological Foundations of Public Health	3
PUBH 2201	Public Health, Disease, and Injury	3
PUBH 2216	Introductory Principles of Epidemiology	3
PUBH 2217	Biostatistics for Health Research	3
PUBH 3303	Public Health Program Planning and Evaluation	3

PUBH 3980	Public Health Internship	4
PUBH 4301	Leadership for Interdisciplinary Health Professionals	3
PUBH 4305	Public Health Seminar	3
PUBH 4999	Public Health Capstone	3
Select three Public Health electives from the list below		9
Total Credits		73

Public Health Electives

Code	Title	Credits
AETH 2262	Ethics and the Community	3
AETH 2283	Environmental Justice	3
AETH 2284	Environmental Ethics	3
AETH 2295	Ethics in Law and Society	3
ANTH 1100	Introduction to Four-Field Anthropology	3
ANTH 1210	Biomedical Anthropology	3
ANTH 1510	Anthropology of Food	3
ANTH 3700	Grant Writing for the Social Sciences	3
ANTH 3710	Theory and Practice in Anthropology	3
COMM 1101	Argument and Advocacy	3
COMM 2201	Persuasion	3
COMM 2220	Introduction to Organizational Communication	3
COMM 2240	Intercultural Communication	3
COMM 2242	Alcohol, Addiction, and Culture	3
COMM 3245	Identities, Discourse, and Social Change	3
COMM 3322	Leadership Communication	3
COMM 3325	Organizational Communication and Advertising	3
COMM 3336	Media Infrastructures	3
ECON 2140	Health Economics	3
ECON 3244	Behavioral Economics	3
ECON 3278	Economic Statistics	3
ECON 4380	Econometrics	3
EDUC 3241	Educational Psychology	3
ENGL 1839	Grant and Proposal Writing	3
ENGL 3201	Persuasive Writing	3
HIST 2202	Health and Healing in America, 1650-1980: History of Western Medicine	3
HIST 2270	History of Global Humanitarian Action	3
INTL 1050	People, Places, and Global Issues	3
INTL 2150	International Operations of Non-Profits	3
LCST 3301	Justice and the Developing World	3
MGMT 4370	Managing Non-Profit Organizations	3
MKTG 1101	Principles of Marketing	3
POLI 2109	American Public Policy	3
PSYC 1110	Lifespan Development	3
PSYC 2120	Adult Development and Aging	3
PSYC 2210	Social Psychology	3
PSYC 2310	Psychopathology and Clinical Science	3
PSYC 2330	Gender and Mental Health	3
PUBH 2205	Fundamentals of Nutrition	3
PUBH 2250	Community Nutrition	3

SOCI 2110	Race, Cities, and Poverty	3
SOCI 3600	Methods of Research Design	4
SOCI 3610	Statistics: Social and Political Data Analysis	4

¹ only to be taken by students in Pre-Health Professions program

Plan of Study

The plan of study below presents a typical four year schedule of courses in the program.

All undergraduate students are required to complete the *Magis* Core Curriculum, which is woven into this plan. Please refer to the Curricula section of this undergraduate catalog for detailed explanation of the *Magis* Core.

Course	Title	Credits
First Year		
Fall		
ENGL 1001	Introduction to Rhetoric and Composition	3
MATH 1016	Concepts of Calculus	3
PUBH 1101	Public Health and Social Justice	3
HIST or PHIL or RLST Orientation Tier		3
Language Orientation Tier		3
Credits		15
Spring		
MATH 1017	Elementary Probability and Statistics	3
PUBH 2201	Public Health, Disease, and Injury	3
PUBH 1105	Biological Foundations of Public Health	3
HIST or PHIL or RLST Orientation Tier		3
Free Elective ²		3
Credits		15
Second Year		
Fall		
NURS 1112	Healthcare Delivery Systems	3
PSYC 1010	General Psychology	3
PUBH 2216	Introductory Principles of Epidemiology	3
HIST or PHIL or RLST Exploration Tier		3
Life Science Course ¹		3
Credits		15
Spring		
NURS 3310	Foundations of Research for Evidence Based Practice	3
PUBH 2217	Biostatistics for Health Research	3
Behavioral and Social Science Exploration Tier		3
HIST or PHIL or RLST Exploration Tier		3
Life Science Course ¹		3
Credits		15
Third Year		
Fall		
AETH 2285	Ethics of Health Care	3
BIOL 1076	Environmental Science	3

PUBH 3303	Public Health Program Planning and Evaluation	3
Visual and Performing Arts Exploration Tier		3
Free Elective ²		3
Credits		15
Spring		
HLST 3201	Health Communication for Healthcare Professionals	3
HLST 3310	Global Health: A Social Justice Perspective	3
Literature Exploration Tier		3
Free Elective ²		3
Free Elective		3
Credits		15
Fourth Year		
Fall		
PUBH 4305	Public Health Seminar	3
HLST or PHIL or RLST Exploration Tier		3
Free Elective ²		3
Free Elective		3
Credits		12
Spring		
PUBH 3980	Public Health Internship	4
PUBH 4301	Leadership for Interdisciplinary Health Professionals	3
PUBH 4999	Public Health Capstone	3
Free Elective ²		3
Free Elective		3
Credits		16
Total Credits		118

¹ Students will complete one Life Science sequence from the following:
BIOL 1107 and BIOL 1108 or BIOL 1171 and BIOL 1172
or 2 courses from the following:

BIOL 1015, BIOL 1016, BIOL 1018, CHEM 1184 OR CHEM 1171

² At least three electives must be Public Health Electives.

Public Health Minor

For an 15-credit minor in Public Health, students complete the following:

Code	Title	Credits
PUBH 1101	Public Health and Social Justice	3
PUBH 2216	Introductory Principles of Epidemiology	3
Context Courses		
Choose two courses from the following:		6
HLST 3310	Global Health: A Social Justice Perspective	
BIOL 1076	Environmental Science	
NURS 1112	Healthcare Delivery Systems	
PUBH 2201	Public Health, Disease, and Injury	
PUBH 2205	Fundamentals of Nutrition	
Skills and Methods Courses		
Choose one course from the following:		3
HLST 3201	Health Communication for Healthcare Professionals	

NURS 4330 Population Health (for Nursing majors only)

PUBH 2217 Biostatistics for Health Research

Total Credits

15

No more than two courses in the Public Health minor may double-count toward another minor or major.

Social Work

Outcomes

BSW Program Outcomes

The curriculum and learning goals reflect the competencies necessary for beginning social work practice and the accreditation requirements of the Council on Social Work Education (CSWE).

Upon completion of the BSW Program, graduates will be:

- Competent in the methods and skills of engagement, assessment, and intervention with individuals, families, groups, communities and organizations.
- Competent in analyzing, developing and advocating for policies that serve the needs of a diverse society and vulnerable populations.
- Ready to engage in interdisciplinary collaboration, with professional and community partners.
- Competent in, and committed to undertaking social work research.
- Stags for others, recognizing social inequities and intervening as leaders for social change.

Accreditation

The BSW Program is accredited by the Council on Social Work Education. Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. Its members include over 800 accredited baccalaureate and master's degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories (CSWE 2015).

Programs

- Social Work Major

Courses

SWRK 1101 Social Work Essentials I

2 Credits

This course begins with an introduction to the core values of the social work profession, including service, social justice, the worth and dignity of the person, the importance of human relationships, integrity, and competence. Students will explore the personal qualities and attributes necessary to engage in the helping relationship and will explore the importance of caring for themselves as they learn to care for others. It also addresses common challenges that social workers encounter, such as stress, secondary trauma, compassion fatigue, and burnout. Through intellectual curiosity, creativity, openness, and self-reflection students will be introduced to the history and foundation of professional self-care and come to understand it as a professional responsibility tied to competent practice. The exploration of aspects of their personal identity will help students to develop an understanding of themselves, both individually and in relationships with others. The course will challenge students to reflect on their own biases and to gain an understanding of the ways in which oppression, power, poverty, privilege, inequality, and other social issues affect the development of individual identities. The course will support students in the development of contemplative practices meant to enhance their ability to be present, manage stress, sustain wellbeing, access joy, and engage in self-care.

SWRK 1102 Social Work Essentials II

2 Credits

This course will explore the personal qualities and self-awareness necessary to engage in ethical social work practice. Critical self-reflection and an evaluation of the use of self as an instrument of change are as important in the development of a professional sense of self as theoretical knowledge. Because social work is an art, a science and a profession, students will be asked to contend with concepts, ideas and behaviors that reflect the nature of these dynamic practices. Students will endeavor to advance their self-awareness and empathy, as well as explore how they are called to a life of meaning and purpose, as framed through the exploration of the fundamental Jesuit questions: Who am I? Whose am I? What am I called to do? Students will also enhance their ability to engage in restorative-practice, self-compassion, and presence, and to foster resilience, through the development of mindfulness and other contemplative practice.

SWRK 2400 Social Work: An Introduction

3 Credits

Attributes: HSSS Health Studies: Social Science

This course provides an overview of the social work profession, including the knowledge, values and skills that provide the foundation for generalist social work practice. Students are introduced to the systems and ecological framework through which social workers view the complex nature of human and social problems. There is a focus on fields of practice, methods and models of intervention, and the historical mission of the profession to advance human rights, social justice and to provide services to vulnerable and oppressed populations. Crosslisted with SOCI 2400.

SWRK 2410 History of Social Welfare**3 Credits**

Attributes: ASSO American Studies: Sociology, HSSS Health Studies: Social Science, PJST Peace and Justice Studies

Prerequisite: Sophomore standing.

The course explores the evolution of social welfare in the United States. Emphasis will be placed on the social, political, legal, economic, and philosophical forces that have forged American social welfare policy and helped shape the profession of social work. Exploration of historical events, as well as divisions in American Society, regarding social justice and issues of class, race, ethnicity, and gender, will provide a framework through which to view current controversies, including the economic and social climate for groups such as the working poor and undocumented immigrants. In addition, the course will provide historical context to issues by exploring the ongoing implications and ethical merit of social policies such as The Social Security Act of 1935, The Economic Opportunity Act of 1964, The Civil Rights Act of 1965, The Personal Responsibility & Work Opportunity Reconciliation Act of 1996, The Mental Health Parity and Addiction Equity Act of 2008, The Patient Protection and Affordable Care Act of 2010, and the status of The Deferred Action for Childhood Arrivals Policy (DACA) and the separation of parents and children at the United States southern border. Crosslisted with SOCI 2410.

SWRK 3301 Human Behavior in the Social Environment I**3 Credits**

Corequisite: SWRK 3303.

Prerequisite: SWRK 2400.

The purpose of this course is to engage students in an exploration of human behavior and the impact of the environment on individuals as they develop through the lifespan. It examines the biopsychosocial and spiritual aspects of human development with a further emphasis on how factors such as poverty, discrimination, racism, culture, gender, health status, and sexual orientation, affect the developmental process. Exploration of research, case examples and self-reflection, will deepen students ability to conceptualize the processes of assessment, intervention, and the person-in-environment perspective across systems with diverse populations. This course, the first in sequence, will cover human reproduction through adolescence.

SWRK 3302 Human Behavior in the Social Environment II**3 Credits**

Corequisite: SWRK 3304.

Prerequisite: SWRK 2410.

The purpose of this course is to engage students in an exploration of human behavior and the impact of the environment on individuals as they develop through the lifespan. It examines the biopsychosocial and spiritual aspects of human development with a further emphasis on how factors such as poverty, discrimination, racism, culture, gender, health status, and sexual orientation, affect the developmental process. Exploration of research, case examples and self-reflection, will deepen students ability to conceptualize the processes of assessment, intervention, and the person-in-environment perspective across systems with diverse populations. This course, the second in sequence, will cover young adulthood through end-of-life issues.

SWRK 3303 Social Policy and Social Justice**4 Credits**

Co-requisite: SWRK 3301.

Prerequisites: SWRK 2400, 2410.

The course will explore policy within the context of social, economic, and environmental justice issues including oppression, poverty, income inequality, food insecurity, immigration, healthcare disparity, pollution, criminal justice, and other issues that affect individual and social well-being. The impact of social policies and social programs on vulnerable populations will also be explored. Students will understand and identify with the role of social workers as agents of change in developing and advocating for social policies that meet the needs of clients. This course will include community engaged learning in an agency setting and culminates in an original research project that includes a presentation and poster to be presented at the research symposium.

SWRK 3304 Research in Social Work Practice**4 Credits**

Scientific inquiry which tests theory and supports the evidence base of social work intervention is a critical component of social work education. The research course introduces students to all aspects of the research process, including forming hypotheses, framing research questions, conceptualizing, and conducting a literature review, identifying variables, quantitative and qualitative measurement, sampling, data collection, coding, data analysis, and communication of results. Students will also learn to include and be sensitive to ethical guidelines in social work research and the importance of a culturally competent approach to research. This course will include community engaged learning and culminates in an original research project that includes a presentation and poster to be presented at the research symposium.

SWRK 3311 Leadership for Interdisciplinary Health**Professionals****3 Credits**

This course is designed to expose students in the fields of public health and social work to conceptual frameworks through which to view leadership. Students will explore the key values and personal attributes that guide the leadership process. Students will engage in dynamic exercises and collaborative work to better understand leadership principles and work to apply these concepts to communities in their fields of study. The students will have the opportunity to reflect on leadership qualities relevant to their profession as well as personal leadership qualities that guide the relationship with vulnerable populations.

SWRK 4305 Generalist Social Work Practice I**3 Credits**

This is the first of two courses in the generalist practice and methods curriculum. This course immerses students in the fundamental values, ethics, skills, and knowledge that are the foundation of generalist social work practice. The course will cover the NASW Code of Ethics and Standards with a strong focus on cultural competence and a strengths-based approach to practice with individuals and families. Students will be encouraged to explore the profession while developing direct practice skills, such as developing the helping relationship, assessment, conceptualizing problems, assessing strengths, using research to inform practice, setting goals and contracting, choosing and evaluating intervention strategies, and evaluating practice. Students are expected to apply knowledge of human behavior, social policy, research, and practice with diverse and vulnerable populations into the practice situation.

SWRK 4306 Generalist Social Work Practice II**3 Credits****Prerequisite:** SWRK 4305.

This is the second of two courses in the generalist practice and methods curriculum. This course further immerses students in the fundamental values, ethics, skills, and knowledge that are the foundation of generalist social work practice. There will be a focus on increasing students' understanding of the helping process and the development of generalist practice knowledge and skills. There will be emphasis on the importance of applying theoretical and empirical knowledge when choosing intervention strategies. Students will continue to engage in an ongoing and reflective process of exploring and evaluating their own practice and will also reflect on their "use of self" with clients and in the supervisory process. It is expected that students will integrate prior learning from previous courses and in current fieldwork concerning human behavior, social policy, research, service delivery, and practice with diverse and vulnerable populations across systems with specific focus on group work and community practice.

SWRK 4307 Integrative Field Practicum Seminar I**3 Credits**

The course is the first of two field seminar courses and is taken in conjunction with Field Practicum I. The purpose of this course is to acclimate students to field work and to prepare them for social work practice with diverse and vulnerable populations. The course will focus on the knowledge, values, and skills required to identify as a professional social worker and to practice in the field with competence, including the professional use of self, the application of social work values and ethics in social work practice, the use of communication skills, engaging in the supervisory process, social worker roles in community practice, understanding the organizational context of practice, exploring research to inform evidence-based practice, understanding and protecting clients' confidentiality, and the Health Insurance Portability and Accountability Act of 1996. The seminar is designed to support students' learning and integration of knowledge as they build practice skills. Students are supported through the use of small group process-oriented interactions, self-reflection, role-play, case discussion, and experiential exercises. Students are also encouraged to share questions, concerns, and learning needs in regards to their field experience.

SWRK 4308 Integrative Field Practicum Seminar II**3 Credits****Prerequisite:** SWRK 4307.

This second seminar course is process-oriented and is designed to provide students the opportunity to discuss, analyze, and integrate theory within their field and coursework learning while demonstrating their ability to apply multiple sources of knowledge and skills to generalist social work practice. The seminar provides the opportunity for further learning and consolidation of knowledge and skills, through self-reflection, case discussion, process recordings, presentations, experiential exercises, and a comprehensive case study paper.

SWRK 4951 Field Practicum I**4 Credits**

As the "signature pedagogy" in the education of professional social workers, field learning is integral to the program and needs to instill in students the ability "to think, to perform, and to act with integrity" (Shulman). The Field Practicum is designed to provide students with a generalist perspective for social work practice, through supervised experience with individuals, families, groups, organizations, and communities. Provided in collaboration with human and social service agencies, the field practicum will prepare students for professional practice in social work.

SWRK 4952 Field Practicum II**4 Credits**

As the "signature pedagogy" in the education of professional social workers, field learning is integral to the program and needs to instill in students the ability "to think, to perform, and to act with integrity" (Shulman). The Field Practicum is designed to provide students with a generalist perspective for social work practice, through supervised experience with individuals, families, groups, organizations, and communities. Provided in collaboration with human and social service agencies, the field practicum will prepare students for professional practice in social work.

SWRK 4990 Independent Study**1-3 Credits**

Faculty

Associate Professors

Eaves

Instructor of the Practice

Neitlich

Social Work Major

The Marion Peckham Egan School of Nursing and Health Studies offers a major in social work. The Bachelor of Social Work (BSW) program at Fairfield University prepares graduates for beginning practice with individuals, families, groups, organizations and communities. The BSW curriculum is conceptualized within a generalist framework incorporating a solid foundation of coursework in social work knowledge, values and skills, interdisciplinary and interprofessional cooperation, social justice activism, research, and policy practice.

Core Curriculum

Social work students must complete the core curriculum that is required of all Fairfield Undergraduates, with specific courses required to meet major and core curricular requirements.

To complete the BSW degree, students will earn 125 credits. Coursework in the major begins with two introductory courses in the first year, followed by a structured program, including 15 required courses (47 credit hours) in social work. Beginning in fall of the senior year, students will complete 450 hours (8 credits) over two semesters of supervised field education in a variety of social service agencies and community outreach settings.

To remain in the social work program, students must have:

- Cumulative Overall GPA of 2.50 and 2.75 in the social work major by the start of junior year.
- A minimum grade of C+ or higher in all social work courses.
- A passing grade in the Field Seminar and the Fieldwork Practicum.
- The recommendation of the faculty advisor.

Students who do not obtain the minimum grade in a course may repeat the course once. A grade of less than C+ in two social work courses (including a repeated course) will result in dismissal from the Egan School BSW Program. Students must also receive a minimum grade of C+ in SWRK 4307/4308 Integrative Field Seminar I & II and a passing grade in SWRK 4951/4952 Field Practicum I & II. These two classes are linked; therefore, a student cannot pass one without also passing the

other. If a student fails either the seminar course or the field practicum, both courses must be repeated.

Progression and Admission to the Field Practicum

The BSW program has specific criteria for admission to field education. Students must have senior status, be in good academic standing with a minimum overall GPA of 2.5 and 2.75 in the social work major, and will need to maintain a minimum grade of C+ in all social work practice courses. Corequisites for entering the field are registration in:

Code	Title	Credits
SWRK 4305	Generalist Social Work Practice I	3
SWRK 4307	Integrative Field Practicum Seminar I	3

Field placements are arranged with the director of field education, in collaboration with the program director, faculty advisor, the agency and the student. The placement is developed to provide generalist experiences in accordance with students' educational needs, practice preferences, and field site availability. Students are not guaranteed requests for specific field placements.

All Egan BSW students are expected to comply with all requirements of their field education agencies. Noncompliance with agency requirements (e.g., vaccination mandates, professionalism, supervision, weekly process recordings and other requirements) will result in the student being unable to complete the program requirements for graduation. A passing grade in Field Practicum I (SWRK 4951) and Integrative Field Practicum Seminar I (SWRK 4307), is required to progress in the program. Students who do not obtain a passing grade in the Field Practicum/Field Seminar course sequence may repeat the courses once. The field education courses are taken in tandem and are offered once each academic year beginning in the fall. Failure to pass the field education sequence a second time may result in dismissal from the Egan School BSW program. BSW students must complete the core curriculum that is required of all Fairfield undergraduates, with specific courses required to meet major and core curricular requirements.

Disability Statement

Consistent with its mission and philosophy, Fairfield University Egan School of Nursing and Health Studies does not discriminate on the basis of disability. In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act, the University will assist students in making reasonable accommodations that allow an otherwise qualified student with disability to meet essential eligibility requirements in order to participate in its programs. Candidates for the Social Work program must be able to meet minimum standards for Field Practicum, with or without reasonable accommodations. To receive accommodations on the basis of disability, the student must self-identify, provide documentation of the disability and request accommodations from the Office of Accessibility. The decision regarding appropriate accommodations will be determined on a case-by-case basis. An accommodation will not be made in those situations where the accommodation itself would fundamentally alter the nature of the program, cause hardship on the school, or jeopardize the health or safety of others. For further information refer to the Fairfield University website for "Policies for Students with Disabilities and Temporary Impairments."

Required Abilities and Attributes for Social Work Students

All undergraduate social work students in the Egan School at Fairfield University are expected to exhibit the following abilities and attributes in order to progress in the program. The faculty responsible for evaluating student's competence in the classroom and field practicum will evaluate these essential qualities. The inability to consistently demonstrate these attributes and abilities can lead to a student's removal from the program.

Sensory Abilities

Ability to observe, identify, and obtain information in order to assess, plan, provide, and evaluate social work situations and interventions; student must possess adequate sensory abilities or be able to demonstrate appropriate and safe compensation for deficits.

Emotional Stability

Emotional stability sufficient to function within rapidly changing and often stressful professional environments; the ability to monitor and identify one's own and others' emotions and use the information to guide thinking and actions.

Physical Health and Abilities

Physical health and stamina sufficient to function in social work environments. Sufficient energy and ability to manage social work responsibilities in a variety of settings for a full internship day. Physical health necessary to interact with those who may be immunocompromised, incapacitated, and/or otherwise vulnerable populations.

Critical Thinking

Critical thinking ability in order to make sound professional judgments; student must be able to examine, interpret, analyze, and synthesize material for problem solving and evaluation of professional situations and to evaluate their own practice.

Interpersonal and Communication

Interpersonal and communications skills appropriate for interacting sensitively with individuals, families, groups, communities and organizations from a variety of professional, social, cultural, and intellectual backgrounds. The ability to communicate information accurately and clearly for clients and other professionals orally as well as in writing.

Self-Awareness

Social work students need to have the ability to self-reflect and awareness of how their own values, attitudes, beliefs, emotions, and experiences affect their feelings, thoughts, behavior, and relationships with others. Students must be able to understand and change their behavior when it interferes with their work with clients or other professionals.

Empathy

Social work students must have the capacity for empathy. Students must be able to respond to clients in an empathic manner and communicate an understanding of everyone's unique feelings, thoughts, and experience.

Objectivity

Social work students need to be objective in consistently evaluating clients in their unique situation.

Value Diversity

Social work students need to appreciate and value human diversity. They must respectfully and appropriately assist all persons in need, regardless of age, class, race, ethnicity, religion, gender, sexual orientation, or disability.

Self-Care

Social work students need to have skills to cope with stressful situations. They should also know when to ask for help in managing stress and have a care plan that includes support.

Professional Behavior

Social work students must behave professionally by knowing and practicing within the scope of social work, adhering to the NASW Code of Ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.

Health and Professional Requirements

Field agencies may require documentation of various professional and health information. As such, social work students may be required to have a physical examination, comply with health requirements of their field agencies, and submit this information to the clinical tracking system used by Fairfield University social work students. Students are responsible for keeping all required information updated throughout their field experience. Students unable to comply with agency requirements will be dismissed from the program. All costs associated with agency requirements are the responsibility of the student.

Student Background Checks and Drug Testing

The undergraduate social work program at Fairfield University requires the successful completion of the internship component of the curriculum. Some internship sites may require students to complete a criminal background check and drug screening before beginning the internship. Therefore, all social work students must satisfactorily complete a criminal background check and drug screens prior to participating in the internship component of the curriculum. These will be completed at the student's expense at a location designated by the University. Fairfield University and the Egan School have no obligation to refund tuition or otherwise accommodate students in the event that a criminal, drug, or immunization history that renders the student ineligible to complete required course or field placement(s).

Scholastic Honors

The Chi Psi Omega Chapter of Phi Alpha, the International Social Work Honor Society, was established at Fairfield in 2020. The purpose of the Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Progression to Graduate Study

Advanced Standing Option

The BSW Program offers a 5-year BSW/MSW program option that allows students to complete both degrees in 5 years. The MSW program is housed in the Fairfield University School of Education and Human Development. Students will have the option of receiving the BSW degree without progressing into the MSW program. There is no guarantee of entrance into the Fairfield University MSW Program. Graduates of a Council on Social Work Education (CSWE) accredited undergraduate

social work program within the past six years may apply for admission into the specialized practice year (2nd year) of the two-year program. Students who enter with advanced standing will complete 30 credits to receive the MSW Clinical Specialist rather than the 60-hour 2-year program. The period of study for Fairfield BSW students' is two terms: fall and spring, including 450 hours of field instruction. Students are enrolled on a full-time basis and move through the program as a cohort. The BSW degree must be conferred prior to the beginning of the Advanced Standing summer session. Applicants for advanced standing will apply during their senior year.

Requirements

Code	Title	Credits
AETH 2285	Ethics of Health Care	3
ANTH 1110	Cultural Anthropology	3
HIST 2242	Immigration, Race, and Ethnicity in U.S. History	3
HLST 3201	Health Communication for Healthcare Professionals	3
NURS 1112	Healthcare Delivery Systems	3
PUBH 1101	Public Health and Social Justice	3
SOCI 1135	Race, Gender, and Ethnic Relations	3
SWRK 1101	Social Work Essentials I	2
SWRK 1102	Social Work Essentials II	2
SWRK 2400	Social Work: An Introduction	3
SWRK 2410	History of Social Welfare	3
SWRK 3301	Human Behavior in the Social Environment I	3
SWRK 3302	Human Behavior in the Social Environment II	3
SWRK 3303	Social Policy and Social Justice	4
SWRK 3304	Research in Social Work Practice	4
SWRK 3311	Leadership for Interdisciplinary Health Professionals	3
SWRK 4305	Generalist Social Work Practice I	3
SWRK 4306	Generalist Social Work Practice II	3
SWRK 4307	Integrative Field Practicum Seminar I	3
SWRK 4308	Integrative Field Practicum Seminar II	3
SWRK 4951	Field Practicum I	4
SWRK 4952	Field Practicum II	4
Total Credits		68

Plan of Study

All undergraduate students will be required to complete the *Magis* Core Curriculum, which is woven into this plan. Please refer to the Curricula section of this undergraduate catalog for detailed explanation of the *Magis* Core.

Course	Title	Credits
First Year		
Fall		
ENGL 1001	Introduction to Rhetoric and Composition	3
History Orientation Tier		3

MATH 1016	Concepts of Calculus	3
Modern/Classical Language Orientation Tier		3
Philosophy Orientation Tier		3
SWRK 1101	Social Work Essentials I	2
Credits		17

Spring

Literature Exploration Tier		3
MATH 1017	Elementary Probability and Statistics	3
Religious Studies Orientation Tier		3
SWRK 1102	Social Work Essentials II	2
Free Elective		3
Credits		14

Second Year**Fall**

Select one of the following:		3
HIST 2202	Health and Healing in America, 1650-1980: History of Western Medicine	
HIST 2242	Immigration, Race, and Ethnicity in U.S. History	
HIST 2262	African-American History, 1619 to 1865	
HIST 2263	Inventing Themselves: African-American Women in U.S. History	
HIST 2264	African-American History, 1865 to Present	
HIST 2270	History of Global Humanitarian Action	
Natural Sciences Exploration Tier		3
NURS 1112	Healthcare Delivery Systems	3
SWRK 2400	Social Work: An Introduction	3
Visual and Performing Arts Exploration Tier		3
Credits		15

Spring

Select one of the following:		3
ANTH 1100	Introduction to Four-Field Anthropology	
ANTH 1110	Cultural Anthropology	
ANTH 1125	Sex, Gender, and Sexual Orientation	
ANTH 1500	Anthropology of Happiness	
BIOL 1018	Human Biology: Form and Function	3
Select one of the following:		3
COMM 3248	Health Communication	
COMM 4341	End of Life Communication	
HLST 3201	Health Communication for Healthcare Professionals	
HIST or PHIL or RLST Exploration Tier		3
SWRK 2410	History of Social Welfare	3
Credits		15

Third Year**Fall**

AETH 2285	Ethics of Health Care	3
HIST or PHIL or RLST Exploration Tier		3
SWRK 3301	Human Behavior in the Social Environment I	3
SWRK 3303	Social Policy and Social Justice	4
Free Elective		3
Credits		16

Spring

SWRK 3302	Human Behavior in the Social Environment II	3
SWRK 3304	Research in Social Work Practice	4
SWRK 3311	Leadership for Interdisciplinary Health Professionals	3
Select one of the following:		3
SOCI 1110	American Society	
SOCI 1135	Race, Gender, and Ethnic Relations	
SOCI 2100	American Class Structure	
Free Elective		3
Credits		16

Fourth Year**Fall**

SWRK 4305	Generalist Social Work Practice I	3
SWRK 4307	Integrative Field Practicum Seminar I	3
SWRK 4951	Field Practicum I	4
Free Elective		3
Free Elective		3
Credits		16

Spring

PUBH 1101	Public Health and Social Justice	3
SWRK 4306	Generalist Social Work Practice II	3
SWRK 4308	Integrative Field Practicum Seminar II	3
SWRK 4952	Field Practicum II	4
Free Elective		3
Credits		16
Total Credits		125

School Directory

Administration

Patricia Simino Boyce, PhD, RN
Dean

Karen Burrows, DNP, MAHSM, RN, C-EFM, CHSE
Associate Dean for Undergraduate Programs

Kristin Meyer, MSN, APRN
Assistant Dean for Undergraduate Programs

Sally Gerard, DNP, RN, CDCES
Associate Dean for Graduate Programs

Vanessa Lundin, MSN, RN, C-EFM
First Year Advisor

Erin Wilson, DNPc, RN-BC, CNL, CNML
Assistant Dean for Graduate Programs

Program Directors

Steven Belmont, DNP, CRNA, APRN, CFII
Nurse Anesthesia
Fairfield, CT Location
Austin, Texas Location

Julie Berrett-Abebe, PhD, LICSW

Interim Undergraduate Social Work Program Director
Project Director, Fairfield University Collaborates for a Healthier
Connecticut (FCHC) Scholars Program

Robin Cook, PhD, RN, RNC-OB

Second Degree Nursing
Austin, TX Location

Kimberly Doughty, MPH, PhD, CHES®

Undergraduate Public Health

Janina Gilo-Tomkins, DNP, APRN, FNP-C

Family Nurse Practitioner

Janice Holmes, DNP, APRN, PMHCNS-BC, CHSE

Undergraduate Nursing

Sally Gerard, DNP, RN, CDCES

Leadership and MSN/MBA

Christopher Lacerenza, DNP, FNP-BC

Second Degree Nursing
Fairfield, CT Location

Jenna LoGiudice, PhD, CNM, RN, FACNM

Nurse Midwifery

Susan Reynolds, RN, BSN, MAHSM, CNML

Simulation

Anthony Santella, DrPH, MPH, MCHES, CPH

Masters in Public Health

Janet Stuhrecke, MOE, RDN, CNSC, FAND

Doctorate in Clinical Nutrition

Lisa Sundean, PhD, MHA, RN

Masters in Healthcare Administration

Dorothy Vittner, PhD, RN, CHPE

Post-Masters' Doctor of Nursing Practice

Erica Wuchiski, MSN, BSN, RN

Master's Entry to Practice Nursing

Faculty

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MSN, Goldfarb School of Nursing at Barnes-Jewish College

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MSN, PhD, University of California, San Francisco

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Main Campus

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1073 North Benson Road

Fairfield, Connecticut 06824

203-254-4000

Additional Campus Locations

Enders Island
Mystic, CT
860-536-0565

Fairfield University
Bellarmine Campus
460 Mill Hill Avenue
Bridgeport, CT 06610
203-254-4000

Fairfield University
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Austin, Texas 78757
203-404-1739

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School of Record

A School of Record (SOR) is a function of a U.S. accredited institution of higher education that officially documents and awards credits for programs or institutions that are not accredited in the U.S., verifying appropriately all elements necessary for such official documentation. As the SOR, Fairfield (1) maintains the permanent records of students, (2) certifies that students are enrolled full time to agencies such as financial aid, insurance companies, and/or lending institutions, and (3) posts study abroad credits and grades to SOR transcripts as institutional credit, not transfer credit.

