# FAIRFIELD UNIVERSITY UNDERGRADUATE CATALOG

2009-2010

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# 2009-10 ACADEMIC CALENDAR

## Fall 2009

| | |
|---|---|
| Aug. 28 | Deadline for undergraduate readmission application for Fall, 2009 |
| Aug. 29 - Aug. 30 | Orientation for international students |
| Aug. 29 - Aug. 31 | Orientation and welcome — Class of 2013<br>Residence halls open at 9 a.m. for freshmen only |
| Aug. 30 | Sophomores (LYL, JGS, KST, St Ignatius) open at 10 a.m.<br>BCC Dining Hall opens at 4 p.m. |
| Aug. 31 | Juniors and Seniors (Townhouses, CLV, Apartments)<br>Transfer orientation for new undergraduate students |
| Sept. 1 | Classes begin for all schools |
| Sept. 1 - Sept. 8 | Drop/Add for Undergraduate students |
| Sept. 7 | Labor Day — University holiday |
| Oct. 12 | Columbus Day — University holiday |
| Oct. 13 | Monday Classes meet for all schools (day and evening divisions) |
| Oct. 16 | Degree cards are due for January graduation — all schools<br>Deadline for freshman deficiencies<br>Deadline for Spring '10 Study Abroad Applications |
| Oct. 16 | Last day for course withdrawal — Undergraduate and UC<br>Except ASAP II Courses) |
| Nov. 2 - Nov. 20 | Undergraduate advising and registration for Spring, 2010 |
| Nov. 25 - Nov. 29 | Thanksgiving Recess-all schools<br>BCC Dining Hall closes at 2 p.m. on 11/24<br>BCC Dining Hall reopens at 4 p.m. on 11/29<br>Residence Halls close at 6 p.m. on 11/24<br>(Undergraduate students with evening classes on 11/24 are permitted to remain until 10 p.m.)<br>Residence Halls re-open at noon on 11/29 |
| Nov. 30 | Classes resume for all schools |
| Dec. 10 | Last day of classes for undergraduate students |
| Dec. 11, 13, 16 | Reading Days-undergraduate students |
| Dec. 12 - Dec. 19 | Final Examinations for undergraduate students (except for reading days)<br>(All grades entered on StagWeb 72 hours after final exam is administered) |
| Dec. 17 | Last day of classes for all graduate programs and University College |
| Dec. 19 | Residence Halls close at 6 p.m.<br>BCC Dining Hall closes at 2 p.m. |

## Winter 2010 Intersession

| | |
|---|---|
| Jan. 4 - Jan. 8 | University College classes |

## Spring 2010

| | |
|---|---|
| Jan. 11 | Deadline for undergraduate day readmission for Spring, 2010 |
| Jan. 18 | Martin Luther King Day — University Holiday<br>Residence Halls open at 10 a.m.<br>New Undergraduate Student Orientation and Orientation for International Students<br>BCC Dining Hall opens at 4 p.m. |
| Jan. 19 | Classes begin for all schools and |
| Jan. 19 - Jan. 25 | Drop/add period for undergraduate students |