The School of Record Articulation Committee (SORAC) reviews all syllabi and faculty CVs to ensure they meet Fairfield University's standards and oversees the articulation process of the courses. Members of SORAC are also included in the regular review of new and existing SOR partners through site visits and reviews of education abroad programs. Site visits are conducted to assess that facilities are adequate for the delivery of education abroad programs; that staff and faculty are adequately trained for providing education abroad programs; and that academic and advising services and facilities adequately support student learning and the academic goals of the program.

Fairfield University serves as the official School of Record for the following institutions:

American College of the Mediterranean
American Institute for Foreign Study

School of Record for American College of the Mediterranean

Locations

Aix-en-Provence

Barcelona

Madrid

School of Record for American College of the Mediterranean Aix-en-Provence

ARA 101: Elementary Modern Standard Arabic I

Credits: 3**Prerequisite:** N/A**School of Record Articulation:** 1000 Level General Elective

This course is designed for students with no previous knowledge of Arabic to allow the beginner to reach a level of reading and writing simple texts of daily life in Arabic.

ARA 102: Elementary Modern Standard Arabic II

Credits: 3**Prerequisite:** N/A**School of Record Articulation:** 1000 Level General Elective

This course is designed for students who followed one semester of Arabic to allow them to confirm a level of reading and writing simple texts on different topics in Arabic.

ARC/ARH 312: European & Mediterranean Prehistoric Art and Archaeology

Credits: 3**Prerequisite:** Introductory college Composition and Research, minimum of freshman-level college credits**School of Record Articulation:** 3000 Level Art History

This course deals with the apparition and the development of European and Mediterranean societies from the arrival of the first modern humans; known as Cro-Magnon, until the birth of the Celtic aristocracies at the dawn of the Roman conquest. Within the chronological framework of the course, illustrated by major archaeological sites and artefacts, topics discussed include art (cave art, prehistoric "Venuses"), genders, identities, power & birth of leadership, ancient religious beliefs (shamanism, Mother Goddess worshipping, solar cults...). Typically includes excursions to sites in Provence.

ARC/ARH 313: Powers and Identities in Ancient Mediterranean

Credits: 3**Prerequisite:** ENG 101 or equivalent, and 6 credit hours in Art History, Archeology, Classics, or Religious Studies**School of Record Articulation:** 3000 Level Art History

Overview of the Mediterranean basin from the first civilizations in Egypt and Middle East up to the Roman expansion over Europe. The course objectives aim to "de-classicize" the Ancient Mediterranean history to tone down the "Mediterranean Antiquity/Greco-Roman" paradigm. As this Greco-Roman world did not appear abruptly, classes will have an equal emphasis on these "Non-Classical" civilizations such as the Etruscans, the Hittites, the Phoenicians, and the Celts/Gauls.

ART 100: Drawing I Foundation**Credits:** 3**Prerequisite:** N/A**Corequisite:** ART 309 Art Criticism and Painting I, II, or III (Students don't need to be in the same level Painting course)**School of Record Articulation:** 1000 Level Studio Art

Studio Drawing course for the beginning student – 90 contact hours.

ART 107A: Drawing and Painting I Introduction (Summer)**Credits:** 3**Prerequisite:** N/A**Corequisite:** ART 311 Art Criticism**School of Record Articulation:** 1000 Level Studio Art

Studio Drawing and Painting course for the beginning student – 90 contact hours.

ART 110: Introduction to Digital Photography**Credits:** 3**Prerequisite:** N/A**School of Record Articulation:** 1000 Level Studio Art

This course introduces the students to the history of photography and to the techniques specific to digital capture and the manipulation of images in Photoshop. It provides the students with basic photography skills and an understanding of focal length, aperture, shutter speed, composition, and quality of light. Students will gain an appreciation of aesthetic concerns that will enable them to express themselves in a cohesive and creative manner.

ART 112: Introduction to Ceramics**Credits:** 3**Prerequisite:** Successful completion of ENG 101 or equivalent, and 3 credit hours above the 100-level in the Arts or Humanities recommended**School of Record Articulation:** 1000 Level Studio Art

This course is an introduction to making functional vessels on the potters' wheel. In this class we will examine historic and contemporary examples of pottery as a basis for understanding how the ceramic vessel can be created, through their various forms and shapes. We will focus on physical throwing skills and slab construction, three-dimensional design concepts as they relate to the functional ceramic vessel. Topics covered include basic wheel throwing techniques: centering, throwing and trimming, slab constructed forms in addition to conceptual development, firing, glazing. With these processes, students will learn the foundations of artistic self-expression, practice making design choices for clear expression, and conceptual and aesthetic analysis through discussion of works of art in critique. We will be using high fire materials and learning to load and fire a gas kiln.

ART 130: Painting I Foundation**Credits:** 3**Prerequisite:** N/A**Corequisite:** ART 309 Art Criticism and Drawing I, II, or III (Students don't need to be in the same level Drawing course)**School of Record Articulation:** 1000 Level Studio Art

Studio Painting course for the beginning student – 90 contact hours.

ART 200: Drawing II Intermediate**Credits:** 3**Prerequisite:** Introductory experience in Studio Art**Corequisite:** ART 309 Art Criticism and Painting I, II, or III (Students don't need to be in the same level Painting course)**School of Record Articulation:** 2000 Level Studio Art

Studio Drawing course for the intermediate student – 90 contact hours.

ART 207A: Drawing and Painting I Intermediate (Summer)**Credits:** 3**Prerequisite:** Introductory experience in Studio Art**Corequisite:** ART 311 Art Criticism**School of Record Articulation:** 2000 Level Studio Art

Studio Drawing and Painting course for the intermediate student – 90 contact hours.

ART 230: Painting II Intermediate**Credits:** 3**Prerequisite:** Introductory experience in Studio Art**Corequisite:** Art 309 Art Criticism and Drawing I, II, or III (Students don't need to be in the same level Painting course)**School of Record Articulation:** 2000 Level Studio Art

Studio Painting course for the intermediate student – 90 contact hours.

ART 270: Creative Writing and the Intercultural Experience – Beginners**Credits:** 3**Prerequisite:** Introductory college composition and research, minimum of freshman-level college credits**School of Record Articulation:** Direct equivalency to ENGL1801 Creative Writing**ART 294: Altered Landscapes: A Mixed Studio Course****Credits:** 3**Prerequisite:** One Composition course and/or an Art History or Visual Culture Course**Corequisite:** ART315 The Mediterranean Seminar and ART321 Painting in the Mediterranean**School of Record Articulation:** 2000 Level Studio Art Course

What does it mean to occupy a space? How and what are the different ways artists represent their experience and relationship to place? Aix-en-Provence, Marseille, and its surroundings will become source material for students to build a body of work that seeks to explore this question. Students will conduct field studies where they will develop a personal archive of objects, photographs, writings, sketches etc. that will be used to develop their studio project over the semester.

ART 295: Drawing and Painting in the Mediterranean**Credits:** 3**Prerequisite:** One composition course and/or an Art History or Visual Culture Course**Corequisite:** ART315 The Mediterranean Seminar and ART325 Mixed Media Studio Course**School of Record Articulation:** 2000 Level Studio Art/Art History Course

This studio art course is designed to introduce students to the ideas, methods and approaches of artists whose work found inspiration in an encounter with the Mediterranean both real and imagined. Along with stylistic experimentation in techniques such as pointillism, fauvism and cubism, students will investigate Mediterranean themes where olive trees, shepherds, bathers and palm trees invite classical and oriental readings. The course consists of a series of painting and drawing projects related to the various work of artists including Cézanne, Van Gogh, Signac, Matisse, Chagall and Picasso.

ART 300: Drawing III Advanced**Credits:** 3**Prerequisite:** Intermediate experience in Studio Art**Corequisite:** ART 309 Art Criticism and Painting I, II, or III (Students don't need to be in the same level Painting course)**School of Record Articulation:** 3000 Level Studio Art

Studio Drawing for the advanced student – 90 contact hours.

ART 301: Drawing and Painting in Aix-en-Provence**Credits:** 3**Prerequisite:** At least 3 semesters of college-level coursework, successful completion of ENG 101 or equivalent, and 6 credit hours above the 100-level in Art, Art History, Literature, Music, or the Humanities is strongly recommended.**School of Record Articulation:** 3000 Level Studio Art

Within the backdrop of Aix-en-Provence, we will explore both definitions by employing the formal concepts of line, value, composition, shape, color, etc. Utilizing charcoal, ink, pencil, oil paint and non-art materials to explore these fundamental concepts of two-dimensional art. During each class period we will explore the city and its surrounding area while dealing with a different formal problem in which these basic elements are isolated and investigated in the context of the actual visual world. The main goal is to broaden the students' comprehension of the mediums as well as develop their individual formal and visual strengths through weekly projects such as linear perspective drawings, plein air drawing/painting, along with painting applications via palette knife, brush or other tools.

ART 306: Drawing into Painting**Credits:** 3**Prerequisite:** Completion of ENG101 or equivalent, and 6 credit hours above the 100/introductory level in Art, Art History, Archeology, or the Humanities are strongly encouraged**School of Record Articulation:** 3000 Level Studio Art

This studio course focuses on the relationship between drawing and painting. Students will explore how these mediums inform each other and learn different techniques based in conceptual, expressive, and observational drawing. Beginning with drawing, students will transform the literal world into a poetic visual experience while exploring different subject matter before transitioning into painting. Assignments are designed for students to discover their creative processes and develop their observational and technical skills. In addition to studio work, students will study the evolution of drawing and painting throughout history will be introduced to an array of artists to help guide their work.

ART 307A: Drawing and Painting III Advanced (Summer)**Credits:** 3**Prerequisite:** Intermediate experience in Studio Art**Corequisite:** ART 311 Art Criticism**School of Record Articulation:** 3000 Level Studio Art

Studio Drawing and Painting course for the advanced student – 90 contact hours.

ART 330: Painting III Advanced I**Credits:** 3**Prerequisite:** Intermediate experience in Studio Art**Corequisite:** ART 309 Art Criticism and Drawing I, II, or III (Students don't need to be in the same level Drawing course)**School of Record Articulation:** 3000 Level Studio Art

Studio Painting course for the advanced student – 90 contact hours.

ART 350: Painting III Advanced II**Credits:** 3**Prerequisite:** Previous advanced experience (300+ coursework) in Studio Art**Corequisite:** ART 309 Art Criticism and Drawing I, II, or III (Students don't need to be in the same level Drawing course)**School of Record Articulation:** 3000 Level Studio Art

Studio Painting Course for the advanced student – 90 contact hours.

ART 351: Multimedia and Contemporary Studio Practice – Intermediate & Advanced**Credits:** 3**Prerequisite:** Introductory credits in the fine arts**School of Record Articulation:** 3000 Level Studio Art**ART 370: Creative Writing and the Intercultural Experience – Intermediate & Advanced****Credits:** 3**Prerequisite:** Introductory college Composition and Research, minimum of freshman-level college credits, introductory Creative Writing credits**School of Record Articulation:** Direct equivalency to ENGL1806 Creative Writing: Non-Fiction I**ART 382: Cezanne and Van Gogh****Credits:** 3**Prerequisite:** Introductory college Composition and Research, minimum of freshman-level college credits**School of Record Articulation:** 3000 Level Art History

Paul Cezanne and Vincent Van Gogh remain two of the most influential painters in the history of European art, and both accomplished significant portions of their work right here in Provence. This course follows the career arcs of both painters, with an emphasis on reading primary texts and looking very carefully at the most significant works each artist produced (as well as some lesser known gems). Additionally, students attend two day-long field studies, in which they examine reproductions of paintings by each artist, while standing in the exact spot the paintings were done, comparing the work with the real motif, in order to gain insight into each artist's powerful imagination.

ART 400: Drawing III Advanced II**Credits:** 3**Prerequisite:** Previous advanced experience (300+ coursework) in Studio Art**Corequisite:** ART 309 Art Criticism and Drawing I, II, or III (Students don't need to be in the same level Painting course)**School of Record Articulation:** 4000 Level Studio Art

Studio Painting course for the advanced student – 90 contact hours.

ART/ARH 201: Introduction to Art History: Prehistory to Modern Times**Credits:** 3**Prerequisite:** N/A**School of Record Articulation:** 2000 Arts & Sciences General Elective

This course is an introductory history of art survey from prehistory through the modern period. The course makes use of slide-lectures, textbooks, videos and on-site visits to develop students' appreciation of art through the particular concepts and methodology of art historical analysis.

ART/ARH 319 The Mediterranean Seminar: The Perception of the Mediterranean Through the Ages**Credits:** 3**Prerequisite:** One college composition course and 2 years of college**Corequisite:** Completion of ART 321 Drawing & Painting and ART 325 Mixed Media Studio**School of Record Articulation:** 3000 Level Art History

This seminar is team taught by two art-history and two studio-art professors. In this seminar, we use the visual arts to expose students to the different histories, narratives, religions, cultures, traditions, languages, communities, races and ethnicities of the Mediterranean Basin in Europe and Africa. The Mediterranean art seminar provides the students with a thorough understanding of the region through

interdisciplinary discussions, field studies, and debate with artists of different backgrounds and artistic traditions.

ART/ARH 320: Picasso, Matisse, and the Mediterranean

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Art History

This course is an investigation of the development of late 19th and early 20th century modern art within the context of the south from post-impressionism through fauvism, cubism and surrealism. Field studies are an integral part of the course.

ART/ARH 340: The Mediterranean and Beyond: Cross-Cultural Studies in Medieval Art and Architecture

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Art History

This course goes beyond the borders of empires, states and political history to discuss and analyze what makes the Middle Ages an artistic, architectural and intellectual momentum from the 5th to the 15th centuries CE. It studies the arts and architecture of various cultures and covers vast geographical and chronological scopes. We will deal with West Europe, the Islamic World, Iran, India, China, the Byzantine Empire, and the so-called Vikings (Danes). Field studies are an integral part of the course.

ART/ARH 342: Artistic Encounters in the Mediterranean: Cross Cultural Perspectives in European Art

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Art History

This course explores how contact between cultures has shaped artistic production between the sixth and nineteenth centuries in the Mediterranean. It aims to show that the formation of art history as a discipline is more collaborative than compartmentalized. Among the themes to be covered in this class are: Byzantine Art and Italy (Ravenna, Venice and Sicily), Islamic aesthetics in Jewish and Christian art, Islamic art and Europe (Spain, Sicily, and Venice), the Ottomans and Renaissance art, Rembrandt and the East, and Orientalist paintings. The course is structured around discussion and students are expected to participate and present.

ART/ARH 363: Baroque Art and Architecture

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Art History

This course investigates European art and architecture of the seventeenth century. Known as the Baroque, this artistically rich period saw the rise of major artists including Caravaggio, Bernini, Gentileschi, Velasquez, Rembrandt, Vermeer, Rubens, Claude and Poussin. Best known for dramatic, narrative scenes of intense psychological and emotional power, Baroque art, in its extravagant excitement, reflects the tumultuous times in which it was created. This course looks at regional stylistic variations—Italy, Spain, Flanders, Holland, France, England—within the context of historical circumstance including new ideas about the nature of time and space, the rebranding of the Catholic Church (on the offensive after the onslaught Protestantism), the consolidation of

power by an absolute monarch (Louis XIV), and the creation of the Dutch Republic with a mercantile-based economy.

ART/ARH 364: Contemporary Art: Visual Representations of the Mediterranean

Credits: 3

Prerequisite: Students majoring in Art History, Social Sciences, Philosophy, or Cultural Studies

School of Record Articulation: 3000 Level Art History

This course surveys contemporary art practices along the Mediterranean with a focus on cross-cultural exchange between Europe, North Africa, and the Levant. Through an array of post-war artworks, films, and texts, this course will address the role representation plays in forming our knowledge of place. Students will engage in post-colonial theory, critical race studies, and signifying practices as a way to develop a deeper understanding of the Mediterranean basin and the complex social, historical, and political issues at play in the region. Artist talks will be an important element to this course in order to introduce students to the contemporary art community of Aix-en-Provence, Marseilles, and its surroundings.

ART/ARH 373: Renaissance Art and Architecture

Credits: 3

Prerequisite: Two semesters of Composition classes and/or general Aesthetics and visual analysis coursework, and or Art History 100/200

School of Record Articulation: 2000 Level Art History

Overview of the Western European art and architecture from the Late 13th to the Early 16th century, known as the Renaissance and the High Renaissance, in the context of the cultural, philosophical, social, political, economic and religious transformation of the continent. Some of the main trends covered include a reverent revival of Classical Greek/Roman art forms and styles; a faith in the nobility of Man (Humanism); the mastery of illusionistic painting techniques, maximizing 'depth' in a picture and the naturalistic realism of its faces and figures

ART/ARH 381: The Nineteenth Century and French Impressionism

Credits: 3

Prerequisite: Coursework related to Art History, preferably at the Intermediate level, and 3 semesters of university study

School of Record Articulation: 3000 Level Art History

An historical and critical analysis of French painting in the Nineteenth Century with a central focus on the birth and development of the Impressionist movement, its vision and the resulting form of the paintings.

ART/BUS 327: Arts Administration: Cultural Leadership and Management

Credits: 3

Prerequisite: At least 3 semesters of college-level coursework, ENG 101 or equivalent, and 6 credit hours above the 100 level in Art, Art History, Literature, Music, or the Humanities are strongly recommended

School of Record Articulation: 3000 Level

Arts Administration is a comprehensive course designed to provide students with a foundational understanding of the principles and practices of leading arts organizations. This course will explore the unique challenges and opportunities that arts organizations face in today's ever-changing cultural economy. Through lectures, case studies, discussions, and guest speakers, students will gain a broad understanding of the history, structure, and operation of various types of arts organizations. This course will also examine the role of arts administrators in supporting the creative process, promoting public engagement, and ensuring the sustainability of the arts.

ART/ENG 277/377: Creative Writing in the Spirit of Place**Credits:** 3**Prerequisite:** One semester of coursework in English Literature**School of Record Articulation:** 2000 Level Studio Art/English

Whether in fiction or in journalism, no writer who has traveled with their eyes and hearts open can ignore the power of place. Each place has its own essence, a landscape of memory, imagination and experience that transforms with every new character, real or imaginary, who passes through it. Even ordinary places, when skillfully captured or created in prose and reporting, can become compelling characters in their own right. Through studying the treatment of place by both journalists and authors and developing our own work through group and individual exercises, this workshop is designed to explore the pleasure and power of crafting place whether in fiction, memoir, articles or essays.

ART/PHI 309/310/311: Art Criticism and Aesthetics Seminar**Credits:** 3**Prerequisite:** Intermediate coursework related to the study of Aesthetics (ex. Studio Art, Literature)**Corequisite:** One selected Painting course and one selected Drawing course**School of Record Articulation:** 3000 Level Studio Art/Art History

The Art Criticism Seminar offers the student access to a wide variety of images (architectural, sculptural, painted or drawn, etc.). The objective of this course is to improve critical awareness and to refine judgment based on an exploration of artistic principles through visual experience. Intensive critical analysis of selected art works with emphasis on the essential elements of color, light, volume and form. Readings include various critical and philosophical texts. Field-Studies required.

BUS 301: International Business Today and Tomorrow**Credits:** 3**Prerequisite:** Introductory college Composition and Research, minimum of freshman-level college credits**School of Record Articulation:** 3000 Level Business General Elective

The world's economies are now part of an integrated global system. Increasingly, firms of all sizes consider the entire world when deciding where to produce and where to sell their goods and services. Global trends, such as a greater emphasis on corporate social responsibility and sustainability, and international macroeconomic shocks, such as the on-going leading-19pandemic, influence the decisions of business leaders all over the world. At the same time, national borders and differences remain an essential fact of the global economy. This course will study the changing world in which international business operates, with a particular emphasis on developing a global perspective through the study abroad experience. Its focus is on the 'macro' environment but it will also consider managerial implications.

BUS 303: Intercultural Management**Credits:** 3**Prerequisite:** Introductory college Composition and Research, minimum of freshman-level college credits**School of Record Articulation:** Direct equivalency to MGMT4385

Managing People for Global Business

There has been a fast-paced change in the innovative management of people in recent years. From mono-cultural to multicultural, from mono-linguistic to multilingual, the needs of global business and the hiring of global nomads and experienced expatriates, are changing our companies and organizations. This course will raise awareness as to how to manage innovative and intercultural Human Resource strategies to achieve new 21st century goals: change management, diversity and inclusion and new solutions to the challenges and opportunities international work

forces can generate. Intercultural mindfulness and competence are key attributes to be developed and understood.

BUS 304: Business Ethics in the Global Market**Credits:** 3**Prerequisite:** Introductory college Composition and Research, minimum of freshman-level college credits**School of Record Articulation:** Direct equivalency to AETH2291 Business Ethics

From Socrates to the interpretation of ethics through cultures, from universal ethics to local applications, from Western paradigms to the globalization of values, we shall be studying, comparing and discussing the crucial role of Business Ethics in 21st century businesses and organizations. Ethics are not only a philosophical approach to living, they are the basis for the building of sound, equitable, sustainable business, trade, humanitarian and personal standards. Historical research as well as the latest articles on how business ethics affect worlds and peoples we often do not even know exist, will be used as a basis to learn how to be a responsible decision-maker in a globalized economy.

BUS 305: Global Marketing**Credits:** 3**Prerequisite:** Introductory college Composition and Research, minimum of freshman-level college credits**School of Record Articulation:** Direct equivalency to MKTG3312 Global Marketing

Exploration of basic knowledge of global marketing focusing on the impact of environment on the strategies used by firms, and the understanding of consumer behavior management as it relates to the development and implementation of global marketing strategies.

BUS 307: What is French Luxury Today?**Credits:** 3**Prerequisite:** ENG 101 or equivalent, and at least one 200 level course in Business, Management, Sustainability, or related fields**School of Record Articulation:** 3000 Level Business General Elective

The course deals primarily with the key question "What is French Luxury Today" and also takes into consideration of how a new generation of Luxury clients will transform Luxury in the future. In this course you will seek out for yourself what French Luxury is today, through a visit to Paris, the high temple of French chic, combined with field trips to Luxury hotspots in Aix-en-Provence and the South of France. The trips will be brought to together with a semester of lessons, discussions and on-going analysis of Luxury from Fashion Brands, through to Hotels, Perfumes, Concierge Services and more. We look into how brands differentiate themselves in today's digital world and ask the fundamental question: Can Luxury and Sustainability go hand-in-hand?

BUS 309: International Entrepreneurship**Credits:** 3**Prerequisite:** Introductory college Composition and Research, minimum of freshman-level college credits**School of Record Articulation:** 3000 Level Management**BUS 314: The Global Fashion Industry of the Mediterranean****Credits:** 3**Prerequisite:** ENG 101 or equivalent, and at least one 200-level course in Business, Management, International Business, or related fields**School of Record Articulation:** 3000 Level Business General Elective

In this course students will learn about the history and structure of the global fashion industry, understanding the key roles played by different countries. The Mediterranean region is a center of both design and production and the course will explore the vibrant Mediterranean fashion

scene, with regional brands being used as case studies. Students will learn how the different parts of the fashion industry work, from fast fashion to sustainable brands, examining the entire supply chain, and learning about the challenges and the complexities of the industry. Students will become active participants by understanding the differing roles in the multi-faceted fashion industry and how to harness what has been created, over previous centuries in the Mediterranean, for the future success of the global fashion industry.

BUS 323: Socially Responsible and Sustainable Business Management
Credits: 3

Prerequisite: Introductory college composition and research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Business General Elective
The objective of this course is to investigate the many social and environmental issues of today's fast-paced, global fashion industry and to explore ways in which we can slow it down, reduce its impact on the environment and provide urgent solutions to make it sustainable. The course takes a hands-on approach, encouraging students to explore aspects of sustainability in developing strategies and methods for the future through case studies, a visit to a sustainable fashion business, videos, and class interaction.

BUS 329: Doing Business in Europe

Credits: 3

Prerequisite: ENG 101 or equivalent, and at least one 200-level course in International Relations, Business, or related fields, or advisor approval

School of Record Articulation: 3000 Level General Business Elective
A distinctive feature of the European market is the opportunity for firms to work either in individual countries or on a multi-country level across and among market groupings—most notably, the 27 countries of the European Union (EU). Doing business in Europe therefore requires a solid understanding of European political and economic integration, and how this has shaped both the European business environment and management practice of European and non-European firms. This course will study how firms of all shapes and sizes handle the many opportunities and challenges that have arisen from European integration. It has a particular emphasis on developing a European perspective to business through the study abroad experience.

BUS 336: Sustainable Entrepreneurship

Credits: 3

Prerequisite: ENG 101 or equivalent, and at least one 200 level course in International Business, Business, or related fields, or advisor approval

School of Record Articulation: 3000 Level Business General Elective
Based on the UN's Sustainable Development Goals (SDG), this case study-based course program enables students to analyze how business can be a force for good and tackle some of the world's biggest problems. Sustainable entrepreneurship (SE) differs from traditional entrepreneurship by emphasizing climate innovation, sustainable living and environmental improvement. The course involves searching for opportunities for new products or services, new technologies, and new production processes that alleviate social or environmental issues and make more efficient use of energy and natural resources. Students will go through the entire process of starting up a sustainable enterprise or non-profit project, from developing and testing a social business model to pitching to impact investors and developing all aspects of the organization.

BUS 338: Perfume Culture and Business: French History and Know-How in Action

Credits: 3

Prerequisite: ENG 101 or equivalent, and at least one 200 level course in International Relations, Business, or related fields

School of Record Articulation: 3000 Level Business General Elective
Perfume-making in the French city of Grasse is listed by UNESCO as part of France's Intangible Cultural Heritage. Provence, the historic birthplace of the perfume industry, remains a dynamic center of perfume creation, innovation, and production, making perfume an undisputed asset of the French luxury industry. This course provides students with an understanding of the history of the French perfume industry, as well as how today's perfumes are created, produced and sold. Students also learn about perfume marketing and distribution. Includes a field-study trip to Grasse.

BUS/IRL 333: Leading Through Crisis in a Post-COVID World

Credits: 3

Prerequisite: ENG 101 or equivalent, and at least two 200 level courses in Business or related fields, or instructor permission

School of Record Articulation: 3000 Level Business General Elective
As the COVID-19 pandemic has shown us, today's environment mandates knowledge of how to manage and lead through crisis effectively. This course examines the entire crisis management lifecycle – from prevention and preparedness through response, recovery, and mitigation. Through the use of a toolkit, you will be asked to address challenges faced by leaders when organizations face any crisis, due to either external factors or internal management failures. You will develop a complete crisis management plan, using methods to identify potential crises, implement response and mitigation strategies to limit damage, manage crisis response teams, and create communications to address stakeholder and public relation issues. The good news is that with crisis comes change and improvement.

BUS/IRL 335: Strategic Communications and the Magic of Stories

Credits: 3

Prerequisite: ENG 101 or equivalent, and at least one 200 level course in International Business, Business, or related fields, or advisor approval

School of Record Articulation: 3000 Level Business General Elective/ International Studies

In today's digital world, paid advertising is no longer sufficient. Consumers and stakeholders need a cohesive narrative in order to buy into a product, a cause or an organization's mission. This course will introduce a framework for creating an international communication strategy coupled with meaningful storytelling. After learning the steps in the development of a communication strategy, students will apply this knowledge to their own personal project. The course will also examine inbound and outbound marketing in the corporate, government and NGO spheres. Finally, we will learn about different channels for content generation and media-based interactions, such as: social media, blogs, podcasts, advertisements, newsletters, email marketing, video posts, interviews, press conferences, reels, interviews, and public relations.

BUS/IRL 337: International Negotiation

Credits: 3

Prerequisite: ENG 101 or equivalent, and at least two 200-level courses in International Relations, Business, or related fields

School of Record Articulation: 3000 Level Business General Elective/ International Studies

International negotiation is the most widely used means of conflict management in international relations. This course examines the principles and complexities of negotiations among state governments, international organizations and businesses (bilateral, regional and multilateral). After reviewing international negotiation theories and strategies, you will engage in a variety of exercises and simulations to gain a practical understanding of negotiation preparation, styles and

tactics. You will analyze not only the official negotiation process but also the important functions of pre-negotiation, second-track diplomacy and post-agreement negotiations concerned with implementation and compliance. Why do some negotiations succeed, while others keep failing? In this course, we will review and discuss case studies in variety of historical and regional contexts from the Irish peace process to ending the war in Bosnia and even getting to a North American Free Trade (NAFTA) agreement.

BUS/WGS 306: The Global Wine Industry: International Trade, Regions, and Tasting Analysis

Credits: 3

Prerequisite: ENG101 or equivalent, and at least one 200 level course in Business or related fields

School of Record Articulation: 3000 Level Business General Elective

This intensive 3-week, 3-credit course is designed for students who wish to learn about the global wine industry and for those who are considering a career in wine. The course covers the fundamentals of viticulture and oenology, famous French regions including wine styles, grapes, climate, and culture. The course incorporates the business of wine including marketing, branding, and consumer behavior as well as an introduction to professional tasting techniques. We will visit local wine producers in the Provence region.

BUS/WGS 310: International Wine Business

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Articulation: 3000 Level Management

The course will focus on wine commerce with some aspects of marketing across various channels and market locations worldwide. The first part of the class will focus on B-to-C sales (Business to Consumer) considering sales at the winery, in retail stores, online and in the hospitality sector. The second part of the course will focus on B-to-B sales (Business to Business) focusing on wine exports and worldwide trends, by giving an overview of the major wine markets across the world (US, China, UK, Northern Europe) and explaining the technical difficulties of exporting wines (customs, taxes, transport, technical...).

COM/IRL 316: Media and Conflict

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 2000 Level Communications

This course examines the role media play in the progression and public perceptions of conflict. Relevant topics will include media and military intervention, portrayals of protest movements, and news and entertainment coverage of crime, rumors, domestic politics, violence, and ethnicity.

ECO 201: Introductory Microeconomics

Credits: 3

Prerequisite: Successful completion of ENG 101 or equivalent, and 3 credit hours above the 100 level in Mathematical, Physical, or Life Sciences

School of Record Articulation: 2000 Level Economics

Economics is the study of the allocation of scarce resources. This course provides students with a rigorous grounding in the core concepts and methods of microeconomics, which examines the decision-making of people in their everyday lives. It examines when voluntary interactions between individuals promote the common good, when they do not, and what policy can do about it. Standard microeconomic tools such as

constrained choice are taught to show how they give insight into real-world problems.

ECO 304: Economic Globalization: Growth & Development

Credits: 3

Prerequisite: At least one 200 level course in Economics

School of Record Articulation: 3000 Level Economics

Over the past half century, economic globalization has brought about a fundamental change in the world economy. Enormous progress has also been made in many dimensions of development in almost all countries. However, even today the living standards of hundreds of millions of the world's poorest people have benefited little, if at all, from rising global prosperity and huge challenges remain, especially related to inequality and the environment. This course will study how economic globalization has contributed to growth and development across the world but why not all have benefited equally. It considers the contribution that economics can make to explaining why some nations are poor and others rich, and how public policy can be designed efficiently and fairly for more to benefit.

ECO 308: International Economics and the European Union

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 2000 Level Economics

The European Union (EU) is a unique political and economic construction. For many economists, its defining characteristic is its four freedoms of movement of goods, services, people, and capital within the world's largest single market. Nineteen member states have gone even further in economic integration and share a common currency, the euro. The EU's policies influence the everyday lives of those who live inside and outside its borders. This course will study the benefits and costs for the people of the EU, and indeed the world, of this 'ever closer' union using the tools of international economics. Its focus is the economic integration of Europe from the end of the Second World War to the present day.