| | |
|---|---|
| Feb. 12 | Degree cards due for May graduation — all schools |
| Feb. 15 | President's Day — University holiday |
| Feb. 16 | Monday classes meet for all schools (day and evening divisions) |
| Mar. 5 | Residence Halls close for Spring Recess at 6 p.m.<br>BCC Dining Hall closes at 2 p.m.<br>Deadline for freshman deficiencies<br>Deadline for Fall, 2010 Study Abroad applications |
| Mar. 8 - Mar. 12 | Spring Recess — all schools<br>and Spring Intersession classes — University College |
| Mar. 14 | Residence halls reopen at 12 noon<br>BCC Dining Hall opens 4 p.m. |
| Mar. 15 | Classes resume — all schools<br>Last day of course withdrawal — Undergraduate and UC<br>(Except ASAP II Courses) |
| Mar. 31 | Monday Classes meet for all schools (day and evening divisions)<br>BCC Dining Hall closes at 7 p.m. |
| Apr. 1 - Apr. 5 | Easter Recess — Undergraduate day students and evening undergraduate Engineering students |
| Apr. 1 - Apr. 4 | Easter Recess for all other schools |
| Apr. 5 | Classes resume for all schools except full-time undergraduates and evening undergraduate Engineering students<br>BCC Dining Hall opens at 10 a.m. |
| Apr. 6 | Classes resume for full-time undergraduate students and evening undergraduate Engineering students |
| Apr. 7 - Apr. 23 | Undergraduate advising and registration for Fall, 2010 |
| Apr. 23 | Deadline for undergraduate educational leave applications Fall, 2010 |
| May 6 | Last day of classes for undergraduates |
| May 7 - May 9 | Reading Days — Undergraduate day students |
| May 8 - May 14 | Final Examinations for undergraduate day students<br>(except for reading days)<br>(All grades entered on StagWeb 72 hours after final exam is administered.) |
| May 10 | Last day of classes for University College |
| May 14 | BCC Dining Hall closes at 2 p.m.<br>Residence Halls, Townhouses and Apartment Complex close at 6 p.m. |
| May 22 | Baccalaureate Mass — 4 p.m. |
| May 23 | 60th Commencement — 9:30 a.m. Undergraduate students<br>— 3:00 p.m. Graduate students |
| May 24 | Residence Halls, Townhouses and Apartment Complex close at 12 noon for Seniors |

## Summer 2010

| | |
|---|---|
| May 25 - Aug. 5 | Engineering Summer Session |
| May 31 | Memorial Day Holiday |
| May 26 - June 1 | University College One Week-Pre Session |
| June 7 - July 2 | University College Session I |
| July 6 - Aug. 3 | University College July Session II |
| July 6 | Degree cards due for August 30th graduation (All schools) |
| Aug. 4 - Aug. 10 | University College — One Week Post Session |

# Fairfield 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 individuals with unique abilities and potentials, and it respects the personal and academic freedom of all 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

# Fairfield University Overview

Fairfield University offers education for an inspired life, preparing students for leadership and service through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person: body, mind, and spirit.

A comprehensive university built upon the 450-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by a rigorous curriculum, close interaction among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,300 undergraduate students, 1,000 graduate students, and more than 800 part-time students enrolled in University College for degree completion programs as well as personal and professional enrichment courses.

Fairfield offers 35 undergraduate majors, 17 interdisciplinary minors, and 35 graduate programs. The University is comprised of six schools: the College of Arts and Sciences, the Charles F. Dolan School of Business, and the schools of Engineering, Graduate Education and Allied Professions, and Nursing. Students benefit from small class sizes, an outstanding faculty, a rich array of study abroad, internship, and service opportunities, and the resources and reputation of a school consistently ranked among the top regional universities in the north by the *U.S. News & World Report*.

In the past decade, more than 50 Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

Fairfield is located one hour north of New York City at the center of a dynamic corridor of educational, cultural and recreational resources, as well as leading corporate employers.

## Diversity Vision Statement

As a Jesuit and Catholic institution, Fairfield University strives to be a diverse learning community of culturally conscious individuals. The University values and celebrates different perspectives within a commitment to the God-given dignity of the human person. As an expression of its dedication to the service of faith and the promotion of justice, the Fairfield community seeks to create an environment that fosters a deep understanding of cultural and human diversity. This diversity enriches its members, both as individuals and as a community, and witnesses to the truth of human solidarity.

Fairfield University is committed to promoting dialogue among differing points of view in order to realize an integral understanding of what it is to be human. The University recognizes that transcending the nation's political and social divisions is a matter of valuing diversity and learning respect and reverence for individuals, in their similarities and their differences. Fairfield will continue to integrate diversity in all facets of University life-academic, administrative, social, and spiritual-as together, the community seeks to realize a vision of the common good.

## Get to know us!

The best way to get to know Fairfield University—its academic programs, exceptional faculty, well-equipped facilities and attractive campus, and its admission and financial aid programs—is to visit the campus.

## STUDENT RESOURCES AND SERVICES

**StagCard.** Fairfield University offers a myriad of resources and services designed to foster the intellectual, spiritual, and personal development of its students. To access those services, students are required to obtain a StagCard. The StagCard is the University's official student identification card. It's used to access residence halls, computer labs, the library, and other campus facilities and events. It can also be used as a debit card to make purchases at vending machines, the University bookstore, and many locations off campus.

The StagCard Office is located in the Aloysius P. Kelley, S.J. Center. Office hours are: Monday, Wednesday, Thursday, and Friday from 8:30 a.m. to 4:30 p.m.; Tuesday from 11 a.m. to 7 p.m. For more information on the StagCard, please visit www.fairfield.edu/stagcard.

## Academic Resources

**Academic Advisor.** 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.

**Dean of Freshmen.** The Office of the Dean of Freshmen is available to all first-year students, from June of the summer prior to entrance into Fairfield University through the conclusion of the second semester. The Office of the Dean of Freshmen handles the pre-registration for courses that take place prior to June Orientation, as well as the academic component of June Orientation. Through the Dean's Office, academic advisors are assigned to students, questions about curriculum and courses are answered, and schedule changes are made.

In addition, the Dean's Office provides special services for first-year students that include topics such as the following:

1) ways to maximize the college experience;
2) improvement of study and time management skills;
3) strategies to improve test taking and reading comprehension.

The Office of the Dean of Freshmen is a central location to obtain answers to academic and curriculum questions, as well as to obtain referrals to on-campus resources.

**Academic Support Programs**

- **Tutoring.** The Office of Academic and Disability Support Services, located in the Aloysius P. Kelley, S.J. Center, recruits students who are proficient in their major concentration and/or other subjects and trains them to function as peer tutors. Students may receive free up to two hours of individual or group tutoring per course per week through the peer tutoring program. Additional tutoring services are available through the University's individual schools in select subject areas. For more information, contact Academic and Disability Support Services, the dean's office of your school, or the office of the Dean of Freshmen.
- **Academic Skills Development.** Administered by the Office of Academic and Disability Support Services, students in this program meet with the Director to discuss areas that need improvement such as test taking, listening to lectures, reading, etc. Those areas are then addressed in meetings and workshops. The Office of Academic and Disability Support Services is located in the Aloysius P. Kelley, S.J. Center.
- **The Writing Center.** The Writing Center, located in Donnarumma Hall 255, provides one-to-one assistance in writing to all students. Trained undergraduate peer tutors work with students on any type of writing: essays; research papers; lab reports; creative writing; résumés and cover letters; and personal statements for graduate school. For more information about the Writing Center, please visit www.fairfield.edu/writingcenter.

**Aloysius P. Kelley, S.J. Center.** Located on Loyola Drive, the Kelley Center houses the offices of Undergraduate and Graduate Admission, the Registrar, Financial Aid, Dean of Student Development, New Student Programs, StagCard, Academic & Disability Support Services, and the Career Planning Center.

**The Charles E. Culpeper Language Resource Center.** The Culpeper Language Resource Center, located in Canisius Hall 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 more than students – they become lifelong learners. We provide one-on-one assistance in finding the right materials, and in accessing the online components of languages courses.

Faculty members can find resources to enhance foreign language instruction through workshops, training sessions, and one-on-one assistance on language teaching methodology, research on language acquisition, computer assisted learning, and online course-support materials. We also provide hardware and software resources, as well as personal assistance for instructors to create their own multimedia materials.

**The DiMenna-Nyselius Library.** The DiMenna-Nyselius Library is the intellectual heart of Fairfield's campus and its signature academic building, combining the best of the traditional academic library with the latest access to print and electronic resources. Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms, study areas, or convene for conversation in the 24-hour cybercafe. Other resources include a 24-hour, open-access computer lab with Macintosh and Intel-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, microform readers, and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 355,000 bound volumes, 120,000 e-books, 1,400 journal and newspaper subscriptions, electronic access to 30,000 full-text journal and newspaper titles, 14,000 audiovisual items, and the equivalent of 108,000 volumes in microform. To borrow library materials, students must

present a StagCard at the Circulation Desk. Students can search for materials using an integrated library system and online catalog. Library resources are accessible from any desktop on or off campus at http://sirsi.fairfield.edu. From this site, students use their StagCard number and a pin code to access their accounts, read full-text journal articles from more than 150 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via IM, e-mail, or "live" chat.