ENS 200: Ecology of the Mediterranean

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits, some college-level science credits recommended

School of Record Articulation: 2000 Level Natural Science

The Mediterranean biome covers 2.0% of the global lands, making of it the smallest terrestrial biome. Yet, field surveys reveal the presence of some 48 thousand species of vascular plants, ca.18% of all known terrestrial plants, making of it the second most biodiverse behind the Tropical Forests biome. One remarkable aspect of this biodiversity is the high rate of endemism, rising in some locations to over 75%, making of the whole biome a "biodiversity hotspot". The focus of this course is to examine the conditions, which shaped and continue to shape life in this biome and the future challenges it faces. The Mediterranean southern France is studied in this class as an example to illustrate the functioning in vivo of this biome.

ENS 201: Principles of Environmental Science in Society

Credits: 3

Prerequisite: N/A

School of Record Articulation: Direct equivalency to BIOL1076 Environmental Science

This course will help students to prepare for living in the current and future society's mixture of technology and myth by presenting ideas and concepts about living systems and their environments. Policy makers

and citizens' awareness for understanding of environmental science principles is urgently needed in exercising community responsibilities to handle the environmental problems of our times. Water use, solid waste management, global warming, energy use, conservation of irreplaceable natural resources and the preservation of biodiversity are issues we will cover.

ENS/WGS 305: Chemistry and Biochemistry of Wine Production

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits, some college-level Science credits recommended

School of Record Articulation: 1000 Level Natural Science

This course aims at providing students with a basic understanding of the scientific principles in the two broad topic areas in wine science: viticulture and oenology. Topics covered under "viticulture" include a brief introduction to the history of wine, the principles of soil science applied to viticulture and the different viticulturist techniques, the biogeography of the grapevine, the annual growth cycle of the grapevine and berry development. Under "oenology", the course covers the structure and the chemical composition of the ripe grape berry, the step-by-step analysis of the three winemaking stages: pre-fermentation, fermentation and post-fermentation stages) and the scientific principles involved in the processes of wine maturation, conservation and aging.

FIN 300: Financial Management

Credits: 3

Prerequisite: College level Algebra, college level Accounting or Economics class, basic knowledge of spreadsheets

School of Record Articulation: Direct equivalency to FNCE3125 Financial Management

This course is an introduction to the main areas of corporate finance. Its focus is on developing an understanding of the tools and methodologies available to the financial manager for decision-making in capital budgeting, working capital management, capital structure and profit planning and control.

FLM 351: Narrative Film and National Identity

Credits: 3

Prerequisite: Sophomore or junior level standing with at least 2 semesters in Humanities, Social Sciences, or Film

School of Record Articulation: 3000 Level Film, TV, and Media Arts

You can learn a great deal about a culture by examining the stories it tells. These stories we tell are used not just to entertain, but to inform, to manage, to reward, to punish, to reinforce/challenge values, and create debate. Films are one of the dominant methods of storytelling around the world, which makes them a valuable resource for examining cultural conversations. This course offers students an opportunity to look at commercial films as cultural and political events as well as art. Many types of film, such as experimental, documentary, and avant-garde films, are valid objects of study. This course examines those films that are more familiar to large audiences: the mainstream, commercial, narrative film. This version of the course will focus on four distinct film/cultural movements: French New Wave, Italian Neorealism, British Kitchen sink realism, and American racial discourse. Film is not only entertainment within a culture; it is also a vehicle for cultural commentary and insight.

FLM/FRE 325: France as Seen Through its Movies, From 1945 to the 1970's

Credits: 3

Prerequisite: Minimum of four semesters of college-level French credits or the equivalent

School of Record Articulation: 3000 Level French

Study of the different facets of France — from literary imagination to social issues, post WWII to the 1970's - through a varied selection of films by great French directors. Introduction to the analysis of film techniques.

FLM/FRE 356: France as Seen Through its Movies, The 1980's to Today

Credits: 3

Prerequisite: Minimum of four semesters of college-level French credits or the equivalent

School of Record Articulation: 3000 Level French

Study of the different facets of France — from literary imagination to social issues, from the 1980's to today — through a varied selection of films.

FRE 101 Practical Elementary French I

Credits: 3

Prerequisite: N/A

School of Record Articulation: Direct equivalency to FREN1110 Elementary French I

Intended for students with little to no previous study of French.

FRE 102: Practical Elementary French II

Credits: 3

Prerequisite: Minimum of one semester of college-level French credits or the equivalent

School of Record Articulation: Direct equivalency to FREN1111 Elementary French II

Intended for those who have completed the equivalent of one semester of college-level French.

FRE 151: Immersive Elementary French I then Intermediate French II

Credits: 6

Prerequisite: N/A

School of Record Articulation: Direct equivalency to FREN1110 Elementary French I + FREN1111 Elementary French II

This course is designed for students with no previous knowledge of French. Students will learn the French language via spoken and written exercises, and by observing and interacting with their immediate environment in Aix-en-Provence. The initial emphasis will be on listening comprehension and oral ability, with progressively greater emphasis on reading and writing skills. The aim of this class is to provide students with the means to understand French and express themselves. Syntactical and linguistic elements are integrated into the context of the students' daily life in France. Audiovisual and reading activities as well as in-class discussions draw upon the diversity of French and Francophone society and culture. Practical, everyday communication is emphasized in hands-on exercises in writing, speaking, listening, audio and video sessions, and during short outings in the neighborhood surrounding the IAU campus. Class is taught in French.

FRE 200: Practical Intermediate French

Credits: 3

Prerequisite: At least 2 semesters of college level French

School of Record Articulation: Direct equivalency to FREN2210 Intermediate French I

This course is for students with at least 2 semesters of College French. The course will deepen the students' knowledge in French and teach them how to use French more efficiently and express complex ideas in a proper fashion. The emphasis will be placed on improving the students' communication skills through oral and written exercises, conversations and discussions in class and thematic exposure to arts. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and

pastimes through exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms.

FRE 202: Intermediate French II

Credits: 4

Prerequisite: Minimum of three semesters of college-level French credits or the equivalent

School of Record Articulation: Direct equivalency to FREN2211

Intermediate French II (3cr) + 1 credit 2000 Level French

Intensive four hours' classroom learning. Development of oral French through conversation.

FRE 251: Immersive Elementary French II then Intermediate French I

Credits: 6

Prerequisite: Minimum of one semester of college-level French credits or the equivalent

School of Record Articulation: Direct equivalency to FREN1111

Elementary French II + FREN2210 Intermediate French I

Intensive four hours' classroom learning tied to two hours' practical workshops and activities. Development of an understanding of oral French through dialogue and role-playing.

FRE 252: Immersive Intermediate French I then Intermediate French II

Credits: 6

Prerequisite: Minimum of two semesters of college-level French credits or the equivalent

School of Record Articulation: Direct equivalency to FREN2210

Intermediate French I + FREN2211 Intermediate French II

This course is designed to use more efficiently French (oral and written) in order to express more complex ideas and articulate them properly.

The emphasis in this intermediate French class will be to improve your communicative skills in French, in order to do so, we will work altogether the four proficiencies: oral and written oral understanding, oral and written oral expression, as well as interaction in the class. We will also deal with the local culture as you are going to live and be immersed in to the French Southern culture a whole semester.

FRE 301: Advanced French I: Structure and Expression

Credits: 3

Prerequisite: Minimum of four semesters of college-level French credits or the equivalent

School of Record Articulation: 3000 Level French

Advanced written and oral practice and grammar review. Essay topics follow a simulation enriched with a variety of documentation and multimedia activities.

FRE 302: Advanced French II: Conversation and Composition

Credits: 3

Prerequisite: Minimum of five semesters of college-level French credits or the equivalent

School of Record Articulation: 3000 Level French

Students improve their advanced command of oral and written French.

FRE 306: Cross-Cultural Studies in Food and Culture

Credits: 3

Prerequisite: Minimum of four semesters of college-level French credits or the equivalent

School of Record Articulation: 3000 Level French

This course is taught in French. Each three-hour course is divided into three parts: culture, French and cuisine, allowing students to approach intercultural studies on food and culture not only theoretically but also practically.

FRE 333: Contemporary France: Society, Politics, and Culture

Credits: 3

Prerequisite: Minimum of four semesters of college-level French credits or the equivalent

School of Record Articulation: 3000 Level French

The objective of this course is to understand contemporary French society. We will explore the relationship between tradition and the values that are the foundation of French society as well as the evolution of these values. This reflection on current French culture will better put it into perspective American culture. This course, which aims to go to beyond the ideas about France often based on stereotypes, will take an interdisciplinary approach stemming from the social sciences, and in particular cultural anthropology, so as to explore the issues intercultural and cultural theories in the current context of globalization. This course will introduce students with the study of culture through the work of anthropologists, cultural historians, philosophers, economists or more psychologists.

FRE 401: Translation and Structure I: from Colloquial to Literary

Credits: 3

Prerequisite: Minimum of five semesters of college-level French credits or the equivalent

School of Record Articulation: 4000 Level French

Translation from English to French and French to English, with constant reference to technical considerations. The course includes both theory and supervised practice of translation. Using the selected texts, we will explore the challenges linked to the place of the individual in contemporary society: identity and family relationships, identity and relationships with others, social condition, normalcy, and collective consciousness.

FRE 402: Translation and Structure II: from Colloquial to Literary

Credits: 3

Prerequisite: Minimum of six semesters of college-level French credits or the equivalent

School of Record Articulation: 4000 Level French

This course is designed to provide advanced instruction and supervised practice in translation from English into French and from French into English. The course includes both discussion and practice in translation. The selection of texts will explore issues of the individual's place in contemporary society: identity and family relationships, identity and relationships to others, social condition, normality and collective consciousness.

FRE 470/471: Translation & Publishing Workshop

Credits: 3

Prerequisite: 4 or 5 semesters in French and/or sufficient score on the ACM/IAU French placement test, at least one semester in translation or a portfolio of former translations

School of Record Articulation: 4000 Level French

This course is designed to provide advanced instruction and supervised practice in translation (from French into English) and in editing work. During the course, students will be working directly with a major French publisher, translating promotional materials (used by French publishers to promote books to booksellers) and original French texts that haven't been translated into English. Several genres will be encountered, including novels, short stories, essays. The course includes both supervised practice of translation, rewriting (in French and English) and familiarization with the publishing industry. At the end of this course, the students will have a professional translation portfolio.

FRE/BUS 311: Business French

Credits: 3

Prerequisite: Minimum of four semesters of college-level French credits or the equivalent

School of Record Articulation: Direct equivalency to FREN3267 French Commercial Culture

Intensive training in French for business and commercial purposes, emphasizing specialized forms and vocabulary. Students will discover the world of work in France, the different types of companies in relationship with economic activity during the course but also through company visits and the stakeholder involvement. Specific vocabulary will be studied to allow a better understanding and to participate actively. This professional French course allows an enrichment of oral and written skills in the field of business French through presentations, reading of articles, and recording.

FRE/HIS 348: Provençal History and Culture through its Monuments

Credits: 3

Prerequisite: Minimum of four semesters of college level French credits or the equivalent

School of Record Articulation: 3000 Level French

Introduction to the History of Provence and a study of its most exemplary monuments. Typically includes excursions to sites in Provence. Provence is an original geographical space: a vast opening on the Mediterranean Sea, a contrasted climate and a vegetation often threatened by fires. This space often explains the human organization of the landscapes. The history of Provence is very rich and ancient. It has created a very complex regional culture that is both Mediterranean and continental, where Greeks, Gauls and Romans have mingled, and today there are relations with the other countries of the Mediterranean basin. The course approaches the history of Provence from the angle of art (painting and sculpture) and architecture, where the various monuments studied will serve as a basis for understanding Provençal civilization.

FRE/HIS/EDU 379: Deep-Dive into the French Language: History, Acquisition and Teaching

Credits: 3

Prerequisite: Minimum of five semesters of college-level French credits or the equivalent

School of Record Articulation: 3000 Level French

This course will introduce students to the field of second language acquisition, considering specific issues in learning and teaching French. Students will understand the roles a learner's mother tongue, motivation, memory, and personality play in the learning of a new language. They will consider how social factors affect language learning. They will define the nature of the relationship between language and culture. Models of second language acquisition will be studied, as well as a variety of approaches to the teaching of French as a foreign language.

FRE/LIN 235: Introduction the Phonetics of Contemporary French

Credits: 3

Prerequisite: Minimum of three semesters of college-level French credits or the equivalent

School of Record Articulation: 2000 Level French

This phonetics course is an interactive course that is designed to help students develop accurate pronunciation skills in French. By focusing on the sounds of the language, intonation patterns, and other important aspects of French phonetics, students can improve their ability to communicate effectively in a basic French-speaking context. This course typically includes a lot of feedback and correction from the instructor, as well as from other students. This feedback is designed to help students identify areas where they need to improve their pronunciation skills and to provide them with guidance on how to do so. These activities include group discussions, role-playing exercises, and interactive drills.

FRE/LIN 335: The Phonetics of Contemporary French

Credits: 3

Prerequisite: Minimum of four semesters of college-level French credits or the equivalent

School of Record Articulation: 3000 Level French

This phonetics course aims at acquiring the main characters of the phonemes and intonemes of contemporary French and will focus on the particularities of the oral language. Students typically learn the International Phonetic Alphabet (IPA), which is a system of symbols used to represent the sounds of spoken languages. Students learn to identify and produce the individual sounds of French, including vowels, consonants, and semi-vowels, as well as the prosodic features of French, such as stress, rhythm, and intonation patterns. To help students develop their French pronunciation skills, this course includes a variety of activities, such as listening exercises, pronunciation drills, oral presentations, group conversation practice, video analysis, phonemic transcription, and pronunciation games. The course may also make use of language exercises and other technological tools to provide students with individualized practice and feedback on their pronunciation skills.

FRE/LIN 412: Contemporary French: The Linguistics of Everyday Language

Credits: 3

Prerequisite: Minimum of four semesters of college-level French credits or the equivalent

School of Articulation: 4000 Level French

This course presents the main areas of language sciences: phonology, phonetics, morphology, syntax, semantics, pragmatics, and discourse. For each area, the main concepts are addressed in theoretical form and on the basis of practical exercises. Students will manipulate and analyze French linguistic data, but not only, they will also apply their knowledge to other languages.

FRE/LIT 315: Readings in French Literature I

Credits: 3

Prerequisite: Minimum of four semesters of college-level French credits or the equivalent

School of Record Articulation: Direct equivalent to FREN4301 Survey of Literature in French

FRE/LIT 316: Readings in French Literature II

Credits: 3

Prerequisite: Minimum of four semesters of college-level French credits or the equivalent

School of Record Articulation: 3000 Level French

This course is intended for students at an upper intermediate or higher level in French. Readings of French masterpieces in poetry, fiction and drama have been selected from the nineteenth and twentieth century corpus. Texts will be read in their social contexts.

FRE/LIT 344: French Children's Literature: Powers of Imagination from Picture Books to Young Adult Fiction

Credits: 3

Prerequisite: Minimum of four semesters of college-level French credits or the equivalent

School of Record Articulation: 3000 Level French

This course focuses on the way French children's literature explores the creativity of language (with wordplay, for example) and the interaction between text and illustrations, while giving us an historical glimpse of French culture and society and of the underlying value system that pervades children's literature. We will study classics (Charles Perrault's and La Fontaine's fairy tales, la Comtesse de Ségur, Alphonse Daudet) and more contemporary texts (Pierre Gripari, Daniel Pennac, Sempé-

Gosciny) to offer a comprehensive view of this literary category. The very varied books selected for this course aim at demonstrating how this literature touches on numerous literary genres and traditions.

FRE/LIT 362/363: Women and the Mediterranean: from the 16th to the 19th Century

Credits: 3

Prerequisite: Four semesters in French and/or sufficient score on the ACM/IAU French placement test

School of Articulation: 3000 Level French

Reviewing some of the great books of French literature in the forms of the novel, poetry and theatre, this course investigates the construction of gender (feminine gender in particular) and explore its fabrication in Mediterranean basin through cultural cues and textual arrangement. The works thus articulate their socio-historic and geographic contexts and the individual expression of the authors studied. How do these representations reflect on the present moment?

FRE/LIT 383: Writing in the Mediterranean: The Meeting of Literature and Regional Culture

Credits: 3

Prerequisite: 4 or more semesters in college level French and/or sufficient score on the ACM/IAU placement test (Level B2 of the CEFR), instructor approval required

School of Record Articulation: 3000 Level French

This creative writing course offers an experience of cultural and linguistic exploration through a) the discovery of different authors and writing styles (and specific ways of using the French language) and during different periods: classical, modern, and contemporary; b) secondly, the composition of several guided writing exercises, with a progressive degree of complexity throughout the semester. The semester is organized chronologically around 4 themes: 1) Sensations, 2) Materials, 3) Spaces and 4) Identities. Each theme will be associated with the analysis of literary texts, and simultaneously with lived experiences in Provence and the Mediterranean as experienced by the student.

FRE/LIT/ART 411: French Honors Seminar: Cultural Approach to the Other

Credits: 3

Prerequisite: 4 to 5 semesters of college level French and/or sufficient score on the ACM/IAU French placement test, Instructor approval required

School of Record Articulation: 4000 Level French

This course will focus on the specificity of French cultural contexts especially in the South of France through the exploration of contemporary Literature texts and the works of contemporary artists. How can the work of writers and artists focused on Outer Space, Inner Space, the Body, the Other, Nature and the World help us to better understand and appreciate our study abroad experiences and more specifically our encounter of the French society in Aix-en-Provence and its surroundings?

FRE/LIT 414/415: Writing After Colonialism: Literature, Power, and Might

Credits: 3

Prerequisite: Minimum of 6 semesters of college level French credits or the equivalent

School of Record Articulation: 4000 Level French

Covering subjects such as the spirit of the desert, slavery, the Mediterranean, and the initiation journey, this course reflects on the ongoing dialogue between authors from France and authors from French speaking countries of former colonial territories.

FRE/POL 376: Contemporary French Identities

Credits: 3

Prerequisite: Minimum of five semesters of college-level French credits or the equivalent

School of Record Articulation: 3000 Level French

The crisis of the French national novel and the issues related to national identity in a country in mutation. Topics explored: 1. The legacy revolutionary and the republican myth, 2. Immigration and ethnic diversity, 3. The large questions of society, 4. The image that the French make of their story, 5. The impact of terrorism, 6. The contemporary political landscape.

FRE/POL 417: Dissent in the Mediterranean, from Albert Camus to Leila Slimani

Credits: 3

Prerequisite: 4 or more semesters in college level French and/or sufficient score on the ACM/IAU placement test (Level B2 of the CEFR), instructor approval required

School of Record Articulation: 4000 Level French

This course explores cultural productions from the French-speaking world of the Mediterranean in the 20th and 21st centuries and will center on the understanding of the use of -and resort to- the French language in the writings of dissident Mediterranean artists from 1945 on. We will examine foundational and contemporary works mostly from the Maghreb and Southern Europe while considering their engagement with the historical and political contexts in which they were produced. The diverse topics discussed will include political and social dissent, national and cultural identity, the politics of language, trans-Mediterranean dynamics, race and class, gender and sexuality, orality and textuality, transnationalism and migration, colonialism and decolonization.

FRE/SOC 211: Intermediate French: Living in France

Credits: 3

Prerequisite: Minimum of two semesters of college level French credits or the equivalent, recommended that students also enroll in a French class focusing more on language & grammar (i.e. FRE 202)

School of Record Articulation: 2000 Level General Elective

The goal of this course is to deepen students' knowledge of contemporary France, particularly regarding social, cultural, artistic and historical issues. The course will deepen the student's knowledge in French and teach them how to use French more efficiently and express complex ideas in a proper fashion. The class will be entirely conducted in French and will focus on developing: listening comprehension, oral competence and socio-cultural communicative proficiency through use of video and audio-based media, movies, songs, etc.

FRE/WGS 206: An Introduction to French Wine

Credits: 1

Prerequisite: A minimum of 3-4 semesters of prior French study and/or a minimum of 50/100 on level 3 placement test. The CEFR level of French for this class is A2+/B1.

School of Record Articulation: 2000 Level French

The course will be provided entirely in French and focus on the wine regions of France. Students will acquire knowledge about winemaking, grape varieties, terroir, understanding wine labels and AOC systems. In addition, the students will learn the vocabulary of wine in French from basic vocabulary to tasting and some technical vocabulary. The class will include wine tastings, using the WSET Approach to tasting

HIS 301: Europe, from the Invention of Cinema to Trench Warfare

Credits: 3

Prerequisite: Introductory college Composition and Research, college level History, minimum of freshman-level college credits

School of Record Articulation: 3000 Level History

This course will examine the major social, economic, political and diplomatic developments in European history from 1870 to 1918. It will concentrate primarily on the historical experience of France, Germany, the Ottoman Empire and Russia, with occasional attention paid to other European nations. Four particular themes will be explored: 1: The idea of nation and the emergence of nationalism, 2: European politics, from Anarchism to Marxism, 3: Cultural history: the evolution of European Arts, 4: The Consequences of the wars on the European perception of History.

HIS 303: France and Europe in the Cold War

Credits: 3

Prerequisite: Introductory college Composition and Research, college level History, minimum of freshman-level college credits

School of Record Articulation: 3000 Level History

Study of the evolution of the European societies from the post-war period to the fall of the Berlin Wall through arts, literature, architecture, alternative cultures and social evolution linked to the exceptional economic growth of the post-war period ending with the oil shocks (1970's).

HIS/COM 314: France During the Occupation (1939-1945)

Credits: 3

Prerequisite: Introductory college Composition and Research, college level History, minimum of freshman-level college credits

School of Record Articulation: 2000 Level History

France in World War II history, from the military defeat of 1940 to the Liberation, with a special focus on the German Occupation of France, and how the time period is portrayed in various media, all the way to present time. This course will examine the major social, economic, diplomatic, and political challenges that France faced during the 1939-1945 time period. Four major themes will be explored: 1. The Vichy regime & the military, economic, ideological, and political aspects of "Collaboration", 2. How the life of the people in France was affected by the Occupation, 3. How the media shape our perception of History, Resistance and Collaboration, 4. The role played today by the 'duty of remembrance' in the way the French envision WWII.

HIS/POL 321: French Colonialism in the Middle East and North Africa

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 2000 Level History

This class will examine the region's contemporary political foundations, with a focus on how the recent colonial past has helped shape the political institutions that were recently toppled.

HIS/SOC 304: Muslim Presence in Europe

Credits: 3

Prerequisite: Introductory college Composition and Research, college-level history, minimum of freshman-level college credits

School of Record Articulation: 3000 Level History

Following the terrorist attacks of 9/11, exaggerated fears and stereotypes towards Islam and Muslims rose in regularity and notoriety. In the United States and in Europe, this "othering" has materialized as ethnic profiling, community surveillance, and most recently, in the rhetoric of the far right. This course is an overview of the long and complex relationship between the Muslim world and the West. The course will cover the ongoing debates about Muslims in Europe, such as concepts of religion and secularism, tradition and modernity, immigrants versus citizens, legal issues, human rights, feminism, the headscarf (hijab), identity construction, radicalization, and more.

HUM 301: From Bordeaux to Lyon: A Trip Through the Cultural Landscapes of Southern France

Credits: 3

Prerequisite: Completion of ENG 101 or equivalent, and 6 credit hours in the Arts or Humanities

School of Record Articulation: 3000 Arts & Sciences General Elective

Using southern cities as jumping off points, we will explore the culture—history, religion, arts, cuisine—of France. Our base of Aix-en-Provence, the hometown of childhood friends Cézanne and Zola, will allow us to explore the art and literature of the nineteenth century while Bordeaux and Béziers (Languedoc) will introduce students to France's viticulture. From the history of the Gauls to cinema, the weekend excursions will take us to Cannes, Grasse, and others for a broad glimpse of the complexity of France's rich cultural heritage. Field studies required for this class will take place each weekend, plan personal travel accordingly.

INT/FRE 341: Undergraduate Internship

Credits: 3

Prerequisite: Minimum of four semesters of college-level French credits or the equivalent

School of Record Articulation: 2000 Level General Elective

Internship positions in various enterprises and non-profit organizations from small local businesses to regional chains to multinationals with offices in Aix and in the wider region. Students usually work 10-12 hours per week on site, submitting regular written reports to their professors at IAU/ACM. An upper-intermediate level of French or higher is essential. Often satisfies credit for French language requirements. Availability depends on company offers. Flexible hours according to your course schedule.

IRL 305/505: US Diplomacy in an Age of Change: Case Studies and Practical Exercises

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level International Studies

This seminar will explore contemporary U.S. foreign policy and the challenges that face its practitioners. Students will explore the context of US diplomacy today, while honing essential written and oral communication skills.

IRL 403 International Relations: Security and Development in a Global World

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Articulation: 4000 Level Politics

The study of international relations in today's world encompasses much more than relations between governments and nation-states. This course will look at all modern actors in international affairs. Central to our approach is taking advantage of living abroad for a semester. This includes exploring the viewpoints of new friends, closely following local and international news, attending local conferences and exploring Franco-American relations. Students will read assigned texts, write short papers and give presentations.

IRL/MED 323: Migrations, Borders, and Hospitality

Credits: 3

Prerequisite: ENG 101 or equivalent, and 6 credit hours in History, Political Science, or International Relations, or instructor permissions.

School of Record Articulation: 3000 Level International Studies

This class focuses on analyzing, deconstructing and contextualizing three concepts: Migrations, Borders and Hospitality. Each concept

encapsulates complex historical, cultural, legal, political and philosophical dimensions that will be studied and discussed, looking at their interaction and how States, agencies, and a number of other actors, generate so-called “Refugee Politics”. How do socially constructed values, perceptions and “national interests” clash and/or shape one another? Do “rational” or “irrational” decision-making processes prevail and why?

LIT 325: The European Novel

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level English

The twentieth century saw the European novel become the dominant literary genre. It assumed its role as the narrative voice of a turbulent era. The main objectives of the course are to better appreciate the evolution of the 20th-century European novel, understand the importance of the selected works in their historical context, recognize the value of literary techniques in novelistic composition, undertake extended literary analysis and fully develop written and oral arguments.

LIT/COM 312: Provençal Culture, from Myth to Media

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level Communications

The course will read selected chapters in Lawrence Durrell's *Caesar's Vast Ghost*, London, Faber & Faber (required). Students will read additional assigned texts (available as downloads) and be exposed to at least one media production each week (film, TV or radio program). The class will go on an excursion during the term. Students will maintain a journal and write two papers on topics pertinent to their studies. They will each watch 6 media productions in their entirety and write about them in their journal. The journal will be reviewed twice and will receive one letter grade. There will be an in-class mid-term test and a final exam.

LIT/COM/ANTH 375: The European City in Literature and the Visual Arts

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 2000 Level English

This course will explore the rise and the establishment of the urban setting as the nexus of contemporary European culture and civilization. We will focus primarily on the late nineteenth-century up to the contemporary setting, more specifically on Rome, Paris, Prague and London. Other cities will be considered but only in complement to these four central urban settings. The main genres will be the novel and cinema but will not exclude poetry, music or painting.

MED 101: Introduction to the Mediterranean

Credits: 1

Prerequisite: N/A

School of Record Articulation: 1000 Level Arts & Sciences Elective

This course is a 1 credit hour, satisfactory/unsatisfactory graded, course required for undergraduate students in their first academic year at The American College of the Mediterranean. The course is structured by three intertwined student-centered questions: a) What can Mediterranean Studies mean for me as a student at the American College of the Mediterranean? b) Where are resources available to me to support my learning experience as a student studying in the Mediterranean region? c) How will I incorporate my understanding of the Mediterranean in the weeks, months, and years ahead?

MED/SOC 352: Mediterranean Identities and Cultures Through the Lens of Museums

Credits: 3

Prerequisite: ENG 101 or equivalent, 6 credits hours above the 100-level in Cultural Studies, History, Sociology, Art History, or the Humanities are strongly recommended, or instructor permission

School of Record Articulation: 3000 Level Sociology

The Mediterranean basin is a mosaic of cultures, reflected in the diversity of languages, religions, customs, arts and traditions that make each of its countries unique. And yet, its peoples have blended their cultures in many ways through the contacts they have had over time to the present day. So how to think about identity? What are its implications in today's societies? And what role do museums play in the matter? Based on the study of objects and pictures showcased in the Museum of European and Mediterranean Civilizations, this course explores the heritage left by cities - such as Athens, Venice, Genoa, Istanbul or Marseille - to gain insight into the many facets of today's Mediterranean identities.

MTH 101: College Math – An Applied Approach

Credits: 3

Prerequisite: Completion of high school level Mathematics

School of Record Articulation: 1000 Level Mathematics

This course is a foundation-level course in the Math and Sciences category. Students will develop their understanding of the methods and skills of basic algebra in applied, everyday life. It will also help students who need to improve their background in mathematics for other courses in the sciences (Behavioral Sciences like psychology and economics, or Physical and Natural Sciences like environmental and wine studies). As an introductory college mathematics course, students will build a strong background in algebra, elementary functions including polynomial, exponential, logarithmic functions, and trigonometry.

MSM/ARH 391 Museums Today: Mission and Challenges

Credits: 3

Prerequisite: Two semesters of Composition classes, one course of Aesthetics or Visual Analysis

School of Record Articulation: 3000 Level Art History

Today's museums are challenged in many ways: They have got to collect and pass on a common heritage for a broad community, reflect the diversity of cultures and identities, handle the restitution of objects stolen in times of wars and colonization, play economic and diplomatic roles, lead scientific research, include new technologies and pop culture, and contribute to critical thinking and citizenship... To explore these issues, this course will combine 1) the study of press articles, movies and museums' online resources that will be discussed in class, 2) meetings with artists and museum professionals who will share their working experience, 3) a project in partnership with the Musée Granet where the students will gain an experience as organizers of cultural events, exhibition guides or visual artists promoting their own works.

MSM/ARH 337: From Prehistoric Caves to the Louvre Abu Dhabi

Credits: 3

Prerequisite: Successful completion of 3-4 semesters of college level coursework, successful completion of ENG101 or equivalent, and 6 credit hours above the 100 level in Art, Art History, Archaeology, or the Humanities

School of Record Articulation: 3000 Level Art History

Housing artworks from all over the world and from all eras, museums carry memory of humanity. In the past, however, these artworks were displayed in various locations and settings such as nature, tombs, churches, palaces, and private dwellings. To understand better what is displayed in today's museums, this course rereads history of art in

relation to space/place from Prehistoric cave paintings to contemporary art centers. It includes field studies to several museums in the region.

MUS/ART 245: Music and Sound of the Mediterranean

Credits: 3

Prerequisite: One semester of an introductory course on the History of Europe or the History of the MENA Region, and successful completion of three semesters of college

School of Record Articulation: 2000 Level Music

This course introduces the students, through presentation, active listening, engaging in musical activity and creative workshops, to a selected variety from the Mediterranean music repertoire. It explores the music and sound of vernacular and scholar musical art-forms within their social, cultural, geographical, historical and political context. The course is not destined only for students who have a prior musical background, it is open to all students.

MUS/SOC 307: Opera, Women, and Politics: Studying the Representation of Women and Femininity in European Opera

Credits: 3

Prerequisite: Successful completion of 3-4 semesters of college level coursework, successful completion of ENG101 or equivalent, and 6 credit hours above the 100 level in Art, Art History, Archaeology, or the Humanities.

School of Record Articulation: 3000 Level Music/Humanities

While predominantly considered an elitist art form today, opera has often been transgressive in its confrontation of divisive polemical issues. Its treatment of race, religion and above all gender is often versatile and complex. This course will examine both specific operatic works and the broader history of opera from musicological, sociological and political perspectives. By examining the representation of female and male characters throughout the ages, as well as its entanglement with the treatment of nations and the depiction of sovereignty, the students will consider both the artistic and socio-political contribution of opera to modern European history and culture.

PHI/POL 312: Ethics in Society

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Philosophy/Politics

This course aims to help students in any discipline discover ways to come to terms—both individually and collectively—with the tensions of living in a modern globalized society. It draws on the wisdom we inherit from a lineage of great teachers and thinkers in the past, from different traditions, to seek guidance on how to live better as citizens of the world, and as human beings, confronted by rapid technological change, cultural diversity, environmental degradation, organized violence, and economic insecurity.

PHI/POL 319: Contemporary Political Philosophy

Credits: 3

Prerequisite: Successful completion of ENG 101 or equivalent, and 6 credit hours above the 1000-level in Art, Humanities, or the Social Sciences

School of Record Articulation: 3000 Level Philosophy/Politics

This course offers students an in-depth survey of some of the major figures, themes, and movements within recent political philosophy and political theory, giving equal emphasis to both the analytical and continental traditions. Topics covered include liberalism, libertarianism, communitarianism, feminism, postmodernism, poststructuralism, biopolitics and biopower. Students will develop an understanding of how different conceptions of power, ideology, and sexuality intersect with and

modify normative concerns around autonomy, justice, and democratic rights.

PHI/REL 404: Advanced Topics in Philosophy of Religion

Credits: 3

Prerequisite: Junior or senior level standing, with two or more 300-level courses in Philosophy and/or Religious Studies, or advisor approval

School of Record Articulation: 4000 Level Philosophy/Religion

This course offers students an intensive examination of some of the most critical and fraught philosophical issues within the both the Western (Christian) and Asian (primarily Buddhist) religious traditions. Topics may include: free will and determinism, nominalism and realism, theories of analogy, medieval metaphysics, theories of mind, the doctrine of two truths in India and Tibet, Tibetan epistemology, and emptiness yoga. Specific topics and themes vary from term to term.

POL 307: The European Union: Integration, Enlargement, Unity

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Politics

The construction of the European Union represents one of the most important efforts toward peaceful international cooperation in world history. This course offers a comprehensive study of the origins, evolution, and impact of the European Union. It will equally look at the current institutions and policies that make the European Union a global actor today. The course will also examine underlying challenges facing the European Union such as nationalism, state-sovereignty, supranational governance, the fallout from Brexit, and the future of enlargement.

POL 308: Geopolitics of the Mediterranean Basin: Security in a Diverse Region

Credits: 3

Prerequisite: ENG 101 or equivalent, and 3 credit hours in History, Political Science, or International Relations, or advisor approval

School of Record Articulation: 3000 Level Politics

France is both a founding member of the European Union and an historic and active actor in the Mediterranean basin. Aix-en-Provence was founded by a Mediterranean people – the Romans, in support of another Mediterranean people – the Greeks. Living and studying in Aix-en-Provence gives students firsthand experience of one of the many identities that encompass the Mediterranean coastal region. This culturally diverse region has been connected for millennia by a shared geographic space. It has created some of the greatest monuments to human intelligence and creativity, and has also been plagued by violence and instability for decades. Students will read texts on the geopolitical issues facing the countries of the Mediterranean basin today as well as analyze contemporary policies to have a better understanding of the future of this fascinating region.

POL 318: Palestinian Israeli Conflict

Credits: 3

Prerequisite: ENG 101 or equivalent, and 6 credit hours in History, Political Science, or International Relations

School of Record Articulation: 3000 Level Politics

This course addresses the causes and evolution of the Arab-Israeli conflict from the 19th century to the present. It provides an in-depth understanding of the conflict by exploring its history and the narratives of the parties. We will follow a timeline beginning with the inception of the conflict. We will study the 1948 War, the various armed confrontation which pitted Israel against its neighboring countries. We will address the various attempts at peace. We will do so by addressing the international, historical and political developments. A particular focus of the course

will be the Israeli and Palestinian societies, their history and their culture. This class is a reading- and discussion-intensive course. Students are expected to participate actively and to prepare presentations on selected readings. An interdisciplinary approach will be favored.

POL/ENS 309: Global Environmental Politics

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Politics

The objective of this course is to understand the bases of the contemporary environmental crisis and to critically assess the role of discourses in shaping the environmental politics and to appreciate how environmental goals rest on a variety of ethical, social and political norms without which they cannot be fully understood. Students throughout the course will be briefly reminded of the current state of the global environment and will be introduced to the environmental discourses analysis approach, which they will learn how to use in the conceptual framing of contemporary environmental questions.

POL/IRL 303: International Relations

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Politics

The study of international relations in today's world encompasses much more than relations between governments and nation-states. This course will look at all modern actors in international affairs. Central to our approach is taking advantage of living abroad for a semester. This includes exploring the viewpoints of new friends, closely following local and international news, attending local conferences and exploring Franco-American relations. Students will read assigned texts, write short papers and give presentations.

POL/IRL 360 The International Law and Politics of Armed Conflict

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Politics

The UN Charter vows to "save succeeding generations from the scourge of war." The purpose of this course is to explore how international law, international organizations, states and NGOs interact in response to armed conflict, and how such responses can contribute to, or undermine, efforts to end violence. Topics will include the origins and basic principles of the law of war, the changing nature of warfare in the 21st century, the challenges facing humanitarian aid and the prospects of peacebuilding and transitional justice. We will explore these topics through a combination of lectures, class discussions, films, literature and case studies.

PSY 304: Human Development in Cultural Contexts

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Arts & Sciences Elective

Study of human development from a psychodynamic perspective, this course draws extensively on the theories of such psychoanalytic thinkers as Freud, Melanie Klein, Wilfred Bion, and Donald Winnicott amongst others. The cultural context is that of a European academic approach to psychology in contrast to the behavioral/cognitive one more prevalent in the United States. The psychodynamic, i.e. psychoanalytic perspective

means that emphasis will be placed at all times on the unconscious mind, the inner world and the infantile in the individual, as well as on processes of self-reflection (Students should have a minimum of interest or curiosity about these topics to get anything out of the course.)

REL 301: The Problem of God

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Religious Studies

This course offers a critical assessment of the contemporary relevance and plausibility of belief in God, against the background of an historical review of attempts to propose its philosophical basis and justification. Students will be invited to critically reflect on such perennial questions as: What is evil? Does God exist? What is the good life? Why do we have religion? What is the relationship between religion and science? Particular attention will be paid to situating the human spiritual experience within the philosophical discourse of modernity, assessing religious faith within the context of major political, social, and intellectual upheavals of our time.

REL 311: Early Christianity in Europe

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Religious Studies

Drawing on the example of Provence's evolution from the Pagan era to the first evangelization of the region, the class will explore the history, the theology and religious practices (including art) of the first centuries of Europe's Christianity. This course will examine the conflicts, individuals, social movements, and theologies that shaped Christianity during its formative period, the first through eight centuries. How did this religion become the official religion of the Roman Empire? What implications did this "success" have for Roman society and the evolution of Christianity? Issues we will study include the spread of Christianity throughout the Mediterranean world; martyrdoms and persecutions; Christian and Jewish relations; hierarchy and power; heresy and orthodoxy; asceticism and the body; gender and class.

REL 312: The Children of Abraham: Judaism, Christianity and Islam

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Religious Studies

This course is a comparative study of the three Abrahamic religions: Judaism, Christianity, and Islam. It examines the religions' shared aspects as well as distinct elements. The course compares the three religions along thematic lines and examines the way these three major traditions impact the modern West and the Middle East specifically. Among the themes to be discussed are Abraham, scripture and tradition, law, the creation, God, worship, mysticism, the house of God, the tradition of head covering, homosexuality, Jerusalem, and the end of times.

THE/ART 390: Theatre of Protest and Social Justice

Credits: 3

Prerequisite: ENG 101 or equivalent, successful completion of at least 3 semesters of college level coursework, and 6 credit hours above the 100-level in Art, Art History, Literature, Music, or the Humanities is strongly recommended

School of Record Articulation: 3000 Level Theatre

This course will explore its subject on two paths. In one path, students will explore the history and social impact of Theatre trying to make the world a better place. This will include investigations into Theatre of

Protest beginning with the ancient Greeks and proceeding to its most contemporary exemplars. There will be a brief midterm and final exam. The companion path will have students learn theatre skills and create and perform their own theatre piece attempting to elevate consciousness about specific social injustice and perhaps inspire change to "make the world a better place". This will involve performing a short monologue from extant literature of Theatre of Protest and then creating a 10-minute play that may be a cast of 1-3 that you will rehearse and perform by the end of the semester for the IAU student body.

WGS 101: An Overview of Wine

Credits: 1

Prerequisite: N/A

School of Record Articulation: 1000 Level Arts & Sciences Elective

The course will focus on the key wine regions of France and link with US wine regions and regulations. Students will also acquire knowledge about wine history, terroir, the basics of viticulture, winemaking techniques, labels, and AOC systems. The class will include some wine tasting, using the WSET Approach to tasting. In addition, the students will have an overview of the AOC system in France and the specificity of the AVA system in the US.

WGS 300: Applied Sustainable Wine Production and Sensory Analysis

Credits: 3

Prerequisite: ENG 101 or equivalent, and WGS 101 or concurrent enrollment in ENS 201, or the equivalent of six credit hour introductory level STEM courses, or advisor approval

School of Record Articulation: 3000 Level Arts & Sciences Elective

This course is designed to give practical experience in the production of wine. From the moment the grapes are harvested, pre-fermentation, fermentation and post fermentation procedures, until the wine is put into barrels for extended aging. The course is also designed to give students the necessary sensory analytical skills to be able to detect the proper evolution from grape must to wine. Engaging in the following winery/vineyard activities: grape harvest/sorting, initial grape processing in preparation for fermentation, fermentation cap management, oxygen reduction techniques, wine movement principles, pressing of grape must, aging techniques, taking and reading scientific measurements throughout the duration of the process. We will underpin our practical activities with theoretical/philosophical readings and lectures to gain a holistic knowledge of what it takes to turn grapes into wine and the impact this process has on a sustainable future, i.e. impacts on energy and water usage as well as human labor.

WGS 380: Applied Sustainable Viticulture

Credits: 3

Prerequisite: ENG 101 or equivalent, and WS 101 or concurrent enrollment in ENS 101, or the equivalent of 6 credit hours in college level introductory STEM courses, or advisor approval

School of Record Articulation: 3000 Level Arts & Sciences Elective

This course will develop a profound understanding of viticulture and agroecosystems. Engaging in the following vineyard activities: cover crop management, pruning, canopy management, frost protection, soil preparation, weed/pest management, trellis and irrigation strategies we will underpin our practical activities with theoretical/philosophical readings and lectures to gain a holistic knowledge of what it takes to grow wine grapes and the impact of viticulture on the environment.

WGS 385L Applied Sustainable Wine Production and Sensory Analysis Lab

Credits: 1

Prerequisite: ENG 101 or equivalent, and WGS 101 or concurrent enrollment in ENS 201, or the equivalent of six credit hour introductory level STEM courses, or advisor approval

School of Record Approval: 3000 Level Arts & Sciences Elective

This lab course will meet for a total of 15 contact hours, spread out over 2 semesters. It is designed to offer students an applied experience of the entire wine-making production cycle. In detail, we will engage in the following winery/vineyard activities: pruning, biodiversity survey, soil health treatments, harvest/grape must analysis, fermentation monitoring, post-fermentation analysis and blending trials. The course is also designed to give students the necessary sensory analytical skills to be able to detect the proper evolution from grape must to wine.

WGS/HIS 270: Food Culture in Provence, France and the Mediterranean

Credits: 3

Prerequisite: ENG 101 or equivalent, and 3 credit hours above the 100-level in Cultural Studies, History, Sociology, Art History, or the Humanities are strongly recommended

School of Record Articulation: 3000 Level History

A major dimension common to all cultures, food offers a unique approach to a country, especially when traveling abroad. As individuals, the way we eat says a lot about us, reflecting our means, ethics, beliefs, our attitude to the world. Collectively it gives key information about people, conveying histories, traditions, core values and ways of living. On a global scale, it is a lens that reflects the major issues the world is facing today, such as the preservation of local traditions and know-how in a globalized context, or the conflict between economic growth and sustainable development. Combining History, Geography, Ethnology, Sociology and Art, this course will take us through Provence, France and the Mediterranean basin to explore what culinary culture - beyond pleasing our taste buds - reveals. It includes field studies, tastings and excursions.

WGS/HIS 340: The History and Culture of Wine in the Mediterranean

Credits: 3

Prerequisite: One 200 level course in History, Humanities, or Social Sciences

School of Articulation: 3000 Level History

Viticulture and wine production have been embedded in the Mediterranean region for thousands of years and these activities have become synonymous with many local cultures. Students will study the evolution of wine from its pre-historic origins near the fertile crescent through to the modern era in the Mediterranean basin. We will learn how production methods and consumption habits developed over time and space, how a culture of wine and local identities co-evolved and how many Mediterranean countries, through regional and external forces, came to be the world's standard bearer for the global wine industry. This class enjoys field visits and tastings of regional wines. Additional fee required.

WGS/HSP 307: Wine and Food Pairing

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level General Elective

Each class will focus on a specific wine style and grape varietal, and review the relevant wine regions across the globe. The students will develop their tasting skills and food pairing with regular tastings in class accompanied by matching food examples. Our tastings will focus on Old World VS New World to emphasize the difference of terroir, wine styles and AOC restrictions between Europe and the rest of the world. Students

will also learn about ancient wine history, the basics of winemaking techniques, labels and the AOC system.

WGS/MKT 302: Wine Marketing and Sensory Analysis

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Marketing

This course is a combination of lecture and professional tasting to analyze the quality levels, marketing of wine, target market, sales positioning and pricing structures. Students will learn vineyard and winemaking techniques utilized to achieve certain styles of wine. Students will learn how critics and wine competitions affect both winemaking and marketing. Course includes Field Studies.

School of Record for American College of the Mediterranean Barcelona

ARD 320: Architectural History of Spain

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level Art History

This course will look at the history of architecture and urban design in Spain. Beginning with a brief introduction of the ancient architectural styles including former urban civilizations in the Iberian Peninsula, it will focus on developments in both architecture and urban planning historically and reaching the contemporary period. Special attention will be paid to the 19th and 20th centuries in Barcelona. This course uses a combination of lectures, case discussions, interactive classroom activities and guest speakers. Students are expected to have read any assigned readings and cases before the corresponding class session, so they are prepared to actively take part in class discussion.

ARH 320: Picasso, Matisse, Dali and the Mediterranean

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level Art History

The work of these three international artists with distinct cultural roots is explored on an individual basis within the wider framework of European art movements. In each case, we will study the acceptance and/or rejection of tradition, the interaction with French art and artists, and personal experience. We will also pay attention to the role of both outside stimuli (war, relationships) and inner forces (memory, imagination). The course will include course related excursions to the Picasso Museum, the MNAC (Catalan National Museum of Art) as well as a Friday trip to the Dalí Theatre Museum in Figueres. This course will be taught in English.

ARH/HIS 276: History of the Mediterranean Through Its Art

Credits: 3

Prerequisite: At least 3 semesters of college level courses, ENG 101 or equivalent, and 6 credit hours above the 100-level in Art, Art History, Literature, Music, or the Humanities

School of Record Articulation: 2000 Level Art History/History

Through the ages, the Mediterranean has nourished some of the most influential cultures in human history. Religious, political, and intellectual ideas that developed on its shores during different time periods, continue to be fundamental to our modern western society. Furthermore, the Mediterranean remains an important geographic, cultural, and geopolitical area in our modern world. The Mare nostrum (as named by the Romans) was not only the sea of empires and nascent

democracies, but also of magnificent art. In this course, students will navigate across the history of Mediterranean cultures, societies, and places through the study of its most significant artistic and architectural creations.

ART 311: Capturing Barcelona Through Photography

Credits: 3

Prerequisite: ENG 101 or equivalent, at least 3 semesters of college level courses, and 6 credit hours above the 100-level in Art, Art History, Literature, Music, or the Humanities are required

School of Record Articulation: 3000 Level Studio Art

With this course we will try to redirect our gaze towards our own point of view, original and without external influences in order to transmit our own narrative through photography. In addition to learning the basic principles of photography and how to use a camera, we will also discover Barcelona through the different photographic activities that we will carry out in its streets. We will also discover photographers who will serve as a reference to understand the different photographic styles and the different ways of storytelling. We will visit museums and photography galleries that will help us to consolidate our critical sense. All these activities will provide us with the necessary tools to work on a personal photographic project of each student's choice, which will be presented at the end of the course.

ART 323: Writing the City

Credits: 3

Prerequisite: Completion of 100 and 200 level Writing and Literary Studies courses

School of Record Articulation: 3000 Level Arts & Sciences General Elective

The course explores the craft of Creative Writing in relation to the city, and explores the particular challenges of writing about place. We will examine different aspects of the city in relation to Barcelona (as well as other places) including the old city, travel, urban spaces, solitude, politics, ethnicity, particular boroughs and characters (both fictional and real) as well as making use of practical exercises and field work.

BUS 301: International Business Today and Tomorrow

Credits: 3

Prerequisite: Previous Business Organization and Administration courses

School of Articulation: 3000 Level General Business Elective

International business refers to the trade of goods, services, technology, capital and/or knowledge across national borders and at a global or transnational scale involving two or more countries. Transactions of economic resources include capital, skills, and people for the purpose of the international production of physical goods and services such as finance, banking, insurance, and construction. There are two macro-scale; The first consists of eliminating barriers to make cross-border trade easier (e.g. free flow of goods and services, and capital, referred to as "free trade"). The second is technological change, particularly developments in communication, information processing, and transportation technologies.

BUS 302: International Strategic Branding

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Articulation: Direct equivalency to MKTG 4385 Brand Management

This course covers the key concepts and the fundamentals of both Strategic Brand Management and Luxury Brand Management in an

international and national setting. Students will study brand identity, target segmentation, the importance of creating the “right” image, how to position a Brand, how to analyze client behavior and how to market to the clients in the best way. Analysis and discovery of the most up-to-date strategies for building and maintaining brand value over time will also be covered. Students will also gain an insight into the brand management issues stemming from cross-country and cross-cultural interactions.

BUS 303: Intercultural Management

Credits: 3

Prerequisite: N/A

School of Articulation: Direct equivalency to MGMT 4385 Managing People for Global Business

This course is designed to introduce students to concepts and fundamentals of intercultural management and the aspects of management within an international and culturally complex environment. The role of management is to strive for and maintain the goals of the organization and an effective manager will provide leadership, training, so communication can be a cost saving tool for all organizations. In just about any organization, you will be working with people who will have a different cultural background than your own, you may be working as an expatriate in a different country or you may experience any of a number of multicultural challenges. This course will help you prepare for these eventualities.

BUS 304: Business Ethics in the Global Market

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: Direct equivalency to AETH 2291 Business Ethics

From Socrates to the interpretation of ethics through cultures, from universal ethics to local applications, from Western paradigms to the globalization of values, we shall be studying, comparing and discussing the crucial role of Business Ethics in 21st century businesses and organizations. Ethics are not only a philosophical approach to living, they are the basis for the building of sound, equitable, sustainable business, trade, humanitarian and personal standards. Historical research as well as the latest articles on how business ethics affect worlds and peoples we often do not even know exist, will be used as a basis to learn how to be a responsible decision-maker in a globalized economy.

BUS 305: Global Marketing

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: Direct equivalency to MKTG 3312 Global Marketing

Exploration of basic knowledge of global marketing focusing on the impact of environment on the strategies used by firms, and the understanding of consumer behavior management as it relates to the development and implementation of global marketing strategies.

BUS 307: International Strategic Branding & Luxury Management

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Marketing

This course covers the key concepts and the fundamentals of both Strategic Brand Management and Luxury Brand Management in an international and national setting. Students will study brand identity, target segmentation, the importance of creating the “right” image, how to position a Brand, how to analyze client behavior and how to market to

the clients in the best way. Analysis and discovery of the most up-to-date strategies for building and maintaining brand value over time will also be covered. Students will also gain an insight into the brand management issues stemming from cross-country and cross-cultural interactions.

BUS 315: Advertising and Society

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level Marketing

This course introduces students to the linkages between advertising and society. It is premised on the belief that advertising helps shape human attitudes and behaviors, just as the latter two in turn help direct and shape advertising. The emphasis is however firmly on advertising as a shaping agent – how it influences individuals and societies, the dynamic nature of the relationship, impacts (both positive and negative) that advertising may have on individuals and societies. It takes a critical and dispassionate view of advertising, rather than a managerial or practitioner's view, advertising flagged, and are used as a basis for further coverage and discussion of the criticisms and issues raised.

BUS 316: Consumer Behavior

Credits: 3

Prerequisite: Marketing Fundamentals course or equivalent

School of Record Articulation: Direct equivalency to MKTG 2212 Consumer Behavior

This course provides students with an understanding of the behavior of consumers in the marketplace, using an interdisciplinary approach that employs concepts from such fields as economics, psychology, social psychology, sociology, and psychoanalysis. Topics include motivation, perception, attitudes, consumer search, and post-transactional behavior.

BUS 318: The Business of Social Media

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level Marketing

Over the past decade, new digital platforms have profoundly changed how we live, work, and conduct business. The business world is undergoing fundamental changes in how consumers interact with brands also social media is changing how business is done around the world in almost every industry which has helped give consumers a voice and connect them with their friends and other like-minded people, and also opened up numerous new forms of communication. It's an integral component in almost all successful marketing strategies. From creating an outlet to directly connect with consumers, enhances a digital marketing strategy and the overall brand experience for consumers.

BUS 319: Marketing and Distribution Channels

Credits: 3

Prerequisite: Marketing Fundamentals course or equivalent, previous Business Organization and Administration courses

School of Record Articulation: 3000 Level Marketing

Marketing channels are sets of interdependent organizations involved in the process of making a product or service available for use or consumption. Marketing and distribution channels management is an essential aspect of commercial activities. Choosing the right channels, convincing them to carry your merchandise, and getting them to work as partners is a major challenge. Too many companies see themselves as selling to distributors, instead of selling through them. This course will help students learn how to develop marketing channel plans, enabling an organization to increase sales, margins and the levels of collaboration with channel partners.

BUS 323: Socially Responsible and Sustainable Business Management

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Business General Elective

The objective of this course is to investigate the many social and environmental issues of today's fast-paced, global fashion industry and to explore ways in which we can slow it down, reduce its impact on the environment and provide urgent solutions to make it sustainable. The course takes a hands-on approach, encouraging students to explore aspects of sustainability in developing strategies and methods for the future through case studies, a visit to a sustainable fashion business, videos, and class interaction.

BUS/WGS 310: International Wine Business**Credits:** 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Articulation: 3000 Level Management

The course will focus on wine commerce with some aspects of marketing across various channels and market locations worldwide. The first part of the class will focus on B-to-C sales (Business to Consumer) considering sales at the winery, in retail stores, online and in the hospitality sector. The second part of the course will focus on B-to-B sales (Business to Business) focusing on wine exports and worldwide trends, by giving an overview of the major wine markets across the world (US, China, UK, Northern Europe) and explaining the technical difficulties of exporting wines (customs, taxes, transport, technical...).

CCS/SOC/BUS 358: Sports in Catalonia, Spain & Europe – A Cultural Approach**Credits:** 3

Prerequisite: N/A

School of Record Articulation: 3000 Level Sociology

Sport is an integral part of Spanish society that affects all levels of life from social institutions to government and law. A recent example of this is the Catalan government deciding to ban bullfighting – an age-old tradition that demands great respect in other parts of Spain. This course uses sport as a prism to understand the Spanish society. We begin with a theoretical foundation of sport and society, then delve more specifically into sports in Spain and Catalonia covering topics such as history, politics, gender, gambling, racism, media influence, violence, and identity.

COM/IRL 316: Media and Conflict**Credits:** 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 2000 Level Communications

This course examines the role media play in the progression and public perceptions of conflict. Relevant topics will include media and military intervention, portrayals of protest movements, and news and entertainment coverage of crime, rumors, domestic politics, violence, and ethnicity.

ECO 308: International Economics and the European Union**Credits:** 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 2000 Level Economics

The European Union (EU) is a unique political and economic construction. For many economists, its defining characteristic is its four freedoms of movement of goods, services, people, and capital within the world's largest single market. Nineteen member states have gone

even further in economic integration and share a common currency, the euro. The EU's policies influence the everyday lives of those who live inside and outside its borders. This course will study the benefits and costs for the people of the EU, and indeed the world, of this 'ever closer' union using the tools of international economics. Its focus is the economic integration of Europe from the end of the Second World War to the present day.

ECO 327: The Political Economy of Economic Integration**Credits:** 3

Prerequisite: N/A

School of Record Articulation: 2000 Level Economics

This course will introduce students to the main issues of economics and politics of European integration by using an economic approach. The course addresses key economic questions that arise from the process of integration. This course draws on a core textbook, articles from journals and other documents. Student will be oriented in the most up to date policy discussion about European integration. By the end, students will be able to apply and relate conceptual and theoretical knowledge underpinning the course of the economic and political process of European integration.

ECO 342: Intermediate Microeconomics**Credits:** 3

Prerequisite: Introduction to Microeconomics course, previous Business Organization and Administration courses

School of Record Articulation: Direct equivalency to ECON 1011**Introduction to Microeconomics**

The objective of the course is to provide an understanding of how fundamental economic theory can be applied to decision making within the firm. Elements of microeconomic theory that support efficient business decisions will be stressed. This course presents a curated set of key topics from microeconomic theory and applies them to businesses and other organizations. These topics include decision-making under uncertainty, economic costs, pricing, and the basics of strategic interactions between competitors. The course should enhance your understanding of how firms maximize profits and markets operate as well as develop your capability in making economic predictions.

ECO 343: Intermediate Macroeconomics**Credits:** 3

Prerequisite: Introduction to Economics course

School of Record Articulation: Direct equivalency to ECON 1012**Introduction to Macroeconomics**

This course introduces Macroeconomics. In Macroeconomics, how an entire national economy performs in a world of constrained choice is studied and provides an overview of the following macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Monetary and fiscal policies are discussed, as are public debt and international economic issues, introduces basic models of macroeconomics and illustrates principles with the experience of the United States and other economies. The insights of Keynesian and classical theories will be integrated. Special attention will be given to current European developments. By the conclusion of this course, students will be able to understand newspaper and magazine articles on current macroeconomic issues and understand the tradeoffs inherent in macroeconomic policy-making.

ENS/POL 309: Global Environment Politics**Credits:** 3

Prerequisite: N/A

School of Record Articulation: 3000 Level Politics

Human activity is responsible for many environmental issues facing the international community today. This class will explore these core environmental issues, with a special focus on their relation to climate change. It seeks to analyze the roles of states, international organizations, multinational corporations and civil society in the causation and solution process of environmental degradation while at the same time discussing some of the philosophical/ethical aspects of these issues. The underlying goal is to evaluate the effectiveness of global environmental governance and how it attempts to balance national, economic and corporate interests with global environmental welfare

FIN 300: Financial Management

Credits: 3

Prerequisite: College level Algebra, college level Accounting or Economics class, basic knowledge of spreadsheets

School of Record Articulation: Direct equivalency to FNCE 3125 Financial Management

This course is an introduction to the main areas of corporate finance. Its focus is on developing an understanding of the tools and methodologies available to the financial manager for decision-making in capital budgeting, working capital management, capital structure and profit planning and control.

FIN 301: International Finance

Credits: 3

Prerequisite: 6 credit hours in Finance, Math/Statistics, International Relations, Business, or Economics, or instructor permission

School of Record Articulation: 3000 Level Finance

The International Finance module provides an understanding of finance in the international context. In a globally integrated world, it has become imperative to trade, invest and conduct business operations internationally. The course exposes the students to the opportunities and risks associated with international finance. As the world has become more integrated due to deregulation of financial markets, product innovation and technology, capital markets have kept pace with this integration. The study of international finance has therefore become essential and builds upon the understanding of theoretical concepts of finance and their adaptation to the international context. The course coverage includes historical perspectives and foundations of international finance, the foreign exchange markets and exchange rate determination, exposure management, financial management of a multinational firm. The course also helps students examine the current economic landscape through topical discussions of current economic and political development and their impact on international finance.

HIS 326: Spanish Civilization and Culture

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level History

This course reviews the history of Spain from its prehistory to the present by paying special attention to the most important dates, events and characters that were part of it and that somehow contributed to the creation and strengthening of the so called 'Spanish character'. With the chronology as a center pillar, the subtopics will cover artistic, cultural, sociological, anthropological, economic and political issues that will help students develop a general and global understanding of Spain and its peoples throughout the different time periods. The contemporary period, and last 20 years, will be covered in a more extensive way, in order to give students a comparative perspective for their own lifetimes and experiences.

HIS/SOC 304: Muslim Presence in Europe

Credits: 3

Prerequisite: Introductory college Composition and Research, college-level History, minimum of freshman-level college credits

School of Record Articulation: 3000 Level History

Following the terrorist attacks of 9/11, exaggerated fears and stereotypes towards Islam and Muslims rose in regularity and notoriety. In the United States and in Europe, this "othering" has materialized as ethnic profiling, community surveillance, and most recently, in the rhetoric of the far right. This course is an overview of the long and complex relationship between the Muslim world and the West. The course will cover the ongoing debates about Muslims in Europe, such as concepts of religion and secularism, tradition and modernity, immigrants versus citizens, legal issues, human rights, feminism, the headscarf (hijab), identity construction, radicalization, and more.

INT/SPA 341: Global Internship

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level International Studies

The Global Internship Program (GIP) is a unique and innovative opportunity for students to combine their internship placement experience with a weekly in-class and mentoring experience, which aims to develop students' personal and professional skills while earning academic credit. The GIP fits in with IAU's philosophy and practice, whereby students can learn about the social and cultural context of their internship placement and the host region and country, as well as other GIP themes, through comparative global analysis.

MGT 311: Operations Management

Credits: 3

Prerequisite: Completion of 3 college level courses in Economics, Microeconomics, Macroeconomics, and a course in Finance are highly recommended, or advisor approval

School of Record Articulation: 3000 Level Management

This course is an introduction to the concepts, principles, problems, and practices of operations management. Operations Management is one of the key functional areas in any organization or company that deals with the production of goods and services. This course is concerned with the tasks, issues and decisions of those operations managers who have made the services and products on which we all depend. Emphasis is on managerial processes for effective operations in both goods-producing and service-rendering organizations. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management. The topics are integrated using a systems model of the operations of an organization.

MKT 311: Principles of Marketing

Credits: 3

Prerequisite: ENG 101 or equivalent, and 6 credit hours in Business or Economics, or instructor permission

School of Record Articulation: 3000 Level Marketing

The purpose of this course is to analyze and discuss the elements and techniques of Marketing, as well as with the methods used in a real marketing department. The course focuses on the execution of the Marketing plan from a practical perspective within the market and consumer research framework and product and price policies. This course provides an introduction and analysis of the concepts and principles of marketing and it covers marketing strategy, consumer behavior, product development, pricing, promotion, and distribution. The course emphasizes applying theoretical knowledge to real-world marketing challenges. Using Kolb's Experiential Learning Theory (ELT), students will engage in hands-on activities, reflecting on experiences,

conceptualizing marketing principles, and experimenting with new strategies.

PHI/POL 312: Ethics in Society

Credits: 3

Prerequisite: Introductory college composition and research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Philosophy/Politics

This course aims to help students in any discipline discover ways to come to terms—both individually and collectively—with the tensions of living in a modern globalized society. It draws on the wisdom we inherit from a lineage of great teachers and thinkers in the past, from different traditions, to seek guidance on how to live better as citizens of the world, and as human beings, confronted by rapid technological change, cultural diversity, environmental degradation, organized violence, and economic insecurity.

POL 366: Women in Global Politics

Credits: 3

Prerequisite: At least 3 semesters of college-level coursework, ENG 101 or equivalent; and 6 credit hours in History, Political Science, International Relations, or Social Sciences

School of Record Articulation: 3000 Level Politics

This course provides a thematic overview of women's engagement in global politics. It examines the role of women as both agents and objects in national politics, foreign policy, international organizations, and armed groups, as well as a range of other transnational issues. The course highlights how women's participation in global politics affects and is shaped by the nature of politics and political discourse at both the national and international levels. Through class readings and discussions, students will gain an understanding of the impact of the "gender gap" on the ways in which men and women participate in politics and contribute to the well-being of their families and communities.