The library has an Information Technology Center consisting of a 30-seat, state-of-the-art training room, a 12-seat conference/group study room with projection capability, and 10 collaborative work areas. Also, the Center for Academic Excellence is housed on the lower level.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight with an extended schedule of 24/7 during exam periods.

**First-Year Experience.** The First Year Experience (FYE) program, a requirement for all incoming undergraduate first year students, is focused on teaching Fairfield's core Jesuit values, cultivating student self-discovery, and exploring the importance of community. FYE includes a course in the fall semester, designated campus events for students to attend throughout the year, a mentoring program, and a community service component.

FYE groups are based on the residence hall community where students reside, so that conversations that take place in the classroom can continue in the halls. FYE groups are led by a faculty or staff Community Associate and a student First Year Mentor, who teach the FYE course and serve as a resource for first years in their transition to Fairfield.

**International Students**. International students are served through the Office of Student Support Services, located in University College (Dolan Hall). This department sponsors a specialized orientation program for international students and provides assistance with legal forms and other documentation.

**Students With Disabilities.**
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. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the director of Academic and Disability Support Services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

**Procedures for Requesting Consideration for Reasonable Accommodations**

1. A student who wishes to be considered for reasonable accommodations at Fairfield University must identify him/herself to the Office of Academic and Disability Support Services.

   a. Undergraduate students entering Fairfield University for the first time – who have been accepted and have indicated their intention to enroll – will receive an orientation packet that contains a Request for Consideration for Reasonable Accommodations Form and a brochure containing information about this. These forms can also be obtained by contacting the Office of Academic and Disability Support Services at (203) 254-4000, ext. 2615, or by going to http://www.fairfield.edu/student/adss_student.html.

   b. Transfer, University College, graduate students, and those who are currently enrolled at Fairfield University, should contact the Office of Academic and Disability Support Services at (203) 254-4000, ext. 2615 or go to http://www.fairfield.edu/student/adss_student.html.

2. The student should return his/her Request for Consideration for Reasonable Accommodations Form, as well as his/her documentation to:
   Office of Academic and Disability Support Services
   Fairfield University
   1073 North Benson Road
   Fairfield, CT 06824-5195

   For information regarding documentation requirements at Fairfield University, call the Office of Academic and Disability Support Services at (203) 254-4000, ext. 2615, or visit http://www.fairfield.edu/student/adss_student.html.

3. The Office of Academic and Disability Support Services reviews the student's documentation to determine if it is appropriate and complete. If additional information or clarification is needed, the director consults with the student and/or appropriate healthcare provider. If additional documentation is determined to be needed, it is the student's responsibility to provide it.

4. The Office of Academic and Disability Support Services completes a careful review of the student's documentation to determine whether the student is disabled under the ADA and/or Rehabilitation Act and eligible to receive accommodations at Fairfield University.

5. After it has been determined that a student is eligible to receive accommodations, the Office of Academic and Disability Support Services prepares a list of reasonable accommodations based on the request and supporting documentation. When appropriate, the director reviews the accommodations with relevant individuals on campus to determine if the suggested accommodations are reasonable in the context of a particular program, activity, or service.

6. After the accommodations are determined to be appropriate, the student is asked to make an appointment to meet with the Director of Academic and Disability Support Services. The student and the director sign and date an Accommodations Agreement on the Disability Intake form. Procedures for implementing accommodations are discussed, and the student's rights and responsibilities are reviewed. The student is also apprised that individual circumstances may warrant a modification of the accommodations agreed upon and listed on the Accommodations Agreement. The original agreement is kept in the student's file. The student receives a letter outlining the agreed-upon accommodations and, when they are needed in areas such as housing and transportation, those offices are notified.

   ***Please note:*** *If, in the future, a student wishes to discuss the possibility of receiving accommodations not listed on the signed Accommodations Agreement, the student should make an appointment to meet with the director. Additional documentation may be needed.* ***STUDENTS MUST REQUEST ACCOMMODATIONS EACH SEMESTER.*** *It is the student's responsibility to schedule an appointment to meet with the director each semester in order to make these accommodations.*

7. If a student disagrees with the eligibility and/or accommodation decisions made by the Office of Academic and Disability Support Services, he or she has the right to file a grievance/complaint. Information regarding the filing of a grievance and/or complaint is available by contacting the Office of Academic and Disability Support Services at (203) 254-4000, ext. 2615.