PSY 304: Human Development in Cultural Contexts

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Arts & Sciences Elective

Study of human development from a psychodynamic perspective, this course draws extensively on the theories of such psychoanalytic thinkers as Freud, Melanie Klein, Wilfred Bion, and Donald Winnicott amongst others. The cultural context is that of a European academic approach to psychology in contrast to the behavioral/cognitive one more prevalent in the United States. The psychodynamic, i.e. psychoanalytic perspective means that emphasis will be placed at all times on the unconscious mind, the inner world and the infantile in the individual, as well as on processes of self-reflection (Students should have a minimum of interest or curiosity about these topics to get anything out of the course.)

PSY 335: Social Psychology

Credits: 3

Prerequisite: ENG 101 or equivalent, and a general Psychology course are required, or instructor permission

School of Record Articulation: 3000 Level Psychology

Human beings are social creatures. Social psychology is a scientific discipline that examines the implications of our social nature by examining people- their thoughts, feelings, and behaviors in social contexts. Social psychology thus encompasses the scientific study of how our thoughts, feelings and behaviors are influenced by the actual, imagined, or implied presence of others. This class will provide an overview of what social psychological research has revealed about a wide variety of topics, including self- and social-perception (how we make

sense of ourselves, other individuals, and groups), emotion and well-being, attitudes and social influence (including conformity, the conditions that lead to attitudinal and behavioral change, and the impact of groups on behavior), intergroup bias (stereotyping, prejudice, and discrimination), as well as interpersonal relationships, attraction, love, altruism, and aggression.

SPA 101: Beginning Spanish I

Credits: 4

Prerequisite: N/A

School of Record Articulation: 1000 Level Spanish

Spanish 101 is designed to provide students the vocabulary and grammar necessary for basic expression in Spanish using a communicative approach. In this course, students will learn to introduce themselves, talk about daily routine and plans, discuss past events, use vocabulary related to food, family, and everyday life and activities, negate, and use other expressions necessary for basic communication such as greetings, ordering at a restaurant, or asking for directions. The course will provide an adequate scenario for the students to develop both cultural and communicative skills that enable their personal growth while studying abroad. The student will be able to participate actively in everyday tasks while interacting with locals in a very simple conversation: describing familiar objects and situations, asking for personal information, help or directions.

SPA 102: Beginning Spanish II

Credits: 4

Prerequisite: SPA 102 is a course designed for students who successfully completed SPA 101 or the equivalent

School of Record Articulation: 1000 Level Spanish

This semester corresponds to pre-intermediate Spanish, and this will be the language of communication in the class. Therefore, your instructor will strive to use only Spanish in class, and students are expected to use it as the means of communication. This course uses a combination of lectures, case discussions, interactive classroom activities and guest speakers. Students are expected to have read any assigned readings and cases before the corresponding class session so they are prepared to actively take part in class discussion.

SPA 201: Intermediate Spanish I

Credits: 4

Prerequisite: SPA 201 is a course designed for students who successfully completed SPA 101 and SPA 102 or their equivalents

School of Record Articulation: 2000 Level Spanish

It is the first semester of intermediate Spanish, which will be the language of communication in the class. Therefore, your instructor will strive to use only Spanish in class, and students are expected to use it as the means of communication. This course uses a combination of lectures, case discussions, interactive classroom activities and guest speakers. Students are expected to have read any assigned readings and cases before the corresponding class session, so they are prepared to actively take part in class discussion.

SPA 202: Intermediate Spanish II

Credits: 4

Prerequisite: SPA 202 is a course designed for students who successfully completed SPA 201 or the equivalent

School of Record Articulation: 2000 Level Spanish

It is the first semester of intermediate Spanish, which will be the language of communication in the class. Therefore, your instructor will strive to use only Spanish in class, and students are expected to use it as the means of communication. This course uses a combination of lectures, case discussions and intercommunicative classroom activities.

Students are expected to have read any assigned readings and cases before the corresponding class session, so they are prepared to actively take part in class discussion.

REL 312: The Children of Abraham: Judaism, Christianity and Islam

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Religious Studies

This course is a comparative study of the three Abrahamic religions: Judaism, Christianity, and Islam. It examines the religions' shared aspects as well as distinct elements. The course compares the three religions along thematic lines and examines the way these three major traditions impact the modern West and the Middle East specifically. Among the themes to be discussed are Abraham, scripture and tradition, law, the creation, God, worship, mysticism, the house of God, the tradition of head covering, homosexuality, Jerusalem, and the end of times.

WGS 101: An Overview of Wine

Credits: 1

Prerequisite: N/A

School of Record Articulation: 1000 Level Arts & Sciences Elective

The course will focus on the key wine regions of France and link with US wine regions and regulations. Students will also acquire knowledge about wine history, terroir, the basics of viticulture, winemaking techniques, labels, and AOC systems. The class will include some wine tasting, using the WSET Approach to tasting. In addition, the students will have an overview of the AOC system in France and the specificity of the AVA system in the US.

WGS/ENS 305: Chemistry and Biochemistry of Wine Production

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits, some college-level Science credits recommended

School of Record Articulation: 1000 Level Natural Science

This course aims at providing students with a basic understanding of the scientific principles in the two broad topic areas in wine science: viticulture and oenology. Topics covered under "viticulture" include a brief introduction to the history of wine, the principles of soil science applied to viticulture and the different viticulturist techniques, the biogeography of the grapevine, the annual growth cycle of the grapevine and berry development. Under "oenology", the course covers the structure and the chemical composition of the ripe grape berry, the step-by-step analysis of the three winemaking stages: pre-fermentation, fermentation and post-fermentation stages) and the scientific principles involved in the processes of wine maturation, conservation and aging.

WGS/HSP 307: Wine and Food Pairing

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Arts & Sciences Elective

Each class will focus on a specific wine style and grape varietal, and review the relevant wine regions across the globe. The students will develop their tasting skills and food pairing with regular tastings in class accompanied by matching food examples. Our tastings will focus on Old World VS New World to emphasize the difference of terroir, wine styles and AOC restrictions between Europe and the rest of the world. Students will also learn about ancient wine history, the basics of winemaking techniques, labels and the AOC system.

WGS/MKT 302: Wine Marketing and Sensory Analysis

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Marketing

This course is a combination of lecture and professional tasting to analyze the quality levels, marketing of wine, target market, sales positioning and pricing structures. Students will learn vineyard and winemaking techniques utilized to achieve certain styles of wine. Students will learn how critics and wine competitions affect both winemaking and marketing. Course includes Field Studies.

School of Record for American College of the Mediterranean Madrid

ART 210: Capturing Madrid's Flow

Credits: 3

Prerequisite: ENG 101 or equivalent, and 3 credit hours above the 100 level in the Art or Humanities are recommended

School of Record Articulation: 2000 Level Studio Art

Since the invention of the first camera, photography has evolved to become an indispensable tool in our daily lives. Every day we send photos to our friends and family, document funny things we see or happen to us, landscapes, selfies in places we visit to record that we were there. We finally post these images on social media and we generate a photographic dialogue with our audience. However, in this eagerness to photograph everything, most of the time we forget our own point of view and we let ourselves be carried away by the current photographic canons and the visual trends of the moment that advertising, social networks, TV, etc. repeatedly provide us with. With this course we will try to redirect our gaze towards our own point of view, original and without external influences in order to transmit our own narrative through photography. Also, we will examine how images enter and circulate in the public sphere of news and discussion, analyze how images of current events are made, and study the meanings these images create and the purposes they serve.

ART/ARH 334: Great Masters of the Prado

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level Art History

The aim of this course is to offer an introduction to Spanish Art from The Golden Age the early Nineteenth Century, with special emphasis on El Greco, Diego Velázquez and Francisco de Goya. Given its position as a primary depository for Spanish art, the collection of El Museo del Prado will be a major focus of the course, with regular class visits to the museum and related institutions.

BUS 301: International Business Today and Tomorrow

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Business General Elective

The world's economies are now part of an integrated global system. Increasingly, firms of all sizes consider the entire world when deciding where to produce and where to sell their goods and services. Global trends, such as a greater emphasis on corporate social responsibility and sustainability, and international macroeconomic shocks, such as the ongoing Covid-19 pandemic, influence the decisions of business leaders all over the world. At the same time, national borders and differences remain an essential fact of the global economy. This course will study the changing world in which international business operates, with a particular emphasis on developing a global perspective through the study

abroad experience. Its focus is on the 'macro' environment but it will also consider managerial implications.

BUS 303: Intercultural Management

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: Direct equivalency to MGMT4385 Managing People for Global Business

There has been a fast-paced change in the innovative management of people in recent years. From mono-cultural to multicultural, from mono-linguistic to multilingual, the needs of global business and the hiring of global nomads and experienced expatriates, are changing our companies and organizations. This course will raise awareness as to how to manage innovative and intercultural Human Resource strategies to achieve new 21st century goals: change management, diversity and inclusion and new solutions to the challenges and opportunities international work forces can generate. Intercultural mindfulness and competence are key attributes to be developed and understood.

BUS 305: Global Marketing

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: Direct equivalency to MKTG3312 Global Marketing

Exploration of basic knowledge of global marketing focusing on the impact of environment on the strategies used by firms, and the understanding of consumer behavior management as it relates to the development and implementation of global marketing strategies.

BUS/MGT 332: Sustainable Luxury Management

Credits: 3

Prerequisite: ENG 101 or equivalent, and 6 credit hours in Business, Marketing, Management, or Economics, or instructor permission

School of Record Articulation: 3000 Level Management

This course investigates the unique business and management dynamics of the luxury industry, characterized by its need for opulence and sustainability. It seeks to familiarize students with the idiosyncrasies inherent in luxury management that are distinct from conventional business frameworks in other industries. Emphasis is placed on the significance of Corporate Social Responsibility (CSR) within the luxury sector, recognizing the unique social and environmental challenges in decisions confronting luxury enterprises. Case studies and fieldwork visits to Madrid businesses enhance local place-based learning for students to have firsthand contact with sustainable and luxury businesses during their study abroad experience. Integral to class discussions is an exploration of sustainable biomaterials and their pivotal role in sustainable luxury management. Sustainable alternatives, derived from renewable sources and often possessing biodegradable properties, offer a pathway for luxury corporations to reconcile their pursuit for new products with environmental stewardship. By integrating sustainable materials into their products and processes, luxury brands can mitigate their ecological footprint while maintaining their allure to discerning consumers and stakeholders.

BUS/MGT: 333 Design Thinking

Credits: 3

Prerequisite: ENG 101 or equivalent, and 6 credit hours in Business, Marketing, Management, or Economics, or instructor permission

School of Record Articulation: 3000 Level Management

This course introduces students to the principles and practices of Design Thinking, a human centered approach to problem-solving and innovation.

Students will learn how to empathize with users, define problems, ideate creative solutions, prototype concepts, and test and iterate designs. Through hands-on projects and case studies, students will develop critical thinking skills and a deep understanding of the iterative design process. The course will be an opportunity for students to immerse themselves in the business environment and urban fabric of Madrid city. The co-curricular activities will provide students with hands-on experience in designing and planning solutions to creative problems. Some of these cases will address local cultural, art and design firms around Madrid. Case studies and fieldwork visits to Madrid businesses enhance local place based learning for students to have firsthand contact with sustainable and luxury businesses during their study abroad experience.

COM 313: International Public Relations

Credits: 3

Prerequisite: ENG 101 or equivalent, and 6 credit hours above the 100-level in Business, Marketing, Communications, or Journalism, or instructor permission

School of Record Articulation: 3000 Level Communication

This course introduces students to the fundamental principles, concepts, and relationships between the theory and practice of communication strategies in public relations, with a focus on international case studies. Special emphasis will be placed on the role of PR in society, politics, public opinion, effective strategies and tactics, identification of publics, publicity techniques, and effective use of media. Students will learn to differentiate between public relations, marketing, and advertising. They will understand the role of public relations in the corporate world and the media market, will practice writing press releases and media advisories, will learn how to represent a client, and will design a public relations media campaign kit. Fieldwork and guest speakers in Madrid, Spain, integrated into the curriculum.

COM 315: Media Influence and Society

Credits: 3

Prerequisite: ENG 101 or equivalent, and 6 credit hours above the 100-level in Business, Marketing, Communications, or Journalism, or instructor permission

School of Record Articulation: 3000 Level Communication

In this course we will investigate new digital, social, and traditional mass media to understand how media messages are crafted with communication strategies, as well as how different audiences receive them. Taking up comparatist and international case studies, we will analyze the potential impacts and effects of the media on consumers, culture and society, to gain a nuanced understanding of the roles of the media in a globalized world. What powers of influence do the media have? What are their uses and their ethics? How are they targeting mass audiences? What responsibility do publics have today when receiving, consuming, and, in the digital era, producing their own media? Among other topics, while addressing the digital revolution of the contemporary era, we will learn to identify and discern the impact of "fake news" and its influence on different societies.

COM 317: Communication and Gender

Credits: 3

Prerequisite: N/A

School of Record Articulation: Direct equivalency to COMM 3323 Gender and Organizing

This course examines gender as a cultural communication practice that simultaneously reflects and enacts the culture in which it occurs. That is, gender is positioned as something that we do—via communication—rather than what we are. In order to understand and consider critically gender as communication, this course examines the difference between

sex and gender, the intersection of gender and culture, and theories of how we become gendered. We will examine the ways in which social and political meanings attached to gender are communicated in various cultural institutions, practices, and contexts; and we will also consider how issues such as identity, representation, race, sexuality, class, and power bear on gender.

COM 318: Intercultural Communication

Credits: 3

Prerequisite: N/A

School of Record Articulation: Direct equivalency to COMM 2240 Intercultural Communication

This course allows students experiencing the challenges of cross-cultural communication in an international setting to explore intercultural communication theory and research within both broad and interpersonal contexts. Topics include similarities and differences in values, norms, interethnic/intergroup communication, and adaptation. The study of intercultural communication is often approached from a social psychological perspective, that has yielded many important ideas about intercultural communication that may also contribute to our understanding of the subject, particularly in acknowledging the influence of context and power in intercultural interactions. Additionally, the aim of this course is to enhance students' self-reflection, flexibility, and sensitivity in intercultural communication.

COM 374: Culture, Globalization, and Media

Credits: 3

Prerequisite: N/A

School of Record Articulation: Direct equivalency to COMM 3335 Globalization, Media, and Culture

The main objectives of this course are to study the structure and characteristics of the international news media system, understand mass media's role and influence in creating the world's public opinion, and to review the evolution of mass media from the invention of the printing press to the arrival of internet. Students will also study the principal international news media systems as well as the future of mass media in our globalized society.

COM/IRL 316: Media and Conflict

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 2000 Level Communications

This course examines the role media play in the progression and public perceptions of conflict. Relevant topics will include media and military intervention, portrayals of protest movements, and news and entertainment coverage of crime, rumors, domestic politics, violence, and ethnicity.

ECO 308: International Economics and the European Union

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 2000 Level Economics

The European Union (EU) is a unique political and economic construction. For many economists, its defining characteristic is its four freedoms of movement of goods, services, people, and capital within the world's largest single market. Nineteen member states have gone even further in economic integration and share a common currency, the euro. The EU's policies influence the everyday lives of those who live inside and outside its borders. This course will study the benefits and costs for the people of the EU, and indeed the world, of this 'ever closer' union using the tools of international economics. Its focus is the

economic integration of Europe from the end of the Second World War to the present day.

FIN 300: Financial Management

Credits: 3

Prerequisite: College level Algebra, college level Accounting or Economics class, basic knowledge of spreadsheets

School of Record Articulation: Direct equivalency to FNCE 3125 Financial Management

This course is an introduction to the main areas of corporate finance. Its focus is on developing an understanding of the tools and methodologies available to the financial manager for decision-making in capital budgeting, working capital management, capital structure and profit planning and control.

IRL/POL 331: Human Rights, Migration, and Global Civil Society

Credits: 3

Prerequisite: ENG 101 or equivalent, and 6 credit hours above the 100-level in related areas in History, Political Science, International Relations, or related fields.

School of Record Articulation: 3000 Level International Studies/Politics

How have globalization and transnational human rights issues impacted the standing and practices of civil society in the global struggle for social justice? How have media technologies transformed civil society and cross border activism in the quest for safeguarding indivisible and interdependent rights? In this context, migration and refugee protection continue to challenge and expose the limitations of our current global governance to defend and promote the universal human rights of all peoples. In this course, students will learn about contemporary migration processes at the core of human rights debates, comprehending the increasingly visible, and sometimes invisible, role of global civil society. Understanding and legitimizing the impact of civil society as frontline advocates for accountable global governance, drawing upon international treaties and conventions to assert their demands, is essential for making sense of human rights issues in international and local politics and for deconstructing the existing power relations amongst state and non-state parties.

IRL/POL 332: Global Mobility, Displacement, and Human Right Advocacy

Credits: 3

Prerequisite: ENG 101 or equivalent, and 6 credit hours above the 100-level in related areas in History, Political Science, International Relations, or related fields.

School of Record Articulation: 3000 Level International Studies/Politics

As the international community grapples with unparalleled levels of displacement, this course aims to explore the intricacies of the movement of people across borders and the intersection of international institutions' work to safeguard human rights. Through an anthropological approach and practical methodologies, this course critically examines all forms of historical and contemporary global displacement, its main causes and effects on the livelihood of individuals, thus, enabling students to comprehend in depth the particular challenges faced by displaced populations throughout their entire migration process. While this course mainly studies the imperative for human rights advocacy led by prominent international institutions, it also provides insight into the local initiatives that have influenced and continue to shape the course of public policies, political initiatives, and social attitudes. By identifying and situating specific global processes that are relevant to the context of

the Western Mediterranean, students will have the distinctive possibility to get acquainted with the work and policy efforts of international organizations, including the UN Refugee Agency (UNHCR), Amnesty International and Human Rights Watch in Spain.

IRL/POL 404: International Migration: Border Security and Transnational Cooperation

Credits: 3

Prerequisite: ENG 101 or equivalent, and 9 credit hours above the 100-level in related areas in History, Political Science, International Relations, or related fields.

School of Record Articulation: 4000 Level International Studies/Politics

The aftermath of the 2015 migration and refugee crisis has raised serious questions as to what extent European Union (EU) member states have unilaterally agreed upon border security strategies and transnational cooperation to address the arrival and reception of migrants and refugees. Intending to highlight the complex juncture of political dilemmas, legal responsibilities, and 3 moral obligations at the core of these issues, this course equips students with the comprehensive framework to critically understand and assess the following intricate dynamic. On one hand, the significance of preserving national security and enhancing regional cooperation, while equally abiding by international law and upholding commitments to protect fundamental rights on the other. In a similar light, through interdisciplinary perspectives and systems thinking, students will be able to articulate the specific contexts in which migratory processes to Europe take place and in parallel, address aspects of colonial legacy, historical political ruptures, and continuities within the continent. With a focus on the Iberian Peninsula and the North African region, students will experience closely the tortuous relationship between Spain and Morocco, studying the countries' political ties and most importantly, their strategic geography as both the gateway to the promise of safety within the EU and a perilous passage for an unprecedented number of migrants and refugees.

MGT 318: Organizational Behavior

Credits: 3

Prerequisite: N/A

School of Record Articulation: Direct equivalency to MGMT 2101 Introduction to Management in Organizations

This course focuses on the theory and application in the management of organizational behavior. It introduces students to key concepts and models of human behavior in organization and provides information about the essential and practical skills needed to be an effective manager and leader. Topics addressed include self-awareness, learning, motivation, stress, group dynamics, intergroup behavior, ethics, conflict, power, change, leadership, and cultural implications. Behavioral science concepts are applied through self-assessment, case studies, videos, and experiential exercises.

POL/HIS 336: Political History of Contemporary Spain

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level Politics

The course has four broad themes: first, the collapse of the Francoist dictatorship and its replacement by a constitutional parliamentary democracy; second, the key actors and institutions in Spanish government under democracy, third, the evolution of politics and policies in Spain over the last three decades, and finally, the nature of the country's current economic and political crisis. By the end of the course students are expected to have acquired a thorough understanding

of the Spanish political system and have gained insights into some major themes in political science, including: the nature of and contrasts between totalitarian, authoritarian and democratic regimes.

PHI/POL 312: Ethics in Society

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Philosophy/Politics

This course aims to help students in any discipline discover ways to come to terms—both individually and collectively—with the tensions of living in a modern globalized society. It draws on the wisdom we inherit from a lineage of great teachers and thinkers in the past, from different traditions, to seek guidance on how to live better as citizens of the world, and as human beings, confronted by rapid technological change, cultural diversity, environmental degradation, organized violence, and economic insecurity.

PSY 328: Positive Psychology and Happiness

Credits: 3

Prerequisite: N/A

School of Record Articulation: 2000 Level Social Science/Psychology

This course reviews the history and key concepts of positive psychology and the contributions this new field has made to several traditional research areas in psychology. Areas of controversy (e.g., what is happiness, how should we measure it, what determines it, can and should we deliberately increase it) will be critically examined, with consideration given to conflicting viewpoints and their respective empirical support. Throughout the course we will also engage in experiential learning and practical exercises to increase well-being, which will inform our theoretical and empirical understanding of important questions in positive psychology.

PSY 330: Cognitive Psychology

Credits: 3

Prerequisite: N/A

School of Record Articulation: Direct equivalency to PSYC 2510 Cognitive Psychology

This course is designed to provide a comprehensive overview of topics related to the information-processing mechanisms of the mind, including consciousness, perception, attention, memory, conceptual knowledge, and emotions. Special emphasis will be placed on biases in judgment and economic decision-making. An evolutionary, functional perspective will be applied throughout.

PSY 332: Cross-Cultural Psychology

Credits: 3

Prerequisite: N/A

School of Record Articulation: 2000 Level Social Science/Psychology

This course offers an understanding of how culture influences our behavior from a cultural psychology perspective. Through the lenses of cultural psychology, consider how embedded culture is in our lives, how vital a cultural perspective is in understanding the lives of others and the importance of a cultural lens in academic psychology. It is a unique opportunity for you to combine academic learning with personal development: understand the influence of your culture on your behavior, your intercultural interactions and your cultural adjustment during your study abroad period and eventually your personal and professional life on returning home.

REL 312: The Children of Abraham: Judaism, Christianity and Islam

Credits: 3

Prerequisite: Introductory college Composition and Research, minimum of freshman-level college credits

School of Record Articulation: 3000 Level Religious Studies

This course is a comparative study of the three Abrahamic religions: Judaism, Christianity, and Islam. It examines the religions' shared aspects as well as distinct elements. The course compares the three religions along thematic lines and examines the way these three major traditions impact the modern West and the Middle East specifically. Among the themes to be discussed are Abraham, scripture and tradition, law, the creation, God, worship, mysticism, the house of God, the tradition of head covering, homosexuality, Jerusalem, and the end of times.

SOC 314: Service Learning Experience

Credits: 3

Prerequisite: ENG 101 or equivalent, and 6 credit hours in the Arts or Humanities or Social Sciences, or instructor permission

School of Record Articulation: 3000 Level Sociology

Earn college credit while making an impact. Students enrolled in the course earn firsthand experience at a service learning placement in a nonprofit, NGO, or similar organization dedicated to advocacy or policy change. Students are expected to complete a minimum of 120 total hours at their placement under supervision, in addition to successful completion of the Service Learning Experience seminar under IAU Madrid faculty guidance. In this course, students meet and communicate regularly on their progress, learn about relevant issues concerning the NGOs and nonprofits where students are placed, and work on a final portfolio of their placement, organization, and the scope and impact of their service. Study abroad Service Learning confronts us with additional challenges, such as familiarity with the host culture and the short period of time students are living in the host city to become acquainted with the everyday realities of the peoples attended to in the scope of work by these NGOs and nonprofit organizations. For these reasons, the course will also guide students through a process to acquire keys to understanding the social, cultural, and economic frameworks of their placement and its position in the host culture. Service ethics are also at issue in the course as part and parcel of the student experience to have students develop skills for navigating questions of inequality, access, difference, and discrimination firsthand with self-critical cultural sensitivity to others and their own experiences.

SPA/ART 368: Art and Activism (in Spanish)

Credits: 3

Prerequisite: 4 semesters of college-level Spanish; a qualifying score on the ACM/IAU Spanish placement test, or instructor permission

School of Record Articulation: 3000 Level Spanish

In this course we will explore and investigate cultures of protest and their artistic and aesthetic expression in contemporary Spain. We will garner understanding for the intersections between art and politics, and learn to analyze cultural material in activist archives, museums, and cultural centers in Madrid. At the same time, we will question New Social Movements from a comparatist perspective by investigating the place of activism in relation to contemporary history, society, and politics both locally and globally. Students will acquire vocabulary and critical frameworks in advanced Spanish to analyze the cultures of protest in archives.

SPA/HIS 327: Spanish Civilization and Culture

Credits: 3

Prerequisite: 4 semesters of college-level Spanish; a qualifying score on the ACM/IAU Spanish placement test, or instructor permission

School of Record Articulation: 3000 Level Spanish

This course offers a panoramic and interdisciplinary view of the historical and cultural development of what is now known as Spain.

The course is divided into three chronological / thematic units, each one focused on a different dimension in the historical configuration of Spain and Spanish culture from the Middle Ages to the present. They are, respectively, "The three cultures (711-1492)", "Empire (1492-1898)" and "The Civil War and its legacy (1898-present)".

SPA/LIT 352: Writing the City: Madrid Through Its Barrios

Credits: 3

Prerequisite: 4 semesters of college-level Spanish; a qualifying score on the ACM/IAU Spanish placement test, or instructor permission. Completion of Advanced Spanish Grammar and composition or its equivalent in a previous term is recommended.

School of Record Articulation: 3000 Level Spanish

Taking Madrid's diverse neighborhoods as our point of departure for exploration, this course aims to have advanced students of Spanish work on perfecting their writing and speaking skills and on developing a unique voice in Spanish communication. Skills sets will focus on broadening Spanish language vocabulary, deepening understanding of style and narrative register, and gaining greater self-confidence in communicative situations. Exercises are designed to have students engage and write about Madrid's many neighborhoods and their identities, while exploring one's own relationship to these spaces. Fieldwork and activities will necessarily take students to Madrid's barrios. Students are expected to read and engage with assigned texts that also explore these themes, including works in different narrative and literary genres. We will participate in group discussions and engage with different kinds of texts, from creative think pieces to academic essays, interviews, summaries, and stories. Students will interview a Madrid resident as part of the course.

SPA/SOC 337: Spain and the Americas: A Cultural Perspective

Credits: 3

Prerequisite: 4 semesters of college-level Spanish; a qualifying score on the ACM/IAU Spanish placement test, or instructor permission

School of Record Articulation: 3000 Level Spanish

This transatlantic and interdisciplinary course is designed to give students a deeper understanding of the cultural history of the relationship between Spain, the United States and Latin America, by focusing specifically on the contemporary period: from the mid-19th century (with the many doubts that the Spanish model aroused in Spanish-American intellectuals) to the beginning of the 21st century. Contemporary Spain cannot be understood without an approach to the loss of its last colonies in America and Asia to the local bourgeoisies and the United States. On the cultural level, the triadic relationship between these regions will profoundly influence the different artistic movements and manifestations of the early 20th century, from modernism to the avant-garde.

SPA 202: Intermediate Spanish II

Credits: 4

Prerequisite: 3 semesters of college-level Spanish or equivalent, or a qualifying score on the ACM/IAU Spanish placement test

School of Record Articulation: 2000 Level Spanish

Continued development of competence in more advanced elements of reading, writing, speaking, and understanding spoken Spanish. Intended for students who have completed the equivalent of three semesters of college-level Spanish. After completing this course, the student will understand extended speech and lectures (TV, movies, newspapers) and will be able to communicate with a degree of fluency that will let interact with natives with spontaneity. The information presented will be precise

when talking in a field of interest and quite clear when writing or speaking in other range of subjects.

SPA 317: Spanish for the Medical Profession

Credits: 3

Prerequisite: 4 semesters of college-level Spanish; a qualifying score on the ACM/IAU Spanish placement test, or instructor permission

School of Record Articulation: 3000 Level Spanish

This course is designed for students who need Spanish in the healthcare field, that is, students

who are preferably studying biology, pre-medicine, nursing, pharmacy, or psychology. In the classroom, learning strategies and activities will serve to introduce the student to common situations within the medical-health field and acquire specific terminology in these professions through comprehension exercises and oral and written production. Students will also learn about the Spanish national health system in the host culture. Course topics include learning vocabulary and practicing comprehension and oral production in situations that involve: human anatomy, ailments, symptoms, medical specializations, pharmacy, healthcare systems and coverage, and real-life dialogues between patients and healthcare professionals.

SPA 411: Culture Lab

Credits: 3

Prerequisite: For students who have demonstrated advanced-level Spanish, interested in a comprehensive linguistic and cultural immersion program; 4-5 semesters of college-level Spanish; a qualifying score on the ACM/IAU Spanish placement test. Instructor approval is required.

School of Record Articulation: 4000 Level Spanish

Taught in Spanish with workshop and lecture components. Conducted in the style of a laboratory, this class will take up contemporary debates on literary, artistic, and cultural works from Medieval Iberia to contemporary Spain, allowing students to acquire and practice the tools to analyze Iberian cultures and their margins. How do the chosen case studies of cultural works capture the predominant thought and questions underpinning each historical period, or how do they brush against them? How is “culture” contested, shifting, and plural? In what ways do these primary materials—poetry, narrative, audiovisuals, art and architecture, city spaces, etc.—relate to the historical context of the moment when they were produced? How do they help researchers understand the “structures of feeling”, per Raymond Williams, with nuance and cultural specificity? Students will investigate what the study of cultural objects can tell us about the ways of life, values, and social attitudes of peoples, past and present, to gain an advanced understanding of the politics of culture.

School of Record for American Institute for Foreign Study

Locations

Austria

- Salzburg

Italy

- Florence
- Rome

United Kingdom

- London

School of Record for American Institute for Foreign Study in Italy

Locations

Florence

Rome

AIFS Global Education Center Florence

AHST 210: Italian Art: Selected Topics (Florence)

Credit: 1

Prerequisite: Introduction to Fine Art, Art History, or equivalent, or advisor approval

School of Record Articulation: 2000 Level Art History

This course, taught during mandatory site visits to Venice and Rome, is a survey of Italian figurative art and architecture from c. 1200 to 1600. Emphasis is put on artistic techniques, styles, patronage, and the political and religious contexts in which the artists worked. During site visits to museums, palaces and churches in Florence, Rome and Venice students will have a unique opportunity to experience the works as their original viewers did and as their creators intended. Participation to Rome and Venice field trips is mandatory.

AHST 334: Women in the Arts in Italy

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level Art History

This course focuses on the role of women in art, presenting an overview of the female imagery in Italian art from the Middle Ages to the Renaissance and beyond in its historical and cultural context. The iconographic study includes paintings of the Virgin Mary, saints and martyrs, heroines, goddesses, sibyls, wives and courtesans, outstanding female artists and the significance of social, cultural barriers to their careers and how they overcome them. Observe the world of female art patrons who have shaped the course of art history with examples from the 19th, 20th and 21st centuries. Classroom lectures, site visits to museums and monuments in Florence, and a one-day site visit to Bologna.

AHST 340: Palaces and Villas of Florence

Credits: 3

Prerequisite: One college level Art or Art History course, some prior historical knowledge preferable

School of Record Articulation: 3000 Level Art History

This course examines the development of public and domestic buildings - specifically villas, palaces - from the 12th - 17th century. The course will have an interdisciplinary approach to the study of the buildings which will be analyzed from an architecturally, historical point of view with a special focus on their public and private functions in relation to the social, political and economic evolution of Florence through the centuries. Discover the role of the great families of Florence; the Medici

and the Strozzi as patrons of the city, their need to live in the public environment, their private world of the Palazzo and the Villa.

AHST 343: Otherness and Diversity in Renaissance Art

Credits: 3

Prerequisite: Introductory and intermediate Art History, or equivalent, or advisor approval

School of Record Articulation: 3000 Level Art History

This course will address ways in which diversity such as gender, ethnicity, religion, disability have affected the history of artistic practice, patronage and viewing during the Italian Renaissance. We will explore diversity and otherness as social constructs, and investigate the ways these ideas are reflected in and created by works of art and architecture in Italy from the years 1300-1580. We will also investigate the ways in which modern and post-modern theory can be applied to the study of Renaissance art. This course will address topics such as the ways that art constructed and reflected discourses of gender and sexuality, the gender and sexuality of the artist, and the creation and use of erotic works of art, the representation of otherness in Renaissance art and the concept of diversity.

AHST/HIST 351: Origin and Evolution of Italian Costume and Fashion

Credits: 3

Prerequisite: One 200-level Art History course or equivalent, or advisor approval

School of Record of Articulation: 3000 Level Art History

Fashion is intrinsically connected to the idea of nation, identity and place, and while Italian fashion at first sight appears as a contemporary project, its roots trace as far back as early modernity. This course will investigate the origins and evolution of Italian fashion, of manufacturing of costumes, dresses and fashionable wear through the renaissance and up to present, emphasizing its' relation to arts and tradition in craftsmanship and textiles. The new area of Italian fashion making its way in the 1950s, often referred to as the birth of Italian Fashion and 'Made In Italy', was solidified by international relations between the US and Italy and this course will explore how it was in this context that the embodiment of a new tangible, modern and glamorous 'Italian Style' was born.

AHST 362: Museums of Florence

Credits: 3

Prerequisite: One college level Art or Art History course or equivalent

School of Record Articulation: 2000 Level Art History

The purpose of the course is to familiarize students with the city of Florence and its renowned museums. Students are trained to comprehend the uniqueness of the artistic heritage of the city known as 'the cradle of Renaissance'. They will have the extraordinary opportunity to experience art in its sites, often churches, as their original viewers did and their creators intended, and in museums, through the visits to the major cultural highlights of Florence such as Uffizi, Academia, Bargello, Santa Croce, and Opera del Duomo.

BUSI 340: European Union: Business and Institutions

Credits: 3

Prerequisite: Strongly recommended to have an Introduction to Business course or equivalent

School of Record Articulation: 3000 Level Economics

Europe is the largest market in the world, and also the most complex and highly regulated. Numerous business regulations and directives have been implemented as a result of intense political bargaining between member countries over decades, with the aim to create a single market in which goods, services, labor and capital can move freely. Understanding the implications of this legal, political and economic complexity is

essential in understanding how business and organizations operate in Europe. This course will examine the factors and influences at work in the European business environment.

COMM 340: Fashion Communication

Credits: 3

Prerequisite: One college level Communications or Fashion course

School of Record Articulation: 3000 Level Communications

Fashion in itself is a form of communication with both tangible and intangible elements, its visual and aesthetic value is greater than its functionality. Explore the key developments of communication within the fashion industry, from the early and iconic fashion magazines with their role as promoters of both new images and identity, through the importance of fashion photography to new and developing social media platforms and digital technologies. The means of communication used by fashions firms, brands and companies to communicate their identity will be discussed and challenges and opportunities the fashion business faces, such as sustainability, gender identify, and the importance of fashion influencers as new key communicators.

COMM 372: Social Media, Journalism, Public Relations

Credits: 3

Prerequisite: One college level Communications, Journalism, or Public Relations course

School of Record Articulation: 3000 Level Communications

This course analyses the main aspects of the professions of Public Relations and journalism focusing on the writing techniques used by journalists and PR practitioners and on how journalists and PR practitioners use social media communication to reach a mass audience. The course also examines the similarities and differences of both professions as well as the ethical issues that both journalists and PR practitioners have to cope with. It teaches students the principle writing techniques and social media strategies that journalists, news organizations and PR firms use.

COMM 383: Made in Italy

Credits: 3

Prerequisite: One college level History or Economics course

School of Record Articulation: 3000 Level Communications

Italy leaped from being mainly an agricultural based economy up until the post war era, to becoming one of the worlds' greatest industrial entities and biggest global economies today. This course covers themes of contemporary Italian society that brought about that change, focusing on how traditional artistic and craft excellences were combined with technological modernization and the creation of a mass consumer society. Italy's achievements in fashion, interior design, industrial design, automobiles and advertising will emerge how designers and industrialists played a critical role in manufacturing an iconic Italian image, appealing to domestic and international consumers. Through social, cultural and anthropological approaches, this course sets out to detect the symbols of Italian identity.

ENGL 340: Dante's Journey

Credits: 3

Prerequisite: One 200-level Literature course or an equivalent and a Research and Writing course or an equivalent, or advisor permission

School of Record Articulation: 3000 Level English

The aim of this course is an in-depth exploration of Dante's works, *Vita Nuova* and his masterpiece, *Divine Comedy*, with references also to other works (*Convivio*). It will focus on both the poet's philosophy and the events of his life, understand the origins of his poetic, his concept of love and his relationship with the town of Florence. It will also give to students a general understanding of the medieval background. Literary, historical

and philosophical views will be addressed to better approach Dante's poetry.

ENGL 350: Masters of Italian Literature

Credits: 3

Prerequisite: One 200-level Literature course or an equivalent and a Research and Writing course or an equivalent, or advisor permission

School of Record Articulation: 3000 Level English/Italian

This course aims to examine the works of the great Italian authors of the Italian Middle Ages and the Renaissance, focusing on both their historical, religious and political milieu and on their enduring influence on contemporary literature. Readings in translation will include Dante, Petrarch, Boccaccio.

FNAR 140: Intro to Drawing

Credits: 3

Prerequisite: No prior experience with drawing is required

School of Record Articulation: 1000 Level Studio Art

This course introduces students to traditional and contemporary drawing techniques and concepts. Students will practice figure drawing, structural drawing, and outdoor drawing in the city of Florence and in the surrounding areas, thus developing both technical abilities and creative responses to the assigned materials and subjects. A wide range of drawing media, such as lead, graphite, charcoal and ink will be experimented. Practical demonstrations, traditional lectures, group and individual critiques will be given throughout the course in order to develop students' critical thinking skills. A studio fee is required for this course.

FNAR 150: Intro to Painting

Credits: 3

Prerequisite: N/A

School of Record Articulation: 1000 Level Studio Art

This course is intended for students with little or no previous Painting experience. Students will learn how to handle brushes and mix colors in order to create the illusion of light, shadow, perspective, volume, and proportion. Students will explore different materials and the way to use them, different techniques and the way they have been used by famous master painters of different periods. Assignments will progress from specific exercises intended to build on techniques to complex projects which will include out of doors landscape paintings of the hills around Florence and of the beautiful gardens of the city but also still life and figure painting.

FNAR 240: Intermediate Drawing

Credits: 3

Prerequisite: Introduction to Drawing or an equivalent drawing course, or advisor permission

School of Record Articulation: 2000 Level Studio Art

This course is a continuation of Introduction to Drawing. It aims to reinforce basic drawing skills and introduces additional drawing media and techniques focusing on linear perspective, objects, spatial perception and human anatomy. Some classes and the relevant assignments will focus on a more realistic approach, others will focus on more conceptual approaches such as abstraction and surrealism. Emphasis is placed on the development of expressive and perceptual skills. A studio fee is required for this course.

FNAR 250: Intermediate Painting

Credits: 3

Prerequisite: Introduction to Painting or an equivalent course, or advisor permission

School of Record Articulation: 2000 Level Studio Art

In this course students work to develop their technical proficiency and emphasis is put on specific light related issues such as artificial lighting, candle lighting and side lighting. Students will continue to develop observational skills through assigned and independent painting projects which will include open air paintings of Florence and of the surrounding areas, and in studio works. Students at this level are encouraged to confront and to discuss their projects with the teacher and with other students. A studio fee is required for this course.

FNAR 260: Italy Sketchbook

Credits: 3

Prerequisite: Introduction to Drawing or an equivalent course, or advisor permission

School of Record Articulation: 2000 Level Studio Art

Students will acquire a broad grasp of the roles and aims of drawing as both an analytical and an expressive tool of artistic and communicative inquiry. Florence is at the center of the drawing process, which aims at exploring and communicating in a visual way the most peculiar sites of the city, from the Arno river to the art collections of the numerous galleries and museums of the town, also both indoor and outdoor sessions. The production of a sketchbook is an essential part of the course and it helps the students to record the city, create ideas, how drawing is an open and mobile tool for exploring reality. A studio fee is required for this course.

FNAR 340: Advanced Drawing

Credits: 3

Prerequisite: Intermediate Drawing or an equivalent course, or advisor permission

School of Record Articulation: 3000 Level Studio Art

This course aims to develop students' personal styles using all the knowledge and experience acquired in previous art courses. Students will develop and refine drawing techniques and concepts and be guided towards a better understanding of human anatomy for the purpose of artistic expression. Emphasis will be put on spatial perception, compositional structure, linear perspective, figure/ground integration. Students will work on complex assignments which will require not only strong technical skills but also critical thinking, and analytical abilities necessary to verbalize the conceptual projects from which they originated. A studio fee is required for this course.

FNAR 350: Advanced Painting

Credits: 3

Prerequisite: Intermediate Painting or an equivalent, or advisor permission

School of Record Articulation: 3000 Level Studio Art

This course is intended for students who already have a good grasp of techniques and concepts of painting. Students are guided to develop a personal style, expression, and analysis of the painting process while familiarizing with professional painting techniques and materials. The course includes outdoor painting in the most beautiful spots of Florence and work in the studio. Discussions and critiques are an important part of this course aimed to develop students' conceptual skills, critical and visual vocabulary of art, creative expression. A studio fee is required for this course.

FILM/SOCI 350: Italian Society Through Film

Credits: 3

Prerequisite: Introductory coursework in Film/Media or Sociology, plus Intermediate coursework in Italian Studies, Sociology, or Film/Media

School of Record Articulation: 3000 Level Film/Sociology

The course analyzes the evolution of the main aspects of Italian culture and society from the end of World War II up to the present day

as portrayed in representative Italian movies. It examines the social significance of the most successful cinematic styles and genres belonging to the history of Italian cinema, such as Neorealism and the *Commedia all'Italiana*, and analyzes social phenomena such as the evolution of the family, Italian migration patterns and the relations between North and South that have shaped the cultural and political identity of Italian society.

HIST 345: Florence and the Medici

Credits: 3

Prerequisite: World History or an equivalent

School of Record Articulation: 3000 Level History

This course covers the full history of the famous House of Medici from the humble beginnings of founder Giovanni di Bicci and his tyrant son Cosimo, to the extraordinary life of Lorenzo the Magnificent and the final collapse of the house of the Medici with the death of the last Medici Duke in 1737. The course uses primary source readings by such authors as Giovanni Villani, Niccolò Machiavelli, Agnolo Poliziano and Francesco Guicciardini to depict the life of Florence and of the Medici family as perceived by their contemporaries. Students will visit palaces, churches, museums, and galleries, which are relevant to the study of the Medici family.

HIST 380: History of Epidemics

Credits: 3

Prerequisite: Introductory Medical Humanities or History, plus intermediate Medical Humanities or equivalent, or advisor approval.

School of Record Articulation: 3000 Level History

This course explores the history of epidemics on a global scale, from antiquity to modern days. It will critically engage with classical medical theories, sickness and epidemics in the media and in literature, and it will cover the emerging ecological issues of the last decades, and how contagion affects different countries and cultures, for example discussing the impact of smallpox in the "New World", the Americas; the spreading of cholera in the provinces of Asia and in Europe and then diffusion of AIDS in the African continent. Finally, it will critically deal with contemporary pandemics such as COVID-19 and its effects on humanity.

HIST/CRM 350: History of the Mafia

Credits: 3

Prerequisite: N/A

School of Record Articulation: 2000 Level History

This course analyses the evolution of the Mafia as a criminal enterprise from Italy's national unification in 1861 to present. This course has an historical-political focus it follows a multidisciplinary approach, also the sociological aspect of Mafia not only viewing it as a form of organized crime. Consider the criminal justice and the fight against it, by critically examining the achievements and shortcomings of Italy's government throughout the years, and the efforts, made by Italian law to enforce its fight against organized crime from the early 1990s onward. Its most recent developments are analysed in the last part of the course.

INTN 305: Global Service Learning

Credits: 3

Prerequisite: Completion of two Humanitarian Action electives

School of Record Articulation: 3000 Level Arts & Science General Elective

The Global Service Learning course combines service in the local community with structured preparation and reflection opportunities. As students engage in service learning, they learn about the context in which service is provided, understand the connection between their service and their coursework, and their role as community members. Community work placement provides students from any discipline and majors with

the opportunity to grow academically, professionally, personally and civically through participation in a service-learning experience. The course consists of 20 contact hours of seminars & workshops and 100 hours of supervised community service.

INTN 310: International Internship

Credits: 3

Prerequisite: Minimum GPA of 2.75 and two letters of reference from professors

Corequisite: Students are required to enroll in the 3-credit hybrid course SOCI 360 Italian Culture and Traditions

School of Record Articulation: 3000 Level General Elective

The International Internship program combines practical work experience in a foreign country with structured preparation and reflection opportunities. The course aims at providing students of any discipline and majors with the professional skills required by today's culturally diverse working environment. The placement opportunity will help students think about their own skills, those they would need to acquire according to their professional plans, and whether their own professional paths are coherent with their goals.

ITAL 101: Elementary Italian I

Credits: 3

Prerequisite: N/A

School of Record Articulation: 1000 Level Italian

A thorough introduction to the Italian language for absolute beginners or students with little previous experience, the course teaches essential vocabulary and grammar and develops students' ability to communicate in an authentic linguistic context.

ITAL 102: Elementary Italian II

Credits: 3

Prerequisite: ITAL 101: Elementary Italian I, and/or minimum 70/100 score on the diagnostic test

School of Record Articulation: 1000 Level Italian

This course is designed for students with some knowledge of Italian. Starts with a review of basic grammar and vocabulary before progressing to more complex structures and functions. Conversation is a central part of every class, with opportunities for all students to practice listening and comprehension of authentic material as well oral and written production. They will also have a greater awareness of Italian culture and society.

ITAL 201: Intermediate Italian I

Credits: 3

Prerequisite: ITAL 102: Elementary Italian II, and/or minimum 70/100 score on the diagnostic test

School of Record Articulation: 2000 Level Italian

In this course students develop their ability to communicate effectively and accurately, making use of expanded vocabulary. Students practice conversation and improve listening and oral production skills in an authentic Italian context. The course covers cultural elements of the Italian society and lifestyle. Reading and writing exercises improve skills in understanding prose and writing letters and messages with appropriate vocabulary.

ITAL 260: Basic Italian in its Cultural Context

Credits: 6

Prerequisite: N/A

School of Record Articulation: 2000 Level Intensive Italian

This is an intensive Italian language course for beginners, with a focus on Italian language and a comprehensive view of the Italian culture. The course teaches essential vocabulary and grammar, develops students' ability to communicate in an authentic linguistic context and enables

them to deepen their understanding of the typical aspects of the Italian culture and customs.

ITAL 301: Intermediate Italian II

Credits: 3

Prerequisite: ITAL 201: Intermediate Italian I, and/or minimum 70/100 score on the diagnostic test

School of Record Articulation: 3000 Level Italian

This course builds upon the abilities and knowledge acquired in Intermediate Italian I and develops them to enable students to understand and respond to complex lines of written and oral arguments. Students review complex grammar structures and work regularly on reading, composition, phonetics, syntax, and style assignments. Constant conversation practice enables them to communicate competently in Italian.

ITAL 350: Masters of Italian Literature

Credits: 3

Prerequisite: One 200-level Literature course or an equivalent and a Research and Writing course or an equivalent, or Advisor Permission.

School of Record Articulation: 3000 Level Italian

This course aims to examine the works of the great Italian authors of the Italian Middle Ages and the Renaissance, focusing on both their historical, religious and political milieu and on their enduring influence on contemporary literature. Readings in translation will include Dante, Petrarch, Boccaccio.

ITAL 401: Advanced Italian

Credits: 3

Prerequisite: Four/five semesters of Italian, and/or a pass at ITAL 301: Intermediate Italian II, and/or a minimum 70/100 score on the diagnostic test

School of Record Articulation: 4000 Level Italian

This course prepares students to use advanced grammatical structures and vocabulary, and enables them to interact with the Italian world at a sophisticated level. Students practice understanding of complex lectures and arguments, in both written and oral form. They are expected to become fluent and spontaneous in their verbal interaction, as well as capable of presenting an argument, orally and in writing.

MKTG 340: Marketing Today's Fashion

Credits: 3

Prerequisite: Introductory Marketing, plus one 200-level Marketing course or equivalent and one Communications course or equivalent, or advisor permission

School of Record Articulation: 3000 Level Marketing

The marketing of a brand occupies a crucial role in the fashion industry; alongside the creative work of designers and stylists, successful fashion brands will also heavily depend upon marketing plans, publicity, communication and advertising strategies in order to develop their business and brand worth. This course will introduce students to the principles of fashion marketing and explore how the fashion industry faces challenges in the global market and is constantly striving to investigate unconventional and innovative tactics within the field of marketing.

MKTG 350: Marketing of Wine in Italy

Credits: 3

Prerequisite: Introduction to Marketing plus one 200-level Marketing course or equivalent and one Business course or equivalent, or advisor permission

School of Record Articulation: 3000 Level Marketing

Wine a cultural expression, a result of passion and tradition, or an art form? Or is it simply a business, and if so, what business? Wine has deep roots in our Western way of life and this course aims at exploring wine as both an agricultural product but also as a luxury product that is sold on markets. This course will equip students with skills and knowledge for the practice of wine marketing, and introduced to the use of consumer and market behavior theory, branding and service techniques and business-to-business theory.

MKTG 364: Marketing of Italian Luxury Fashion

Credits: 3

Prerequisite: A Foundations of Business or a basic Marketing course is strongly recommended

School of Record Articulation: 3000 Level Marketing

Italian fashion occupies a prominent place in today's globalized economy. This course explores how luxury and fashion have evolved in the past and how they are marketed to-day. For this purpose, we will analyze and discuss innovative and effective marketing strategies, branding and consumer behavior within the context of the consumption of luxury fashion products and services. The focus will be on key Italian luxury brands such as Gucci, Salvatore Ferragamo, Valentino, and Versace. Field trips and visits to fashion retailers, corporate museums and design studios will allow students to acquire a first-hand knowledge of trend-setting marketing strategies developed by Italian fashion brands.

MKTG 374: Sustainable Fashion

Credits: 3

Prerequisite: Introduction to Marketing and one 200 level Marketing course and one Business course, or equivalent

School of Record Articulation: 3000 Level Marketing

Fashion is still making very little tangible progress in terms of sustainability. Emissions are still going up, circularity remains elusive, next-gen textiles have yet to scale, but on the other hand consumers are increasingly aware and their behavior reflects their choices. In order to remain competitive on the market, big and small brands will have to look to the future in a green sustainable way making ethical choices to improve corporate reputation and creating important business strategies to increase revenues. This course analyses the origins and history of this managerial theory and the context of sustainability in fashion.

PHOT 300: Fashion Photography

Credits: 3

Prerequisite: Introductory plus intermediate coursework in Photography (or equivalent), or advisor approval

School of Record Articulation: 3000 Level Studio Art

Explore the world of fashion photography, where art, style, and storytelling come together. This course dives into the dynamic relationship between fashion, photography, and culture, providing both technical skills and conceptual insights. Through practical workshops, in-depth analysis, and hands-on projects, students will learn to craft compelling images that reflect personal creativity and the essence of fashion. We'll cover lighting techniques, model direction, editorial and commercial styles, as well as the role of post-production. Students will develop an understanding of iconic fashion photography, its influence on global aesthetics, and how to create images that captivate, inspire, and convey a narrative. Students will also attend major fashion events in Italy.

PHOT 370: Street Photography

Credits: 3

Prerequisite: One college level Photography course

School of Record Articulation: 3000 Level Studio Art

Capture everyday life in public places, create realistic images focusing on the way people act and interact with each other and the environment,

also learn how to use visual intelligence, skills and strategies to create meaningful images that reflect different multicultural realities. Skills from its origin to Henri Cartier-Bresson, Helen Levitt, and Robert Frank will be analyzed. Also provides a strong on-site component to identify meaningful 'local' subjects and acquire confidence in photographing people on the streets in a variety of situations. Required: A digital single lens photographic camera (DSLR): 10,0 megapixels minimum with an optical zoom lens at least 3X and a laptop

PSYC 310: Cross Cultural Psychology

Credits: 3

Prerequisite: One college level Psychology course

School of Record Articulation: 3000 Level Psychology

Explore human behavior from the social point of view and in a cross-cultural perspective, both in theory and practice, cross-cultural psychology, through elements of sociology, ecology, anthropology, biology, sociology, discuss the shaping and deployment of human attitudes, behavior, values, communication process and social organization. Specific attention will be devoted to issues such as the individual vs the social, mental health and cross-cultural communication. Field research, conducting interviews on topics related to their own study abroad experience while visiting various locations in Rome and Italy. The research as a practical tool of the course, apply methodologies of inquiry focusing at studying how relationships and behavior in cross-cultural contexts take shape.

PSYC 311: Organizational Psychology

Credits: 3

Prerequisite: One 200-level Psychology course or equivalent

School of Record Articulation: 3000 Level Psychology

The course explores psychology as it is applied to the workplace. Through lectures, experiential exercises, readings, case studies, reflections, and teamwork, students gain a thorough understanding of individual behavior, group functioning, and organizational processes and dynamics. The importance of self-awareness, conflicts, communication and the impact of technology, dealing with uncertainty, substance abuse within an organization, individual and organizational growth, are among the themes analyzed. The course will enable students to develop critical acumen and creativity in seeking implementable and effective solutions to real problems in the workplace.

RLST 310: Comparative Religions

Credits: 3

Prerequisite: Introductory and intermediate World Religions courses, or equivalent

School of Articulation: 3000 Religious Studies

The course explores the entire panorama of world religions, from a comparative perspective and using methodologies from various, related disciplines. Ancient Roman, Greek, Eastern religious traditions, as well as the three monotheistic religions – Judaism, Christianity, and Islam – and the polytheistic religious systems – Hinduism, Buddhism, and Taoism – will be discussed and analyzed along with current developments and the "new-age" religions. Religious, historical, anthropological, sociological, philosophical approaches will be considered to discuss the evolutions of religions and central religious issues, such as the problem of evil, free will, the construction of organized religious institutions, and the shaping of religious identities.

SOCI 300: Service-Learning for UNESCO in Florence

Credits: 3

Prerequisite: Completion of two Humanitarian Action electives, or instructor permission

School of Record Articulation: 3000 Level Sociology

The Service-Learning for UNESCO in Florence course, which is provided in collaboration with the Club for UNESCO Florence, combines service in the Florentine community with structured preparation and reflection opportunities. As students engage in service learning, they learn about the local and national context in which service is provided, understand the connection between their service and their coursework, and their role as community members to support the Club for UNESCO Florence spreading the organization's principles and reaching the so-called Sustainable Development Goals (SDGs). Community work placement at the Club for UNESCO Florence provides students from any discipline and majors with the opportunity to grow academically, professionally, personally and civically through participation in a service-learning experience. The course consists of 20 contact hours of seminars & workshops and 100 hours of supervised community service.

SOCI 345: The Role of Women in Italy

Credits: 3

Prerequisite: Intro to Sociology plus intermediate sociology course (or equivalent), or advisor approval

School of Record Articulation: 3000 Level Sociology

The life of Italian women is intrinsically linked to the history of family and its centrality in Italian society. While traditionally the social and economic condition of women often manifested itself through domestic labor or in function of the family, this course will explore how social conditions have changed for women in areas such as work and career, health and political representation. In tracing the transformation of Italian society, this course will touch upon areas such as the progressive independence of Italian women and modification of gender roles in the Italian society; of feminism and of media representation of the female image.

SOCI 353: Soccer and Italian Identity

Credits: 3

Prerequisite: One college level Sociology course

School of Record Articulation: 3000 Level Sociology

Analyzing the role of soccer in Italian society the course provides unique opportunities to investigate and understand the multidimensional features of contemporary Italian identity. Through sociological lenses, the course examines the role of soccer within Italian history, culture, politics, media environment, and social change. The main focus is on the socio-cultural dynamics of the relationship between soccer and Italian society. Field trips to matches at the local soccer stadium are an essential part of the course. Students can have field experiences and interpret the social dynamics of sporting events, adopting a comparative, cross-cultural perspective.

SOCI 360: Italian Culture and Traditions

Credits: 3

Prerequisite: One college level Sociology course

School of Record Articulation: 3000 Level Sociology

Discover some of the key elements of the great social changes and cultural issues that came about in Italy during the post-war period. From 1950 on, a sense of new beginning and the birth of what later would be known world-wide as the Italian Style, would characterize most spheres of productive and cultural life such as fashion, design, film and music. The coexistence of tradition and innovation has been a main feature in contemporary Italy; and will focus on Italian cultural expressions like foodways, Italian cuisine and wine, and the impact of change in relation to new dynamics in family life, gender roles in popular beliefs and superstition.

SOCI360H: Italian Cultures and Traditions (Hybrid)

Credits: 3

Prerequisite: One 200-level Sociology course or an equivalent and a Research and Writing course, or an equivalent

School of Record Articulation: 3000 Level Sociology

This course aims at discovering some of the key elements of the great social changes and cultural issues that came about in Italy during the post-war period. From the early 1950s on, a sense of new beginning and the birth of what later would be known world-wide as the Italian Style, would characterize most spheres of productive and cultural life such as fashion, design, film and music. The coexistence of tradition and innovation has been a main feature in contemporary Italy; this course will focus on Italian cultural expressions like foodways, Italian cuisine and wine, and the impact of change in relation to new dynamics in family life and gender roles, in popular beliefs and superstition.

SOCI 360: Food Culture in Italy

Credits: 3

Prerequisite: Introductory History or Anthropology course, plus intermediate Culinary or Anthropology course (or equivalent), or advisor approval.

School of Record Articulation: 3000 Level Sociology

Explore the history of Italian food, myriad of aspects of Italy's culture and history unfold. Through the medium of food this course aims to uncover various changes and trends in Italian history and society. Food as nourishment of body and spirit, as a social divider or unifier, as a means of communication and ultimately as a promoter of power takes us through history up until the contemporary rediscovery of 'authentic' and 'traditional' foods; a response to ongoing globalizing processes and a way to construct new social identities. An ultimate expression of this is the Slow Food Revolution, a movement initiated in Italy that has now worldwide following.

SOCI 364: Magic, Religion, and Popular Beliefs

Credits: 3

Prerequisite: Recommended an Introduction to Philosophy or Religion course

School of Record Articulation: 3000 Level Sociology

The course is based on an interdisciplinary approach focusing on the sociological and anthropological analysis of the role of magic, witchcraft, and the supernatural in various religious and cultural contexts in both past and contemporary world. It will critically engage with classical theories, considering positivism and the first ethnographic studies. Differences and similarities between Magic and Witchcraft will be analyzed. The role religion plays in human experiences of sickness, death, and uncertainty will be explored along with a discussion of contemporary pagan religions and unconventional beliefs.

AIFS Global Education Center Rome

AHST 210: Italian Art Selected Topics (Rome)

Credits: 1

Prerequisite: Introduction to Fine Art or Italian Art History or equivalent, or advisor approval

School of Record Articulation: 2000 Level Art History

The class is taught on site in Rome and during field trips to Venice, Florence, Naples and Palermo. This course covers selected topics in Italian art, especially pertaining to painting and sculpture, up to the Renaissance and the Baroque ages. Early Italian art from the Etruscans and the Romans up to the early modern times will be considered in their art historical contexts; key topics will be covered such as artistic patronage as well as other social, religious and cultural developments. Students write a project paper based on a topic agreed with the instructor and related to field exploration.

AHST 310: Masters of the Renaissance and Baroque in Rome

Credits: 3

Prerequisite: Introduction to Art History, History of Western Civilization, English Language and Composition or equivalents

School of Record Articulation: 3000 Level Art History

The course deals with the features and the evolution of the Italian and especially Roman painting, sculpture and architecture in the Renaissance and Baroque periods between the fourteenth and the seventeenth centuries. The transition from the Medieval to the early modern times in Rome will be examined from the art historical point of view. Students will get to know impressive works of art along with the key figures of their masters within the social, cultural and historical contexts of their production and fruition. The focus of the course is Rome and classroom lectures are complemented by on-site visits to works by masters such as Caravaggio, Raphael, Michelangelo, and Bernini.

AHST 320: Roman Art and Civilization: from Antiquity to the Present

Credits: 3

Prerequisite: Introductory to History, Art History, and History of Western Civilization, or equivalent, or advisor approval

School of Record Articulation: 2000 Level Art History

This course surveys the history of Roman civilization from antiquity to present times with special focus on Rome's material cultural, artistic and architectural evidences. The Classical, Medieval, Renaissance, Baroque, as well as the modern and the contemporary features of Roman art and civilization will be analyzed, also through frequent visits of churches, museums, and other places of artistic interest.

ANTH/HIST 320: Food, Culture and Identity

Credits: 3

Prerequisite: History of Western Civilization and a basic knowledge of Ancient History

School of Record Articulation: 3000 Level Sociology

This is a course on the history and the evolution of food-related cultures and behaviors, from the ancient to the recent times, passing through the Classical and the Medieval ages, and the social function of eating and food, through the analysis of festive occasions related to meals, table manners, dietary prescriptions and identities. Different types of sources will be considered, from written texts, to artistic and archaeological finds, to highlight the variety of traditions and social rules developed through the ages with regard to food and eating. Those topics will also be contextualized in the different environments they were part of, such as cities, houses, noble palaces or abbeys.

ARCH 321: Engineering in Ancient Rome

Credits: 3

Prerequisite: Introductory History course, plus Ancient Roman Art History and/or Architecture and/or History

School of Record Articulation: 3000 Level Art History/Classical Studies

This course explores the engineering techniques and production systems used in the construction of the architectural masterpieces of the Roman world: aqueducts, bridges, domes, roads, amphitheatres, atriums, temples, and other public places. We will study the sophisticated construction processes, the use of materials and building practices that made possible the completion of such monumental and long lasting structures. We will survey a broad range of ancient technologies -cranes, concrete, water supply and more- their practical implications, applications and developments. In class sessions will be complemented by field visits to observe directly the evidence of construction methods and to discover the economic, industrial, organizational and technological processes that lie behind the creation of ancient Rome monuments.

BUSI 320: Italian Luxury Fashion and Design

Credits: 3

Prerequisite: Intermediate Business course or equivalent, or advisor approval

School of Record Articulation: 3000 Level Marketing

The course covers the development of fashion and fashion industry in Italy through visual merchandising and retail with particular focus on Rome. Peculiar aspects in relation to the in-store experience of the customer vs the spread of the e-commerce model of buying will be addressed and discussed. In this respect, students will engage in a project called The Luxury Shopping Experience, for the sake of which they are tasked with visiting, examining and reporting about specific luxury stores of the Via Condotti and Via Borgognona fashion district in Rome.

CLAS/ENGL 315: Greek and Roman Mythology**Credits:** 3

Prerequisite: Introductory History course, plus intermediate History or Classics course or equivalent, or advisor approval

School of Record Articulation: 3000 Level English

This course discusses Greek and Roman mythology through Classical literature and against its historical and cultural backgrounds. English texts from all the major Latin and Greek authors, such as Ovid, Virgil, Aeschylus, Homer, and Hesiod, will help identify and analyze Classical myths in a comparative and interdisciplinary perspective, using the results and methods of literary, religious, historical, and archaeological studies to reconstruct narratives involving gods and heroes.