**Accommodations** — intended to reduce the impact of a disability — are determined on an individual basis and may include, but are not limited to:

- Extended test time and/or tests proctored in a distraction-reduced environment
- Note-takers, scribes, readers
- Books on tape from RFBD or use of an assistive technology workstation
- Individual accommodations as appropriate (essential elements of course(s) or degree will not be altered)
- Housing Accommodations as appropriate. Visit http://www.fairfield.edu/student/adss_housing.html for more information about changes to housing.

Send letters requesting accommodations to the Director of Academic and Disability Support Services, Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.

## Counseling & Psychological Services

The professional staff of Counseling & Psychological Services offers a myriad of mental health services to undergraduate students. In addition to providing short-term individual psychotherapy to deal with personal, psychological, and/or academic stressors, the depart-

ment also provides group counseling, 24-hour emergency crisis management, mental health screenings, consultation to faculty and staff, referral coordination, and psycho-educational programming from its Dolan Hall offices. A psychiatrist is on campus weekly to evaluate and treat students. Services are confidential.

## The Health Center

Health Center promotes healthy living and life choices and provides medical care for common health problems. The staff includes 24-hour nursing care, part-time physicians, and daily nurse practitioners. The Health Center provides infirmary-level care for students needing observation. However, serious illness or injury generally results in a referral or transfer to a local clinic or hospital. St. Vincent's Hospital and Bridgeport Hospital both serve Fairfield students. Services provided by the Health Center include treatment for minor illness and injuries, allergy shots, lab tests upon arrangement, prescriptions, and a women's health clinic. Specialists in all fields of medicine are readily available upon request and consultation with the Health Center's medical staff. Should the student wish to see a private physician off-campus, transportation can be provided by volunteer drivers when available. In the event that volunteer drivers are unavailable, students will be transported via public cab service, and the cost of this service must be paid by the student. Currently, services in the Health Center are limited to full-time undergraduate students and full-time graduate students who have purchased the University-sponsored insurance plan. The Health Center is available to provide referrals to graduate or part-time students.

## Health Insurance

Fairfield University has always required that its full-time undergraduate students maintain or purchase a health insurance policy. This requirement was established to ensure the health and well-being of students, which is integral to the quality of their college experience. Under Fairfield's hard waiver program, the University enrolls each student in its sponsored health insurance policy for the upcoming academic year. A charge for this policy appears on the student's tuition bill, however, if the student has access to health insurance through other means (e.g., parent's coverage), then the student can waive the University-sponsored coverage and receive a full credit on their bill.

## Athletics and Recreation

**Varsity Athletics.** Through the Department of Athletics, students can participate in varsity sports. Fairfield competes in the NCAA Division I and is a charter member of the Metro Atlantic Athletic Conference (MAAC). The University currently offers varsity sports for men and women in basketball, cross country, golf, lacrosse, rowing, soccer, swimming and diving, and tennis, as well as men's baseball, women's field hockey, women's softball, and women's volleyball. Student-athletes in these sports are recruited by Fairfield; however, a limited number of walk-on opportunities exist. Interested students should see the coach of the applicable sport for more information.

The men's and women's basketball teams play at the Arena at Harbor Yard, located in nearby Bridgeport, considered one of the top facilities in the region. Discounted tickets for Fairfield Stags basketball games are available to students. For tickets or other information, call the box office or visit www.fairfieldstags.com. In addition, all athletic events held on campus are free to students.

**Thomas A. Walsh Athletic Center.** The Thomas A. Walsh Athletic Center caters to the academic and athletic needs of student athletes. A high-tech study center provides individual and group study areas, computer terminals with Internet access, a complete reference library, and academic counseling. The building also houses a practice gymnasium for volleyball, men's and women's basketball, softball, and baseball; a 4,700-square-foot weight training center; locker rooms; and a suite of administrative and coaching offices for the athletic department.

The department also sponsors a club Spirit Group that includes cheerleading, dance team, and pep band.