CLAS 320: Gender and Sexuality in Ancient Rome**Credits:** 3

Prerequisite: History of Western Civilization, One Philosophy course, English Language and Composition, plus intermediate classics course (or equivalent)

School of Record Articulation: 3000 Level Classical Studies

This interdisciplinary course analyzes ancient Roman conceptions of gender and sexuality within the context of contemporary debate and scholarship. Using a broad range of ancient sources both textual, material and contemporary scholarship, students will examine ideas relating to masculinity and femininity; male and female roles in public and private life; non-binary gender identities; hetero-, bi- and homosexuality; the impact of gender and sexuality on different aspects of life and culture in ancient Rome; the use and misuse of Roman ideas about gender and sexuality in contemporary debate. Visits to museums and archaeological sites will illustrate how ideas about gender and sexuality shaped public and private space, architecture and art.

COMM 200: Intercultural Communication and Cultural Identity**Credits:** 3

Prerequisite: 3 credits of 100 or 200-level Communication courses

School of Record Articulation: 2000 level Communications

This course investigates the impact of culture in the communication process through understanding how cultural identities are formed and negotiated and the challenges present in communicating cross-culturally. Through in-class dialogue, media analysis, and written assignments, issues of identity, history, power, representation, conflict and conflict resolution will be examined.

COMM/FILM 310: A Century of Italian Cinema**Credits:** 3

Prerequisite: History of Western Civilization, Film History, Media Studies recommended

School of Record Articulation: 3000 Level Communications

This course covers Italian cinema and society through the movies, with specific attention to the period following WWII. Students will analyse the evolution of Italian cinema through its masterpieces and against the

background of international cinema. The aim of the course is to provide students with a deep grasp of Italian contemporary cultural trends through the cinema and the diffusion of realism as a cultural convention.

COMM/PHOT 315: Photojournalism: Rome Reportage**Credits:** 3

Prerequisite: Basic Photography or equivalent

School of Record Articulation: 3000 Level Arts & Sciences Elective

Both communications and journalism majors as well as photographers will benefit from this course, the aim of which is to foster practical skills and advanced knowledge of photojournalism through the works of major contemporary photographers and through the exploration of the city of Rome. Students will engage in the production of assignments related to the real world of photojournalism. The only technical requisite for the course is to bring to class a DSRL - digital reflex - camera along with a laptop equipped with a photo editing software.

COMM/ENGL 330: Travel Writing-Rome**Credits:** 3

Prerequisite: Introduction to Compositions, plus intermediate or higher writing course or equivalent, or advisor approval

School of Record Articulation: 300 Level Communications

This course explores basic features of journalism, approached from a comparative perspective and with a special focus on travel writing and the exploration of city of Rome. Class excursions will be planned in and around Rome where students will learn to observe and report on these trips by using the highly detailed and personal style characteristics of travel writing. The course aims at developing students' research and writing skills as well as to study and apply various techniques employed by the media. Students will complete a series of writing assignments based on class outings and personal travels. In-class and outside reading assignments will augment classroom discussion

CRIM/HIST/POLI 332: Mafia and Anti-Mafia in Sicily**Credits:** 1

Prerequisite: Introduction to History or Criminal Justice, plus intermediate Criminal Justice or Italian Studies courses or equivalent, or advisor approval

School of Record Articulation: 3000 Level Politics

The class is taught in Rome and Palermo, Sicily. The first part consists of introductory lectures and audiovisual materials analyzed in the classroom, with reports presented. The second part consists of a three day field trip based in Palermo, the County Seat of Sicily. Students analyse the political and social history of the Italian Mafia from its origins to the present day. The visits focus on the emergence of a new Sicilian culture and society based on the fight against the Mafia, and the reasons for the successes and failures of the anti-Mafia struggle.

ENGL 300: Travel and Identity**Credits:** 3

Prerequisite: Intermediate college level course in English Literature

School of Record Articulation: 3000 Level English

This course introduces students to a variety of different forms of literary text which describe travel in Europe—from poetry and novel to travel writing and journals—but which also open up complex questions about the identity of travelers themselves. The experience of being exposed to new cultures and contexts can destabilize a traveler's sense of their private self or cause them to reflect on how others perceive them in ways they would not at home. This course asks students to reflect on their own experience in weekly journal entries alongside responding to literary texts in essay and presentation work.

FASH 321: Italian Style in Made in Italy

Credits: 3

Prerequisite: Introductory and Intermediate Marketing, Fashion, or equivalent, or advisor approval

School of Record Articulation: 3000 Level Marketing

Explore the evolution and the features of consumption of goods and services in Italy. A variety of approaches from other disciplines, such as social and cultural anthropology as well as microeconomy will help analyze the topics at the core of the course. Italian society will be approached from the point of view of consumer society to see how a specific Italian style has been evolving in specific areas such as fashion, industrial design, advertising, sport, food and beverages. The shaping of a specifically Italian cultural identity as related to all those aspects will also be examined and discussed and visit major Italian companies.

FNAR 310: Rome Sketchbook**Credits: 3**

Prerequisite: An Introductory Drawing class

School of Record Articulation: 2000 Level Art History

Students will acquire a broad grasp of the roles and aims of drawing as both an analytical and an expressive tool of artistic and communicative inquiry. Rome is at the center of the drawing process, which aims at exploring and communicating in a visual way the most peculiar sites of the city, from the Tiber River to the numerous Roman churches, galleries and museums. The course is organized in both indoor and outdoor sessions. The production of a sketchbook is an essential part of the course and it helps the students to record the city, create ideas, and show how drawing is an open and mobile tool for exploring reality.

HIST 310: The Rise, Fall and Legacy of the Roman Empire**Credits: 3**

Prerequisite: A basic knowledge of Ancient Roman History, Western Civilization, and Research and Writing

School of Record Articulation: 3000 Level History

Explore the entire history of Rome, from its legendary founding by Romulus and Remus, to the Republic period leading to the expansion of Rome throughout Italy and Europe. This powerful Empire of ancient times eventually becoming Christian, the rise of the Roman civilization, transformation and subsequent dissolution, the fall of the Roman Empire under the arrival of the Germans, in the dark ages of the early medieval periods. Visiting archaeological sites, the evolution of Rome and its architectural, political structures, the rise and fall of the Republic, conquests of the Romans, peculiarities of Roman civilization, religion in Rome, the causes of the fall of the Roman Empire and the cultural and material legacy of Rome.

HIST 311: Templars, Crusades, and Military Orders**Credits: 3**

Prerequisite: History of Western Civilization, English Language and Composition or equivalents

School of Record Articulation: 3000 Level History

The course aims at providing students with a deep knowledge and understanding of the military orders phenomenon in the Medieval times, focusing on the Knights Templar with the mystery of their rise to unprecedented economic and political power up to their fall amidst the flames of stakes. All other major military-religious orders emerging in the context of the Crusades. The deployment of pilgrimages routes between the East and the West: all together contributing to connect domains as different as the historical, the spiritual, the religious, the political, the cultural as well as the geographical in reconstructing the picture of a changing Medieval world.

HIST 340: History of Western Medicine**Credits: 3**

Prerequisite: Introduction to History, plus intermediate History or Medical Science course or equivalent, or advisor approval

School of Record Articulation: 3000 Level History

Explore the developments of medical science, the evolution of medicine from the times of the ancient civilizations, such as the Egyptians, the Babylonians, as well as the Greeks and the Romans, through the medieval times and the Renaissance period to the Scientific Revolution and the modern age. Through a comparative and multidisciplinary approach, based on the history and philosophy of science, sociology, art, and literature. Exploring Hippocrates and Paracelsus, with their discoveries of diseases, advances in approaching and curing them, outbreak of pandemics, such as plague or the Black Death in the medieval times and discussing what have made medicine one of the most fascinating and fast-growing fields in science.

HIST/POLI 231: Politics of Genocide: Auschwitz**Credits: 1**

Prerequisite: One college level History or Political Science course

School of Record Articulation: 3000 Level History

The class is taught in Rome and Krakow, in two parts; first- lectures and audiovisual materials analyzed in the classroom, with reports presented, the second- a three day field trip based in Kraków, the capital city of a region that witnessed some of the greatest atrocities in European history, diversity of national identities (Polish, Jewish, German, Ukrainian, "Gypsy", "Galicjan") and analyzes the intricacies of ethnic, religious, and cultural factors, and historical, political, and social aspects of the genocidal policies suffered under both Nazi and Communist regimes. "Experience Education" taught at the highest academic levels and designed for students "hands on" principle of knowledge transferring and experiencing.

HIST/POLI/SOCI 330: Italian Mafias: History and Evolution**Credits: 3**

Prerequisite: Italian History, Politics, and Research and Writing

School of Record Articulation: 3000 Level History

This course examines the multifaceted world of the Italian Mafias from the historical, social, cultural, criminological and political points of view, between the period of the Italian unification and today. Topics covered include, but are not limited to, the relationships between the Italian and the American Mafias, the connections between Mafia and politics in Italy, personal relationships in the context of the mafia organizations.

HIST/RLST 312: History of the Popes and the Catholic Church**Credits: 3**

Prerequisite: History of Western Civilization, Foundations of European History, and Research and Writing

School of Record Articulation: 3000 Level Religious Studies

This course analyses and discusses the entire history of the Catholic Church through the most prominent figures of its popes, from the origin of the Christian experience in Palestine, to the construction of the Church as an institution and its developments and crisis through the antique, medieval and modern periods, to the challenges of the present day. Visit places of interest in the city of Rome such as catacombs, basilicas, old Roman Christian houses, and its countless ties with local and international domains linking together religious, cultural, social, and political evolutions.

HONR 210: Honors Inquiry Seminar**Credits: 1**

Prerequisite: Completion of the first year of undergraduate study. This course is only available to and required for students admitted to the AIFS Abroad Honors Experience.

Corequisite: Must be enrolled in SOCI 311 Contemporary Rome

School of Record Articulation: 2000 Level Honors

This 1 credit-hour course supports Honors students to conduct independent interdisciplinary research while also exploring the wealth of opportunities available to scholars in Rome. Through mentorship, tutorials, guest lectures and site visits, students will be introduced to the diverse resources offered by the city and the approaches used by scholars to study the city of Rome before the contemporary era. Visits to historic libraries and archives, and to contemporary and early modern collections of artefacts will deepen their appreciation of how researchers and institutions work together in the creation of knowledge, selecting one research topic they must formulate as their final assignment in this course.

INTN 305: Global Service Learning**Credits:** 3**Prerequisite:** Completion of two Humanitarian Action electives**School of Record Articulation:** 3000 Level Arts & Science General Elective

The Global Service Learning course combines service in the local community with structured preparation and reflection opportunities. As students engage in service learning, they learn about the context in which service is provided, understand the connection between their service and their coursework, and their role as community members. Community work placement provides students from any discipline and majors with the opportunity to grow academically, professionally, personally and civically through participation in a service-learning experience. The course consists of 20 contact hours of seminars & workshops and 100 hours of supervised community service.

INTN 310: International Internship**Credits:** 3**Prerequisite:** Minimum GPA of 2.75 and two letters of reference from professors**Corequisite:** Students are required to enroll in the 3-credit hybrid course SOCI 360 Italian Culture and Traditions**School of Record Articulation:** 3000 Level General Elective

The International Internship program combines practical work experience in a foreign country with structured preparation and reflection opportunities. The course aims at providing students of any discipline and majors with the professional skills required by today's culturally diverse working environment. The placement opportunity will help students think about their own skills, those they would need to acquire according to their professional plans, and whether their own professional paths are coherent with their goals.

ITAL 110: Practice Speaking in Italian**Credits:** 1**Prerequisite:** N/A**School of Articulation:** 1000 Level Modern Languages

This course provides a balance between the communicative and structural elements of language learning to provide students with basic vocabulary and phrases to cope with authentic everyday situations. The course also offers a comprehensive overview of Italian culture.

ITAL 101: Elementary Italian I**Credits:** 3**ITLN 103: Elementary Italian I****Credits:** 4**Prerequisite:** N/A**School of Articulation:** 1000 Level Italian

A thorough introduction to the Italian language for absolute beginners or students with little previous experience, the course teaches essential

vocabulary and grammar and develops students' ability to communicate in an authentic linguistic context.

ITAL 102: Elementary Italian II**Credits:** 3**ITLN 104: Elementary Italian II****Credits:** 4**Prerequisite:** ITAL 101 Elementary Italian I, and/or min. 70/100 score on the diagnostic test**School of Articulation:** 1000 Level Italian

This course is designed for students with some knowledge of Italian. Starts with a review of basic grammar and vocabulary before progressing to more complex structures and functions. Conversation is a central part of every class, with opportunities for all students to practice listening and comprehension of authentic material as well as oral and written production. Students will also have a greater awareness of Italian culture and society.

ITAL 201: Intermediate Italian I**Credits:** 3**ITLN 202: Intermediate Italian I****Credits:** 4**Prerequisite:** ITAL 102 Elementary Italian II, and/or min. 70/100 score on the diagnostic test**School of Articulation:** 2000 Level Italian

In this course students develop their ability to communicate effectively and accurately, making use of expanded vocabulary. Students practice conversation and improve listening and oral production skills in an authentic Italian context. The course covers cultural elements of the Italian society and lifestyle. Reading and writing exercises improve skills in understanding prose and writing letters and messages with appropriate vocabulary.

ITAL 301: Intermediate Italian II**Credits:** 3**ITLN 302: Intermediate Italian II****Credits:** 4**Prerequisite:** 3 semesters of Italian and/or a pass at ITAL 201 Intermediate Italian I, and/or min. 70/100 score on the diagnostic test**School of Articulation:** 3000 Level Italian

This course builds upon the abilities and knowledge acquired in Intermediate Italian I and develops them to enable students to understand and respond to complex lines of written and oral arguments. Students review complex grammar structures and work regularly on reading, composition, phonetics, syntax, and style assignments. Constant conversation practice enables them to communicate competently in Italian.

ITAL 401: Advanced Italian**Credits:** 3**ITLN 402: Advanced Italian****Credits:** 4**Prerequisite:** Four/five semesters of Italian and/or a pass at ITL 301 Intermediate Italian II, and/or min. 70/100 score on the diagnostic test.**School of Articulation:** 4000 Level Italian

This course prepares students to use advanced grammatical structures and vocabulary and enables them to interact with the Italian world at a sophisticated level. Students practice understanding of complex lectures and arguments, in both written and oral form. They are expected to become fluent and spontaneous in their verbal interaction, as well as capable of presenting an argument, orally and in writing.

ITAL 260: Basic Italian in its Cultural Context

Credits: 6

Prerequisite: N/A

School of Record Articulation: 2000 Level Intensive Italian

This is an intensive Italian language course for beginners, with a focus on Italian language and a comprehensive view of the Italian culture. The course teaches essential vocabulary and grammar, develops students' ability to communicate in an authentic linguistic context and enables them to deepen their understanding of the typical aspects of the Italian culture and customs.

MKTG 311: International Marketing

Credits: 3

Prerequisite: Introductory Marketing and an intermediate-level Marketing course or equivalent, or advisor approval

School of Record Articulation: 3000 Level Marketing

The course deals with market strategy and the threats and opportunities companies need to handle in nowadays global markets. Various aspects related to the marketing management actions companies need to take in order to compete will be covered during the course, ranging from market analysis, costs, competition in a global market, distribution channels. Contextualization, standardization, and adaptation strategies are evaluated with regard to international marketing.

MGMT 260 Strategic Management and Italian Success Stories

Credits: 3

Prerequisite: 3 credits of 100 or 200 level Marketing or Management courses, or advisor approval

School of Record Articulation: 3000 Level Management

This course is designed to provide learners with a comprehensive understanding of strategic management, business strategy and corporate strategy as they have evolved internationally, along with some contextualization specific to the Italian scenario by examination of three success cases specifically Italian domains of a) museum management, b) emerging entrepreneurship in Italian startups and c) the corporate philosophy and business model of Eataly.

POLI 200: Food Politics: Why Eating Properly Matters for Ourselves and the Planet

Credits: 3

Prerequisite: One college level course on Sustainability, International Organizations, European Union, UN Agenda 2030, or equivalent

School of Record Articulation: 2000 Level Politics

The course takes an integrated food systems approach. It considers the whole range of activities related to producing, processing, distributing, marketing, preparing, and consuming food and their social, health, and environmental impacts. The course delves into food, nutrition, and health main patterns and issues (biodiversity, processed foods, epidemics, obesity, health hazards, etc.), providing a historical and economic framework allowing one to understand and set the changes and make informed food choices. Food politics affects what people eat, and climate change is disrupting the current paradigm. The course aims to provide through lectures, readings, and in-class discussions, knowledge of the global food system, public health regulations, food labeling measures, community supported agriculture programs, and dietary advice (organic, vegetarian, flexitarian). The course will take a top-down approach, ranging from the general to the local, using the case study of the Mediterranean diet in Italy and its comparison with the USA as the practical spectrum of how a healthy diet and sustainable eating patterns can prevent chronic diseases and have a reduced environmental footprint.

POLI 310: Globalization and Europe

Credits: 3

Prerequisite: One college level Political Science course

School of Record Articulation: 3000 Level Politics

This is a course on globalization which is studied in an interdisciplinary way from a specific European perspective, analyzing its social, economic, political and cultural aspects. Key issues of globalization will be discussed ranging from nationalism and inequalities to convergence, and the analysis of global institutions and agents.

POLI 311: Politics of the European Union

Credits: 3

Prerequisite: One college level Political Science or History course

School of Articulation: 3000 Level Politics

This course deals with the historical and political developments of the European Union, from its first steps in the 1950s to the present day. The various institutions of the E.U. with their roles and functioning will be analyzed, with a special focus on the process of European enlargement and integration. The relationship between the ideals behind the European integration and the economic aspect of the actual process will be discussed through an analysis of the economic and monetary union developments. The various member states policies concerning domains such as the regional, agricultural, social, environmental, working, energetic sectors will be covered, along with the international relationships between the E.U., third countries and other primary global players such as the U.S.A. and China.

POLI/SOCI 310: Contemporary Italian Society

Credits: 3

Prerequisite: Introductory History and intermediate Political Science or Sociology course

School of Record Articulation: 3000 Level Politics

This course explores the transformations of modern Italian society through its most significant developments, from the birth of the Fascist regime through post-war society and contemporary evolutions. Specific topics will be discussed such as the relations between the Italian State and the Catholic Church, the outbreak of terrorism in the 1970s, the development of political parties, the Italian mafias, the role of Southern Italy, immigration as well as Italy and the European Union.

PSYC 200: Developmental Psychology

Credits: 3

Prerequisite: At least one semester of Introduction to Psychology

School of Articulation: 2000 Level Psychology

This course examines current research and examples across a number of human development concerns and students have opportunities to evaluate, synthesize and apply this information to case studies. The most important theories and research on cognitive development during childhood and adolescence are presented and critically analyzed, with a specific focus on how intelligence, language and communication skills develop. The course also covers other core developmental topics such as emotional development, temperament and attachment; sex differences and gender-role development; aggression altruism and moral development; and how the social context (family, peers, school and technology) influences human development. Lessons include lectures (using slides and videos), class discussions, case studies and course-related trips.

PSYC 300: Developmental Criminology

Credits: 3

Prerequisite: One 200-level Social Psychology course or an equivalent

School of Articulation: 3000 Level Psychology

The course explores the biological, psychological, and social aspects of antisocial behavior across the lifespan. The course focuses on the history and development of this discipline and will include elements of neurobiology, developmental psychopathology, social and cognitive psychology. The developmental approach investigates the onset of offending as well as the role of early risk and protective factors in the explanation of future offending. Meanwhile, the life-course framework examines the influence of turning points in offending trajectories and in the process of desistance from crime. There will be a focus on research methodologies (i.e. longitudinal predictive models), and how these developed over the years, thanks to significant advances made in statistical science. The course will include examples of actual criminal cases that have characterized the history of Italy and Rome.

PSYC 310: Cross Cultural Psychology

Credits: 3

Prerequisite: One 200-level Social Psychology course or equivalent, or advisor approval

School of Articulation: 3000 Level Psychology

The course explores human behavior from the social and a cross-cultural perspective, in theory and in practice, focusing on Italy and the Italians. This course in cross-cultural psychology, through elements of sociology, ecology, anthropology, biology, sociology, gives students the opportunity to discuss the shaping and deployment of human attitudes, behavior, values, communication process and social organization, and issues as the individual vs social, mental health and cross-cultural communication with field research, conducting interviews on topics related to their own study abroad experience while visiting various locations in Rome and Italy.

RLST 310: Comparative Religions

Credits: 3

Prerequisite: Introductory plus intermediate World Religions course or equivalent, or advisor approval

School of Articulation: 3000 Level Religious Studies

The course explores the entire panorama of world religions, from a comparative perspective and using methodologies from various, related disciplines. Ancient Roman, Greek, Eastern religious traditions, as well as the three monotheistic religions – Judaism, Christianity, and Islam – and the polytheistic religious systems – Hinduism, Buddhism, and Taoism – will be discussed and analyzed along with current developments and the “new-age” religions. Religious, historical, anthropological, sociological, philosophical approaches will be considered to discuss the evolutions of religions and central religious issues, such as the problem of evil, free will, the construction of organized religious institutions, and the shaping of religious identities.

SOCI 311: Contemporary Rome: The Culture of the City

Credits: 3

Prerequisite: Introductory plus intermediate History or Sociology course

School of Articulation: 3000 Level Sociology

This course is designed to introduce students to a historical and sociological analysis of modern and contemporary Rome. We will study the urban development of Rome since 1870, when it became the national capital. Rome, as a physical, historical and artistic place, is a text for us to know and explore. By challenging conventional notions of what it means to be a Roman today, we will explore the transformations taking place in the city's population, neighborhoods, and the structures of daily life. We will also examine issues facing Rome today, such as tourism, gentrification, housing, environmental concerns, multiculturalism, migration trends, social conflicts and political identities.

SOCI 325: Italian Culture: Customs and Traditions

Credits: 3

Prerequisite: Basic knowledge in Western Civilization, Anthropology, and Sociology

School of Articulation: 3000 Level Sociology

This course develops an understanding of contemporary Italian culture and style, also touching the role of religion, politics, as well as the fashion industry. A variety of approaches from other disciplines, such as social and cultural anthropology as well as micro-economy will help analyze the topics at the core of the course. Italian society will be analyzed in all of its major components in order to see how a specific type of Italian style has been emerging in contemporary times. The shaping of a specifically Italian cultural identity will be examined and discussed. Visits to major Roman sites are an integral part of the course.

School of Record for American Institute for Foreign Study in the United Kingdom

ACCT200: Introduction to Accounting for Decision Makers

Credits: 3

Prerequisite: One college level Accounting course

School of Record Articulation: 2000 Level Accounting

This course introduces accounting for decision makers. At its core, this course might be described as managerial accounting, whose flexible framework lends itself well to a comparative approach and the context of study abroad. Student will gain an overview of the role and methods of accountants through classroom learning and experiential methods which take them out into the city of London. Topics include the roles of accountants, the use of accounting information for organizational planning and control, the analysis of accounting data for solving business problems, and an exposure to how financial reporting communicates business results.

ANTH/AHST 335: London's Museums and Galleries

Credits: 3

Prerequisite: One college level Art History or Art course

School of Record Articulation: 3000 Level Art History

Enjoy the richness and diversity of its museums and galleries over 250 art institutions in London, museums, galleries and visual experience of the different art forms including media. Explore the role of philanthropy in establishing museum and galleries, debates around repatriation of objects; public funding for the arts; curating styles and marketing of the arts, including the role of social media and innovation to better understand the development of the museum and galleries in London and the challenges they face today. Enjoy experiential learning with visits to museums, galleries such as the British Museum, Victoria and Albert Museum and Tate Modern, along with Sir John Soane's House, Leighton House Museum and Whitechapel Gallery.

ANTH/SOCI 345: Global Cuisine and Food Culture in Britain

Credits: 3

Prerequisite: One college level Anthropology or Sociology course

School of Record Articulation: 3000 Level Anthropology

Explore the role of the British Empire in assimilating and appropriating global cuisines and the cultural impact this has had on the communities and introduce students to European legislation and how it created classifications to promote regionally important food products while analyzing recent challenges between the EU and the UK over fisheries and how the scope of our global cuisine may be impacted by the UK leaving the EU, and “Brexit.” Students will apply creative and original thinking by drawing lessons from global food cultures in how to address

issues such as the rise in food banks, food waste, the rise of obesity and other health issues, welfare of animals, global warming.

ARTH 330: European Art, Culture and Society

Credits: 3

Prerequisite: Introductory and intermediate Art History

School of Record Articulation: 3000 Level Art History

This course is a contextual introduction to European art, architecture and cultural history. Supplementing classroom-based learning with extensive visits to museums, galleries and places of historical interest it offers a survey of art in Italy over the last two centuries and gives students an opportunity to see for themselves many of the works studied. Beginning with the art of Antiquity, onto the Medieval World, the Renaissance, Enlightenment, Impressionism, Modernism, Cubism, Futurism, Dada & Surrealism the course enables students to recognize and critically analyze art movements and styles and understand how they both shape and are shaped by the society and era in which they are created.

AHST/SOCI: 380 Art and Activism

Credits: 3

Prerequisite: One college level Art History course

School of Record Articulation: 3000 Level Art History

This course examines the relationship between art and society and considers how artists use their work to impact political activism and social change. Students will explore the impact of activist art throughout history in local galleries, engaging in discussions with guest speakers in London and Amsterdam, also consider how the work of activist artists helps develop social awareness and empowers both individuals and communities. Students will critically engage with how art in its various form effects, environment, race, gender, sexuality, war, civil rights, nationalism and religion, and observe the creativity, tactics and organization skills employed by artists.

BUSI/ECON 301: Europe and the Global Economy

Credits: 3

Prerequisite: One college level Business or Economics course

School of Record Articulation: 3000 Level Economics

Specific economic goals and achievements of the onetime eastern bloc countries as they strive to establish functioning market economies. The effects of these developments on the economy of Europe and the world. Changed roles of international institutions (EC, IMF, World Bank), their consequences and multinational business opportunities are also discussed.

BUSI/ECON 313: International Management Strategies

Credits: 3

Prerequisite: One college level Business or Economics course

School of Record Articulation: 3000 Level Management

Students learn features of strategic management and planning and their application in an international field; Instruments such as a scenario-technique and portfolio analysis are practiced and students also learn to create their own strategies.

BUSI/MGMT 315: Communication Skills for Management

Credits: 3

Prerequisite: One college level Business or Economics course

School of Record Articulation: 3000 Level Management

The course will focus on planning for effective communication and working visually using various media as well as how to make effective presentations. Students are expected to present ideas to the class and accept constructive criticism from the group.

COMM 305: British Media

Credits: 3

Prerequisite: One college level Communications course

School of Record Articulation: 3000 Level Communication

Students introduced to key aspects of mass-media in Britain, how it evolved over time and it's functions today, also the development and content of British mass media, the machinations of the country's powerful "fourth estate" over the last 75 years.

The course will emphasize the British traditions and practices that have influenced the evolution of broadcasting (television and radio) and the press and provide a comparative approach between media in Britain and the US. Within this framework, the course will demonstrate how political, cultural, commercial, regulatory, and editorial issues shape the media we manufacture and consume.

COMM 455: Intercultural Communication

Credits: 3

Prerequisite: Two college level Communications courses

School of Record Articulation: 4000 Level Communication

This course aims to fully engage with students' experience of living in a different country by introducing communication between people from different cultures and backgrounds, also make use of London as a learning resource, focusing on the application of theory and research as well as contextualizing the everyday encounters that students experience with individuals from other cultures during their stay. The course will introduce students to theories including the Hofstede's cultural dimensions model and Bennett's Developmental Model of Intercultural Sensitivity and Intercultural Development Inventory, also gain an understanding of international cultures, value systems social structures and institutions including health care, education and social class.

CRIM 333: Comparative Criminology and Criminal Justice

Credits: 3

Prerequisite: One college level Criminal Justice or Sociology course

School of Record Articulation: 3000 Level Sociology

This course will provide a global, comparative approach to the study of criminal behavior and criminal justice systems. Applying both a sociological and scientific approach, the course will analyze types of crime and its control, examining corrections, courts and policing around the world, with special focus on the UK and the US. Teaching methods will be by lecture, discussion and fieldtrips across the city of London to help students better understand the history of crime and its control in the UK. Comparisons between the US and UK perspectives and approaches in relation to similar crime types will be a focal point of the course.

EDUC 325: Comparative Education Systems

Credits: 3

Prerequisite: Introduction to Education and Intermediate Education Administration

School of Record Articulation: 3000 Level Education

This course will introduce students to comparative education systems of the UK, Europe and North America and the relationship that the education systems have with their respective societies. The course will draw on experiential site visits and emphasize the key components of the evolution of the English education system, from the setting up of "public schools" to the introduction of the 11+ test and the establishment of the Academies school system and explore the direct impact educational developments have had on the economy, skill formation, and social inclusion and mobility issues in England. Common controversies and contemporary debates such as the role of education in social mobility, social justice and issues of inclusion and exclusion will be explored and compared to those of other nations.

ENGL 200: Narrating the Nation in Dublin and London**Credits:** 3**Prerequisite:** One college level English course**School of Record Articulation:** 2000 Level English

A nation is not only an area designated on a map, but also the collective vision of the people who live there and the myths and stories they share. In *Narrating the Nation*, students will see Dublin and London through a literary lens, learning how the authors, playwrights and poets of those cities have shaped our understanding of their respective nations. In Dublin we will learn about why the tradition of seanchai or storyteller has historically been so important in Irish culture and trace that thread through walking the Wicklow hills which inspired the poetry of W B Yeats, bustling through the streets which inspired James Joyce's *Dubliners* and trying some creative writing inspired by millennial novelist Sally Rooney. Our next chapter in London will take us to the heart of Empire but also a city characterized by radicalism and literary experiment. From Arthur Conan Doyle's Victorian Baker Street to Zadie Smith's multicultural Kilburn, students will see how imperial cross-currents of Empire have shaped London's past, present and future. Students will gain a thorough grounding in the historical and social context which have given 20th and 21st century literature in Dublin and London its political urgency and its distinctive character.

ENGL 300: Travel and Identity**Credits:** 3**Prerequisite:** Intermediate college level course in English Literature**School of Record Articulation:** 3000 Level English

This course introduces students to a variety of different forms of literary text which describe travel in Europe—from poetry and novel to travel writing and journals—but which also open up complex questions about the identity of travelers themselves. The experience of being exposed to new cultures and contexts can destabilize a traveler's sense of their private self or cause them to reflect on how others perceive them in ways they would not at home. This course asks students to reflect on their own experience in weekly journal entries alongside responding to literary texts in essay and presentation work.

ENGL 320: Creative Writing**Credits:** 3**Prerequisite:** One college level writing course**School of Record Articulation:** 3000 Level English

This course will provide students the opportunity to develop their creative writing within the context of contemporary British fiction, introduce the approaches taken by various British novelists and short story writers along with exploring those very areas that have inspired a variety of British writing. With London as a resource and inspiration for creative writing. London's own literary scene will be explored to offer the perfect context for students to explore their own creative powers. Textual analysis will be used to help students to better understand and manipulate different forms and techniques adopted by a variety of diverse British writers and improve their own writing.

ENGL/THTR 315: British Drama – from Shakespeare to Modern Day**Credits:** 3**Prerequisite:** One college level English or Theater course**School of Record Articulation:** 3000 Level English

This course will introduce students to one of the richest components of London life – its theatre and drama scene and focusing on exciting and contemporary plays, ranging from enchanting to hilarious to shocking, reflecting some of the more provocative staged works. The course will look at the role of the Artistic Director in the UK, at the variety of different drama available, at the imagination behind adaptations of renowned works such as Shakespeare's plays and their impact, and at new writing

and the way in which it might challenge preconceptions of theatre as a "high culture" form of art.

ENVS 345: London – Sustainable City**Credits:** 3**Prerequisite:** One college level Environmental Science, Political Science, Sustainability or related course**School of Record Articulation:** 3000 Level Environmental Studies

This course will focus on the importance of sustainability for Britain, an island nation, and explore how the nation is responding to the global challenge. Students will be asked to apply a critical approach to issues including creating a green economy, investing in sustainable transportation systems, renewable power sources, flood defenses and dealing with waste, focusing closely on urban regeneration projects in London, one of the world's global cities, students will be required to critically analyze the legacy of urban initiatives such as the 2012 London Olympics, and Beddington Zero Emissions Developments (BedZED), Hackbridge.