**Sports Clubs, Intramural Activities, Recreation, and Fitness.** The Department of Recreation oversees Fairfield's sports clubs, organizes student intramural activities, and sponsors fitness and activity classes.

Sports clubs, which are organized and operated by students in conjunction with the department, allow student teams to compete against clubs from other colleges and universities. These competitive sports are open to the student body and currently include equestrian, men's and women's ice hockey, martial arts, men's and women's rugby, ski & snowboard, track, men's and women's volleyball, men's and women's soccer, baseball, and sailing, with two new sports, women's lacrosse and tennis.

Intramural sports programs are open to all students. Some of the sports are basketball, flag football, floor hockey, indoor soccer, outdoor soccer, indoor volleyball, field hockey, lacrosse, tennis, racquetball, pickleball, arena football, softball, and three-point contests. Fitness and activity classes, also open to all students, may include yoga, aerobics, and pilates. Fees may apply for participation in intramural sports or fitness classes.

The Department of Recreation also oversees the **Leslie C. Quick Jr. Recreation Complex** and several outdoor recreation facilities. The Quick RecPlex features a 25-meter, eight-lane swimming pool; a field house for various sports; a whirlpool; saunas in the men's and women's locker rooms; and racquetball courts. Other amenities are two cardio areas, two weight rooms, and group fitness courses. The Department of Recreation also oversees the outdoor tennis and outdoor basketball courts. The Quick RecPlex is open to any undergraduate student who presents a current StagCard.

## Cultural, Governmental, and Social Opportunities

**The Barone Campus Center.** The John A. Barone Campus Center is the social focal point of University activities and offers students a place to relax, socialize, or study during the day. Students can pick up a cup of coffee at Jazzman's CyberCafe, shop at the University bookstore, watch deejays from the campus radio station, WVOF-FM 88.5, at work in their glass-enclosed studio, or grab meals at one of two dining facilities. The center is open 24 hours from Sunday through Thursday and from 7 a.m. to 1 a.m. on Fridays and Saturdays. Call the Campus Center between 9 a.m. and 9 p.m. for bookstore and dining hall hours.

**The 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 emergent by the children; and teaching staff who have specialized educational training in child development and developmentally appropriate practice with young children, including health, safety, and nutritional guidelines.

The Center is open all year from 7:30 a.m. – 5:30 p.m. for children aged 6 weeks to 5 years. Children may be enrolled on a full- or part-time basis depending upon space availability. Registration takes place every March. For tuition details, registration requirements, or other information, call the Center at (203) 254-4028 or visit www.fairfield.edu/gseap/elc.

**Office of Student Diversity Programs.** The Office of Student Diversity Programs serves the University community by providing support and activities for students that enhance their overall experience and knowledge in respect to the rich diversity and culture that exist at Fairfield and in our global society.

Students are partners in creating and implementing co-curricular programming at Fairfield University. This shared task is achieved through student volunteer opportunities, student organization involvement, and the support and promotion of student decision making. These programs are facilitated in collaboration with students, faculty, administrators, staff, and alumni.

The Office of Student Diversity Programs, through student-influenced programs and activities, fosters personal, spiritual, and social development, promotes critical thinking skills and student leadership, develops nurturing and supportive networks, and grooms students for active professional involvement beyond the collegiate experience.

**Clubs and Organizations.** Fairfield offers a wide range of social, recreational, cultural, service, and academic clubs and organizations. Students who don't find an organization that meets their interests can start a group under the guidelines established by the Office of University Activities. All clubs and organizations are members of the Student Organization Board of Governors (SOBOG). Depending on their size and scope, student clubs and organizations may receive funding directly from student fees, academic or administrative departments, or from SOBOG itself.

The **Regina A. Quick Center for the Arts** serves as a cultural hub and resource for the University and surrounding towns, offering popular and classical music programs, dance, theatre, family, and outreach events for young audiences. The center includes the 740-seat Aloysius P. Kelley, S.J. Theatre, the smaller Lawrence A. Wien Experimental Theatre, and the Thomas J. Walsh Art Gallery. Tickets to Quick Center events are available to students at a discounted price. For a calendar of events, visit www.quickcenter.com.

**The PepsiCo Theatre.** The PepsiCo Theatre, 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 schedule exhibitions, lectures, and dramatic programs throughout the academic year. These events are open to all members of the University community and many are free.

**The Levee.** The Levee is Fairfield University's only on-campus pub. Home to Angelo's Pizza – a Fairfield favorite – the establishment hosts a wide variety of late-night programs ranging from live music and trivia nights, to fundraisers and improv shows. The Levee is the only place on campus with HDTV in surround sound, and offers a brand new pool table, dart board, and WiFi throughout

**Student Government.** All full-time undergraduate students are considered members of the Fairfield University Student Association (FUSA), which represents the student viewpoint on campus, acts as a student advocate, sponsors events, and provides entertainment for the academic year. The FUSA offices are located in the Barone Campus Center and are open daily. Those who become active in the organization have a chance to test their leadership abilities and to take part in decisions that affect the University as a whole. In addition, each of the various living communities – residence halls, apartments, townhouses, off-campus housing and commuters – are represented by smaller associations that plan programs and activities and lend support to FUSA.

FUSA has three branches: the Executive Cabinet, the Legislative Branch, and the Judiciary Branch. The Executive Cabinet includes the president and vice president who are both elected in February in a campus-wide popular election. The president serves as the spokesperson for the undergraduate body and is empowered to appoint a cabinet for assistance in carrying out his or her duties. The vice president serves as the president of the senate, and sits on various campus committees. The president also has ultimate responsibility for the FUSA budget, overseeing its allocation and administration.

The Judiciary Branch consists of at least four council members. The Judiciary branch is responsible for mediating disputes within FUSA. They are also called upon by their peers to serve as advocates to students who may need to go through the conduct process. The branch helps students understand the policies and procedures within the Code of Conduct as determined by the Office of the Dean of Students. They are selected through an application and screening process conducted by the FUSA president, who then appoints the members with confirmation by the legislative branch.

The Legislature, or Student Senate, includes 32 elected representatives from the student body (eight per class year). The Senate establishes committees to deal with particular issues and reviews and approves the president's budget recommendations. It also initiates and passes legislation. Records of these proceedings are kept on file in the FUSA offices and the Office of University Activities.

## Campus Life

**Residence Halls, Townhouses, and Apartments.** Residential life is an integral part of the college experience at Fairfield, providing students the opportunity to develop new interests, become a leader or team player, make decisions and take responsibility for them, and learn to get along with new people.

Incoming students live in freshmen-only residence halls where programming and activities are geared toward the needs of first-year students. Students share a common bathroom on the corridor, and all buildings are co-ed, with men and women living on alternate floors or in alternate wings. Sophomores may remain in a traditionally styled residence hall or opt for a suite-style setup, where two bedrooms share an adjoining bathroom. Many of our sophomore students apply to participate in one of our Residential Colleges, either Just-Us or Ignatian. Juniors and seniors apply for the opportunity to live more independently, in the on-campus townhouses or apartments, or off campus in houses rented through landlords.

Residence halls have social and study lounges available. In addition to standard furniture, rooms are equipped with a ready-to-use phone system, including voicemail, computer network data ports, cable television hookup, and a combination refrigerator/microwave unit. Laundry facilities are available as well, and all halls have a common kitchen facility. The apartments and townhouses have kitchens, phone service, cable television, and computer network data ports. All of our spaces are wireless, including outside in the Residential Quad area.

Full-time professional Area Coordinators live in the Residence Halls, Townhouses, and Apartments to help create a safe living space that is conducive to learning and social growth. Resident Assistants, commonly referred to as RAs, provide educational and social programming to build community within the halls. Jesuits living in various residence halls are a resource for students in need of spiritual or informal guidance.

**Parking.** Vehicles must display a valid registration decal and be parked properly in designated areas. Freshman and sophomore resident students are not permitted to have vehicles on campus. Vehicle registration fees are $80 yearly or $10 per week. Free day passes are issued on a limited basis.

To register a vehicle, students go to their StagWeb account to complete and submit the vehicle registration form. Next, bring the printed confirmation sheet, the vehicle's registration, proof of enrollment, and payment to the Department of Public Safety. A pamphlet explaining traffic and parking regulations will be issued with a registration decal. Vehicles parked in fire lanes, handicapped spaces, or service vehicle spots are subject to fines and may be towed at the owner's expense. Vehicles of disabled persons must display an official state handicapped permit. Through an agreement with the town of Fairfield, no member of the University community may park on the neighborhood streets adjacent to the campus.