FILM 200: London on Film: Nationhood, Identity, Culture**Credits:** 3**Prerequisite:** One college level course in Film, or advisor approval**School of Record Articulation:** 2000 Level Film, TV, and Media Arts

This course introduces British culture and identity by focusing on London in the nation's cinema. Each week we will use a 21st-century film set in London to explore aspects of Britishness and the history of the United Kingdom. The capital city also will be used as a central point from which to spread out and explore the nation, contrasting capital and local, metropolitan, and rural. Likewise, although the focus of the module is on British feature films, across the course, we will analyse a cross-sample of British music, poetry, non-fiction writing, TV series, and short films to enrich our debate. Students will be introduced to London's vibrant cinema scene, with trips to cultural institutions such as the British Film Institute and The Prince Charles Cinema, and will get the opportunity to put theory into practice with an introduction to filmmaking workshop by a London-based director and screenwriter.

FILM 285: European Cinema**Credits:** 3**Prerequisite:** One college level course in Film, or advisor approval**School of Record Articulation:** 2000 Level Film, TV, and Media Arts

This course examines major developments in European cinema and film in its historical, cultural, social, political, industrial, and aesthetic contexts also analyzing significant movements in cinema, such as the French New Wave and Italian neorealism, and their historical backdrops, also the industry itself will focus on the production, distribution, exhibition, and reception of films and focusing on critical issues of migration, race, class, gender, and sexuality, along with concepts such as nation, nationality, and nationalism. A study tour which begins in London, traveling on to Paris and then Rome, three influential cities in European Cinema history, and will visit film studios and museums, walking tours of film locations.

GEST/HIST/SOCI 355: LGBTQ+ in Britain**Credits:** 3**Prerequisite:** One college level Gender Studies, History, or Sociology course or equivalent**School of Record Articulation:** 3000 Level Sociology

Explore how Western culture came to view sex, gender and sexuality in the ways that we do, and how culture can shift our perspective of what's "normal" and introduce students beyond binary definitions and question popular and problematic assumptions about sex, gender and identity in the UK today. It will introduce some of the key theories and thinkers and address the way in which these activists have helped shape

UK law from the decriminalization of homosexuality in 1967 under the Sexual Offences Act in 1967 to present day legislation and address contemporary movements and debates including tensions between women's right, transgender people and the legal status of non-binary people.

HIST 200: Popular Music and English Society: Tin Pan Alley to One Direction

Credits: 3

Prerequisite: One college level History course

School of Record Articulation: 2000 Level History

This course explores how popular music has shaped and reflected society in Britain since the Second World War. It introduces students to major popular musical movements and associated subcultures. Students will engage with how popular music has intersected with understandings of gender, race and sexuality.

HIST 370: The British Monarchy Throughout the Ages

Credits: 3

Prerequisite: One college level History course

School of Record Articulation: 3000 Level History

This course will provide an overview of how the British Monarchy has evolved, through very tumultuous times, outlining the changing role and function of the monarchy within our society over time. Using London as a resource, the life of the Royals from 1066 to the present day will be examined through field trips to renowned locations such as the Tower of London, Hampton Court and Buckingham Palace, also introduce students to concepts such as constitutional monarchy, the privy council, Royal prerogative and Royal Assent and explore ways in which these have historically shaped and continue to shape our current society. Students will be expected to engage and critically analyze debates in contemporary British society, such as constitutional reform.

HIST 375: London: 2000 Years of History

Credits: 3

Prerequisite: One college level History course

School of Record Articulation: 3000 Level History

Study London's history through the ages. Journey through its Bronze Age beginnings and the city's foundation by the Romans, onto the Plague, the Great Fire of London, Henry VIII and his many wives, the Blitz, all the way to modern day London. Understand what has made London the cosmopolitan, financial and cultural center that it is today. The course will focus upon the economic, political and social history of the city and students will learn about London's history through fieldtrips to important sites in London and via class lectures and discussions.

HIST/POLI 355: Europe and Britain

Credits: 3

Prerequisite: One college level History or Political Science course

School of Record Articulation: 3000 Level Politics

Explore the success and failures of the EU and evaluate its viability and future, in particular against the backdrop of "Brexit" or Britain's exit from the EU, also the founding principles of the EU, its treaties, the decision surrounding the introduction of a central currency, its relationship with other nations such as the USA and ask students to examine its strengths and weaknesses in political, social and economic terms. In particular the historic relationship between Britain, often regarded in simplistic terms as "the reluctant European" and the EU, challenging some of the preconceived notions about this relationship and questioning the perceived inevitability of the rupture and where it will lead.

HIST/SOCI 335: British Life and Culture

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level History

The British Life & Culture course seeks to develop students' understanding and appreciation of key aspects of contemporary British cultures and society, socially, culturally, historically and experiential learning, drawing on student experiences as they familiarize themselves with their host nation. Explore how we contextualize culture, history and language in order to frame a cultural group, using an interdisciplinary approach. Students will be expected to engage and critically analyze debates in contemporary British society and be required to apply a comparative approach between British and American identities and value systems with the overarching aim of helping to develop a broad understanding of their host country, with its idiosyncrasies, evaluate and respond to their experiential context.

HLST 335: Comparative Healthcare Systems

Credits: 3

Prerequisite: Introduction to Healthcare plus Intermediate Healthcare Systems coursework, or equivalent

School of Record Articulation: 3000 Level Nursing/Health Studies

This course will introduce students to the comparative health care systems of the UK, Europe and North America and the relationship that the health care systems have within their respective societies. The course will draw on experiential site visits and emphasize the key components of the evolution of the national health care system in the UK, (the NHS), its origins and intentions, and its strengths and weaknesses as a single payer universal health care system that is free at the point of delivery. Common controversies and contemporary debates such as the sustainability of universal healthcare, funding issues and the role of social care, provision for seniors and mental health wellbeing will also be explored. The course will invite students to gain a comparative perspective on the European healthcare systems in relation to others, including their own in order to gain an understanding of the different models, their value systems and the effectiveness of each.

HONR 210: Honors Inquiry Seminar

Credits: 1

Prerequisite: Completion of the first year of undergraduate study. This course is only available to and required for students admitted to the AIFS Abroad Honors Experience.

Corequisite: Must be enrolled in HIST/SOCI 335 British Life and Culture

School of Record Articulation: 2000 Level Honors

This 1 credit-hour course supports Honors students to conduct independent and interdisciplinary research which uses London's wealth of museums, galleries, libraries, and archives as a resource. Students will visit national treasures such as The British Library, The Wellcome Collection and the V&A Museum to deepen their appreciation of how scholars and institutions work together in the creation of knowledge, selecting one research question they must formulate as their final assignment in this course. Through mentorship and tutorial-style classes, this community of Honors students is supported to develop a level of rigour and critical inquiry in their research which goes beyond that of a typical undergraduate course, ultimately developing a research idea which they must 'pitch' to a panel of experts as their final assignment. Conversations with inspiring academics, professionals and archivists will demonstrate to students why original research matters and help to develop their ability to communicate complex ideas in a clear and compelling manner.

HUMN 302: Bibliotherapy and the Art of Reading

Credits: 3

Prerequisite: One college level English course

School of Record Articulation: 3000 Level English

Introduction to the history of reading and bibliotherapy; reading for personal development; the library beyond the book; book censorship; literature and cultural appropriation; welfare reading; reading for self-care and childhood reading.

INTN 310: International Internship

Credits: 3

Prerequisite: Sophomore or junior level standing

Corequisite: Students are required to enrol in the 3-credit/45-hour course HIST/SOCI 335 British Life and Culture to complement their experience

School of Record Articulation: 3000 Level General Elective

The International Internship program combines practical work experience in a foreign country with structured preparation and reflection opportunities. The course aims at providing students of any discipline and majors with the professional skills required by today's culturally diverse working environment. The placement opportunity will help students think about their own skills, those they would need to acquire according to their professional plans, and whether their own professional paths are coherent with their goals. The ideal internship placement is a coordination between the skills and personality that an organization is seeking and those which a student presents. Each student should approach the program with cultural awareness and flexibility.

MGMT 300: Socially Conscious Leadership

Credits: 3

Prerequisite: 3 college level courses, including one in General Psychology with at least 1 at the intermediate level. Courses in Management and Psychology are recommended.

School of Record Articulation: 3000 Level Management

What skills and knowledge do the next generation need to not only become leaders, but also to lead us to a better future? Conscious Leadership calls for leaders to be responsible, self-aware and driven by a sense of mission. In this course, students embrace Socially Conscious Leadership, learning not only about how to be a leader but about the social context in which today's leaders must operate. This course grounds students in topics such as inclusivity, sustainability and ethics in the digital age, asking them to take an active part in considering how tomorrow's leaders should negotiate our complex and interconnected world. Through the close study of different models of leadership and a focus on real world applications and experiential methods, students sharpen their skills in team work, strategic thinking and developing a sense of their own guiding voice as they prepare to take their first steps into the professional sphere. This course is team taught and makes use of local experts, allowing for a range of voice and expertise which takes advantage of the unique cultural context offered by the diverse city of London.

MGMT 425: Luxury Brand Management

Credits: 3

Prerequisite: N/A

School of Record Articulation: 4000 Level Marketing

The module probes the essence of luxury brand management and explores the market responses towards the luxury brands within the various cultures and provide a strategic perspective on the dynamic characteristics and opportunities associated with luxury brand management in a global context and examine the main forms of management in relation to the luxury goods and luxury services industry. The module also discusses the new challenges and consideration around the luxury industry such as corporate social responsibility, sustainability movements and environmental issues. It covers the different approaches required in the management of branded luxury goods and the provision of luxury experiences and their underlying rationales.

MKTG 345: Fashion Marketing and Communications

Credits: 3

Prerequisite: One college level Fashion, Marketing, or Communication course

School of Record Articulation: 3000 Level Marketing

This course introduces students to marketing in the context of the fashion industry. Students will learn about the role of marketing communication, its cross-functional importance and its contribution to fashion business success. Topics covered include the marketing planning process, modern fashion communication, segmentation, the internal and external marketing environment, and the marketing mix in the world of fashion. The course also examines the spectacular evolution of fashion from small dressmakers' workshops serving the elite to an explosion into mainstream global consumption in which marketing and communication principles revolutionized the business of fashion forever.

POLI 307: Protection of Human Rights

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level Politics

This course deals with fundamental questions of human rights protection and critically analyses legal aspects and achievements regarding human rights on the international universal and regional level, on the level of the EU and also on the national level. The course evaluates the role of international human rights protection and monitoring systems and deals with problems and challenges for the existing protection schemes. Human rights protection within the United Nations, the European Union, the Council of Europe and other International Organizations (e.g. OAS) are key focuses of interest. Current topics will be addressed in the introductory sessions, through oral presentations by students and in class discussions.

POLI 315: World Politics

Credits: 3

Prerequisite: One college level course in Politics or equivalent

School of Record Articulation: 3000 Level Politics

Explore the nature of contemporary world politics, current processes and developments in global politics the role and power of a variety of political and economic actors, such as governments, international organizations, and multinational corporations. Students will explore the workings of organizations such as the United Nations, the European Union, the World Trade Organization, and the International Monetary Fund, and become familiar with policy debates surrounding these key institutions of political and economic governance, also be introduced to some of the key issues and developments in world politics and examine the different economic, political and philosophical influences on world politics and the contribution of Keynes, Hayek and Marx to this area of study.

POLI 332: British Politics

Credits: 3

Prerequisite: One college level Political Science course

School of Record Articulation: 3000 Level Politics

This course will introduce students to key institutions, parliamentary norms and practices within British politics and examine their relationship with one another. It will provide an overview of how British Parliamentary democracy has evolved and outline the key functions of the monarchy, the executive, Parliament and its two Chambers and the judiciary. It will introduce students to our electoral and legal system, and to the political parties and how represent themselves and are represented. Students will be expected to engage and critically analyze debates in contemporary British society, such as constitutional reform, Britain's departure from the European Union (Brexit), gender debates and attitudes to immigration.

PSYC 310: Cross-Cultural Psychology**Credits:** 3**Prerequisite:** One 200-level Social Psychology course or an equivalent and/or advisor permission**School of Record Articulation:** 3000 Level Psychology

Explore human behavior from the social point of view and in a cross-cultural perspective, both in theory and in practice. The focus will be on Italy and the Italians, cross-cultural psychology, through elements of sociology, ecology, anthropology, biology, sociology, get the opportunity to discuss the shaping and deployment of human attitudes, behavior, values, communication process and social organization. Specific attention will be devoted to issues such as the individual vs the social, mental health and cross-cultural communication. Students will engage in field research, conducting interviews on topics related to their own study abroad experience while visiting various locations in Rome and Italy.

PSYC 315: The Science of Wellbeing**Credits:** 3**Prerequisite:** One college level Psychology course**School of Record Articulation:** 2000 Level Psychology

This course will provide an interdisciplinary overview of wellbeing as a scientific construct, with its underpinning biological, psychological, cultural and social determinants, exploring the factors that contribute to the wellbeing of individuals and populations and develop an understanding of wellbeing as relatively new concept (WHO, 1948) and its main current and emerging perspectives, rooted in psychology, neuropsychology and social behavior theories and focus on some specific topics, such as quality of life, happiness, resilience and what factors promote them; creativity and the arts and how these are being used to improve health and wellbeing, in everyday life, and healthcare systems (i.e. art therapy and music therapy to improve physical and mental health conditions).

PSYC 320: Theories of Personality**Credits:** 3**Prerequisite:** One college level Psychology course**School of Record Articulation:** 2000 Level Psychology

This course provides an overview of the major personality theories and perspectives and the factors that influence human behavior. It is hoped that students will be able to incorporate the most useful aspects of each theoretical approach and synthesize them to develop their own perspective regarding the nature of human personality development and functioning.

PSYC 340: The Psychology of Ageing**Credits:** 3**Prerequisite:** One college level Psychology course**School of Record Articulation:** 3000 Psychology

With increasing life expectancy, we are living in an ageing society. This course will cover three major themes in the psychology of ageing: mind, brain, and behavior. Students will discuss cognitive, social, and emotional aspects of ageing, and consider how this impact decision-making in older adults. It will explore how the brain ages, and how these neurological changes affect memory, attention and other aspects of cognition. The drivers of healthy ageing will be discussed, as well as neurodegenerative disorders associated with abnormal ageing. Students will be asked to engage with the aging process and the elderly and their experiences of ageing within contemporary British and U.S. societies.

PSYC 345: Narrative Psychology: Making Sense of Ourselves**Credits:** 3**Prerequisite:** One college level Psychology course**School of Record Articulation:** 3000 Level Psychology

This course will discuss the development of narrative psychology and the assertion that stories and storytelling provide meaning to individuals' experience, shape their memories of past events and their understanding of the future, and importantly serve to define the self, also introduce students to a range of perspectives and issues in the area of narrative, self and identity. Students will be encouraged to critically assess the course material, as well as to engage with guest speakers and their stories, with the learning objective of fostering an understanding of how humans deal with a range of experiences including those they encounter during their study abroad

PSYC 365: Attention Awareness: Cross Cultural and Individual Differences**Credits:** 3**Prerequisite:** One college level Psychology course**School of Record Articulation:** 3000 Level Psychology

This course is concerned with the study of the scientific investigation of attention, an aspect of human cognition that plays a fundamental role in our awareness of the world and our engagement with it. Theories of attention will be discussed, and cross-cultural and individual differences will be considered in light of these theories. Students will be encouraged to critically engage with the material presented and to explore their own interpretations of cross-cultural differences, drawing on cultural and individual differences they experience during their study abroad experience, such as interpersonal differences towards offering help and assistance (asking for help with directions).

PSYC 430: Psychology of Ageing**Credits:** 3**Prerequisite:** One college level Psychology course**School of Record Articulation:** 4000 Level Psychology

With increasing life expectancy, we are living in an ageing society. This course will cover three major themes in the psychology of ageing: mind, brain, and behavior. Students will discuss cognitive, social, and emotional aspects of ageing, and consider how this impacts decision-making in older adults. It will explore how the brain ages, and how these neurological changes affect memory, attention and other aspects of cognition. The drivers of healthy ageing will be discussed, as well as neurodegenerative disorders associated with abnormal ageing. Students will be asked to engage with the aging process and the elderly and their experiences of ageing within contemporary British and US societies.

POLI/SOCI 318: London and Social Justice Movements**Credits:** 3**Prerequisite:** One college level Sociology or Politics course**School of Record Articulation:** 3000 Level Politics

This course aims to develop students' critical learning, in a respectful environment that is mindful of socio-cultural differences, explore a range of contemporary social justice issues and critically engage with debates about equality, power, structural bias, fairness, power and citizenship, and the role of history in creating conditions that uphold privilege and discrimination, and introduce students to social issues such as racial injustice, systemic discrimination based on gender and/or sexuality, rising inequality in the U.K. capital and hunger and food insecurity. Explore the role and impact of grass-roots activism, non-governmental organizations (NGOs), local charities and analyze contemporary social justice campaigns like; Justice4Grenfell, Baroness Doreen Lawrence.

SOCI 335: Diversity in London: Minority Ethnicities, Immigration and Integration**Credits:** 3**Prerequisite:** One college level Sociology or Diversity related course**School of Record Articulation:** 3000 Level Sociology

London, one of the most diverse cities in the world, with 40% of its population born abroad and 300 different languages spoken in the capital. The focus on the character of ethnic, national and religious diversity in London and how different transnational communities have dealt with arriving, settling and living life as migrants in London during the post-war period and the 1948 British Nationality Act, and explore the experiences of minority ethnicities living in London. Through classroom teaching and field trip-based research, students will assess the way in which London has experienced the process of immigration and integration and explore the creation of complex communities whose cultures shape the modern city today.

SOCI 365: London: Global City

Credits: 3

Prerequisite: One college level Sociology course

School of Record Articulation: 3000 Level Sociology

This course will introduce London as one of the world's most global cities, exploring the factors that contribute to its global status and the strengths and weaknesses of this urban model and how urban areas within London have emerged, changed, and grown, and explore how transportation, environmental pressures and water both constrain and facilitate growth. The course will introduce students to London life and issues such as gentrification, housing, local government, and inequality in the context of London's diverse neighborhoods, and draw on census and spatial data on populations and communities in order to fully understand its complexities.

SOCI 375: Sport in Britain

Credits: 3

Prerequisite: One college level Sociology course

School of Record Articulation: 3000 Level Sociology

Examine the historic role of sport of local, national and international identities and how sports has evolved in the UK, beginning with the British role in codifying many of the major global sports (football, rugby, rowing, tennis etc.) and spreading them within the British Empire, as well as looking at how sport is used to assert national pride by the English, Scots, Northern Irish and Welsh and examine historic social structures and trends in the participation and consumption of sport, through the perspective of class, race and gender, and, analyze the role of money, power, the media and TV coverage and how they increasingly shape sport's cultural context.

School of Record for American Institute for Foreign Study in Austria

ANTH/AHST 304: Austrian Folk Art and Folk Customs

Credits: 3

Prerequisite: One college level Anthropology or Art History course

School of Record Articulation: 3000 Level Anthropology

The purpose of this course is to provide the student with a survey of Austrian Folk Art and Folk Customs embedded in the broader field of cultural anthropology and the "minor arts". The main emphasis will be on material and non-material culture in the Alpine Region: belief systems, annual cycle (calendar year, church year), lifetime cycle, traditions, rituals, customs, making a living (agriculture, hunting, craftsmanship etc.) daily life past and present, (tools and techniques, nutrition= eating and drinking, healing arts, festivities, entertainment), built environment (architecture), costumes ("Tracht", Lederhosen and Dirndl), folk art, music, literature etc.

AHST 303: European Art and Architecture I: Renaissance and Baroque

Credits: 3

Prerequisite: One college level Art or Art History course

School of Record Articulation: 3000 Art History

This course covers the development of European art and architecture from the 15th century (late medieval and early Renaissance to approx. mid of 18th century) Baroque era. Major works of this period reflect the complex and wide-ranging changes, developments in thought, attitudes and major social and political upheavals of the time and will deal with major monuments of western architecture, painting, sculpture, and 'minor arts', both in theory and by using Salzburg, the "Northern Rome", the buildings (sacred and profane), statues, fountains, collections displayed in galleries and museums etc. as an open air classroom.

BUSI/ECON 301: Europe and the Global Economy

Credits: 3

Prerequisite: One college level Business or Economics course

School of Record Articulation: 3000 Level Economics

Specific economic goals and achievements of the onetime eastern bloc countries as they strive to establish functioning market economies.

The effects of these developments on the economy of Europe and the world. Changed roles of international institutions (EC, IMF, World Bank), their consequences and multinational business opportunities are also discussed.

BUSI/ECON 313: International Management Strategies

Credits: 3

Prerequisite: One college level Business or Economics course

School of Articulation: 3000 Level Management

Students learn features of strategic management and planning and their application in an international field; Instruments such as a scenario-technique and portfolio analysis are practiced and students also learn to create their own strategies.

BUSI/MGMT 315: Communication Skills for Management

Credits: 3

Prerequisite: One college level Business or Economics course

School of Articulation: 3000 Level Management

The course will focus on planning for effective communication and working visually using various media as well as how to make effective presentations. Students are expected to present ideas to the class and accept constructive criticism from the group.

ECON/POLI 320: International Political Economy

Credits: 3

Prerequisite: One college level Political Science or Economics course

School of Record Articulation: 3000 Level Politics

Examine the relationship between the political realm and the economy, especially in modern international affairs. The link between international politics and the economy of our current globalized world is studied with regard to competing theories, competing economic orders and explore major topics from the field of International Political Economy (IPE); including the classics of the main schools of IPE, among them the theories of Realism, Liberalism and Marxism as well as the approaches of Keynesianism and Monetarism also deal with the history of the management of international economic relations (esp. since 1945), with various concepts of power in international politics and the key institutions of today's global economic system (such as WTO, World Bank and IMF).

ENGL 200: Banned and Censored: Literary Scandals from the Middle Ages to the 21st Century

Prerequisite: One college level Literature course

Credits: 3

School of Record Articulation: 2000 Level English

Writing has always been the fuel for social change and revolution, and censorship is the favorite tool of rulers to control their subjects. There are many reasons why books have been banned throughout the ages; most official reasoning centers around obscenity or being unsuitable for the age or taste of the audience. The real reasons for censorship are more political: incitement for revolt, unwanted language around social issues, religious or gendered aspects of the piece of writing. This course examines selected books from the Middle Ages up to the 21st century and discusses both the official and the real reasons for censorship.

ENGL 300: Travel and Identity

Credits: 3

Prerequisite: Intermediate college level course in English Literature

School of Record Articulation: 3000 Level English

This course introduces students to a variety of different forms of literary text which describe travel in Europe—from poetry and novel to travel writing and journals—but which also open up complex questions about the identity of travelers themselves. The experience of being exposed to new cultures and contexts can destabilize a traveler's sense of their private self or cause them to reflect on how others perceive them in ways they would not at home. This course asks students to reflect on their own experience in weekly journal entries alongside responding to literary texts in essay and presentation work.

ENGL 302: Concepts of Heroism in Western Culture

Credits: 3

Prerequisite: N/A

School of Record Articulation: 1000 Level English

Concepts of heroism in the literature of six epochs or cultures: Classical/ Mythological, Medieval/Christian, Renaissance, Age of Reason, Romantic and Modern. Examples vary but these are typical archetypes studied: Hercules, Achilles, Beowulf, Siegfried (Medieval), Mark Anthony (Shakespeare), Robinson Crusoe (Daniel Defoe), Werther (Goethe), Siegmund and Siegfried (Richard Wagner).

ENGL 310: Atrocity and Modernism: The Literature and History of 20th Century Europe

Credits: 3

Prerequisite: One college level English or Literature course

School of Articulation: 3000 Level English

The 20th century was a period of unprecedented destruction in history. As a result, the optimistic belief in the constant progress of mankind towards a better future was shattered. Many writers reflect the historical atrocities and their traumatic psychological impact in their works, among them Joseph Conrad, Franz Kafka, Bertolt Brecht, and Anna Ahmatova. This course gives an overview of the relationship of material change, literary form and ideas. It examines imaginative writing in periods of war and oppression, notably Stalinism, Nazism and the Holocaust.

GERM 101: Elementary German I

Credits: 3

Prerequisite: N/A

School of Record Articulation: 1000 Level German

Students with no previous German or with only one semester in college usually place into this level. The course covers functional uses of the language as well as grammar, cultural themes, introductions, exchanging information, writing letters, the present tense, the noun and the cases, personal pronouns and possessive pronouns, sentence structure, questions, prepositions, list of irregular verbs, basic communication and listening comprehension.

GERM 102: Elementary German II

Credits: 3

Prerequisite: GERM 101: Elementary German I

School of Record Articulation: 1000 Level German

Starting with review, this course covers grammar suitable for students who have already covered the fundamentals. Topics include communication techniques, writing letters, present tense, present perfect tense and future tense, use of cases, pronouns, sentence structure, questions, prepositions, irregular verbs.

GERM 201: Intermediate German I

Credits: 3

Prerequisite: Basic grammar is a prerequisite although a brief review is given at the start of the semester.

School of Record Articulation: 2000 Level German

Students who have studied German throughout high school and continued with one semester in college, or students who have two to four semesters in college, usually place into this level. Topics include grammar, communication and speaking techniques, listening comprehension, analyzing texts and training in everyday situations

GERM 301: Intermediate German II

Credits: 3

Prerequisite: GERM 201: Intermediate German I

School of Record Articulation: 3000 Level German

Students must be able to write a German text demonstrating familiarity with main aspects of text production and grammar. Topics include: readings from modern literature and newspaper articles; oral communication; discussion; short reports; text analysis; development and usage of extended vocabulary.

GERM 401: Advanced German

Credits: 3

Prerequisite: GERM 301: Intermediate German II

School of Record Articulation: 4000 Level German

This course builds upon the skills gained in Intermediate German II and develops them to enable students to understand and respond to quite complex lines of argument, both in oral and in written form. Students are introduced to more complex forms of grammar and more sophisticated vocabulary, to give them the ability to carry out and refine tasks within the world of German, using the four skills of listening, speaking, reading and writing.

GERM/HIST 307: Hitler und das Dritte Reich (Hitler and the Third Reich)

Credits: 3

Prerequisite: Intermediate German language proficiency and one college level History course

School of Articulation: 3000 Level German

Adolf Hitler is analyzed as a psychological phenomenon and a study in tyranny. His personality is set against the complex historical situation that facilitated his rise to power: the political, economic and social climate that provided a fertile basis for the use of political terror and the first effective employment of mass propaganda as a political weapon.

HIST 301: World War II and Central Europe

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level History

The course will focus on nationalism and the construction of national identity as a key element of the 20th century in Europe and explore how nationalism created the context and ideas in which World War II erupted and the examine how WWII affected especially the multi-national area of Central Europe as well as how the trauma of WWII influenced the rebuilding of nations after 1945 and the creation of founding myths and collective memories ("master narratives") of peoples on each sides of the

Iron Curtain and the transformations of these narratives since the end of the Cold War.

HIST/POLI 325: The Rise of the Right: A History of Fascism

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level History

A comparative study of European and non-European far right movements from the end of WWI to the present. Focus on a variety of fascist and other authoritarian movements in Europe and other countries. Topics will be the ideologies of the far right, historical forms of fascism, the return of far right parties in Western Europe; neo-Nazi violence and the growth of the radical right in the former communist countries.

MUSC 301: Music in the Age of Mozart

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level Music

This course will relate the music of an era to historical events and to the art and literature of the time period discussed. The discussion of composers' lives, individual styles and representative works aim not merely to impart facts, but stimulate curiosity and enthusiasm. Although the course provides an overview of the whole Baroque and Classical period, emphasis is laid on Mozart, Salzburg's genius loci, and students will be able to re-live much of what is taught by course-related field trips in Salzburg and Vienna.

MUSC 302: Music Listening and Comprehension

Credits: 3

Prerequisite: N/A

School of Articulation: 3000 Level Music

Aims to deepen students' appreciation of classical music, focusing on Austria as the center of European music. Development of musical instruments (students see and hear early instruments during a visit to the local museum), music of the Renaissance and the Baroque, the Vienna Classical Cycle (Haydn, Mozart and Beethoven), the Romantic Movement (Schubert, Brahms and Bruckner) and the 20th century (Mahler and Webern). Cost of concert tickets not included in program fee.

PHIL 301: The Modern European Mind

Credits: 3

Prerequisite: One college level Philosophy course

School of Record Articulation: 3000 Level Philosophy

This course covers influential approaches towards society and politics from the Renaissance to our contemporary era and shows how the works of great philosophers contributed to the formation of modern ethics, political ideologies and a specific European mindset. We will read and discuss works of writers who made an important impact in the history of ideas. Among these thinkers are big names like the infamous Machiavelli, Enlightenment men of letters (like Voltaire and Rousseau), idealists (like Kant and Hegel), liberals (like Bentham and Mill), conservatives (like Burke), socialists (like Marx and Engels) and famous philosophers of science (like Popper).

POLI 305: A History of European Socialist Thinking

Credits: 3

Prerequisite: One college level Political Science or History course

School of Articulation: 3000 Level Politics

The aim of this course is to be aware the plural tradition of European socialist thinking. It will be made clear that the theory faced continuous challenges by new ideas and the experiences in politics. To achieve an understanding of the development of European Socialist Thinking the main writers and their ideas are introduced and put into context to each

other. This is partly done by reading original texts and partly by reading analysts who put them into perspective. Finally, the relevance of these ideas in contemporary Europe is investigated.

POLI 307: Protection of Human Rights

Credits: 3

Prerequisite: N/A

School of Record Articulation: 3000 Level Politics

This course deals with fundamental questions of human rights protection and critically analyses legal aspects and achievements regarding human rights on the international universal and regional level, on the level of the EU and also on the national level. The course evaluates the role of international human rights protection and monitoring systems and deals with problems and challenges for the existing protection schemes. Human rights protection within the United Nations, the European Union, the Council of Europe and other International Organizations (e.g. OAS) are key focuses of interest. Current topics will be addressed in the introductory sessions, through oral presentations by students and in class discussions.

POLI 309: European Integration

Credits: 3

Prerequisite: One college level Political Science or History course

School of Articulation: 3000 Level Politics

This course deals with fundamental questions of European integration and aims at a critical analysis of advantages and disadvantages of a centralized European approach. The course covers fundamental questions and principles of European integration. Historical development of the European Communities and the European Union, European Union institutions, European Union legislative process, European Court system, division of powers between the European Union and the Member States, European Union policies including Common Foreign and Security Policy and the four freedoms built the central content of the course. Besides the European Union also other European organizations - like the Council of Europe and the OSCE – play an important role in European integration. Their functions will be discussed as well.

RLST 310: Comparative Religions

Credits: 3

Prerequisite: Introductory and intermediate World Religions courses or equivalent, or advisor approval

School of Articulation: 3000 Level Religious Studies

The course explores the entire panorama of world religions, from a comparative perspective and using methodologies from various, related disciplines. Ancient Roman, Greek, Eastern religious traditions, as well as the three monotheistic religions - Judaism, Christianity, and Islam – and the polytheistic religious systems - Hinduism, Buddhism, and Taoism – will be discussed and analyzed along with current developments and the "new-age" religions. Religious, historical, anthropological, sociological and philosophical approaches will be considered to discuss the evolutions of religions and central religious issues, such as the problem of evil, free will, the construction of organized religious institutions, and the shaping of religious identities.

SOCI 312: Contemporary Austrian Culture

Credits: 3

Prerequisite: One college level Sociology or History course

School of Articulation: 3000 Level Sociology

Insight into contemporary Austrian culture. Focus on education, family, ethnicity, political culture, media, Roman Catholic Church, attitudes toward welfare and business, leisure trends. Independent field research and the presentation and discussion of course topics is required.

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