**Public Safety.** The Department of Public Safety is responsible for the safety of people and property on campus. Officers patrol campus by bike, foot, and vehicle 24 hours a day, 365 days a year. The Department of Public Safety is authorized to prevent, investigate, and report violations of State or Federal Law and University regulations. In addition, officers are trained to provide emergency first aid and are supplemental first responders for the Town of Fairfield. Public Safety officers also oversee the flow of traffic on campus and enforce parking regulations. Any student, faculty member, or employee of Fairfield University should directly report any potential criminal act or other emergency to any officer or representative of the Department of Public Safety immediately, by calling (203) 254-4090 or visiting Loyola Hall, Room 2.

**Discipline.** The Student Handbook delineates the University's rules and regulations governing student behavior, including the student code-of-conduct and adjudication process. It also sets forth the residence life policies and procedures, including the residency agreement between the University and its residential students. The handbook is distributed to all full-time undergraduate students and is also made available to graduate and part-time students. It contains additional information about Computing and Network Services, the University's history, student resources, and other pertinent student information. An online version is available through the University's web site, www.fairfield.edu/studenthandbook. The handbook is published by the Office of the Dean of Students. Students with questions about policies outlined in the handbook are encouraged to contact the Office of the Dean of Students.

The dean of students and the vice president for Administrative and Student Affairs have general care for student welfare and student discipline. The administration reserves the right to dismiss a student or to exercise other disciplinary measures for misconduct either on or off campus. The University has an official adjudication process that sets guidelines for the reporting of incidents, hearings, and appeals. Any student involved in disciplinary action has the right to be heard in his or her own defense.

The dean of students, or his or her designee, may separate a student from the University for reasons of health or safety when that student's continued attendance poses a significant risk to the student or others, and/or when the dean has reason to believe that such action is in the best interest of the student or others at the University. In such cases, the University's adjudication process may be waived.

Besides the offenses mentioned in the Student Handbook, behavior that leads to criminal or civil action renders a student liable to University disciplinary action up to and including expulsion.

## Career Planning

The Career Planning Center, located in the Aloysius P. Kelley, S.J. Center, helps students identify and achieve career goals whether they are graduate school, a year of post-grad service, or an immediate job. The Center offers job listings, counseling services, specific data on the current job market, and workshops on topics such as resume writing, interviewing techniques, and personal statements. The center works with outside organizations and invites them to post job/internship listings and offers them the opportunity to recruit on campus. General Career Fairs held in September and February attract nearly 80 employers and a Nursing Career Fair held in October will typically host 30 hospitals or health care facilities.

The Center works collaboratively with the schools and colleges of the University to provide internship opportunities for undergraduate students. If an internship is completed for academic credit, it must be approved by the major department or school. Some internships may carry a stipend. The University distinguishes between part-time jobs and internships, not on the basis of compensation, but on the basis of the work and/or professional mentoring involved. Internships should support a student's academic course of study or professional development and training.

While the Center primarily serves undergraduate students, its services are open to all students and graduates of Fairfield. Undergraduates are encouraged to familiarize themselves with and use the Center's services prior to senior year, and graduates are always welcomed back.

## Computing Services

Fairfield's **Computing Services** are state-of-the-art. High-speed fiber-optic cable, with transmission capabilities of 1 gigabit per second, connects classrooms, residence hall rooms, and faculty and administrative offices, providing access to the library collection, e-mail, various databases, and other on-campus resources.

A number of computer labs, supported by knowledgeable lab assistants and open 14 hours a day for walk-in and classroom use, offer hardware and software for the Windows and Macintosh environments. All campus buildings are connected to the Internet, and all residence hall rooms have Internet connections, cable television, and voicemail. Students are issued individual accounts in StagWeb, a secure Web site where they can check e-mail, register for courses, and review their academic and financial records.

***Administrative Computing (SunGard Higher Education)*** is located in Dolan 110 East and provides support for the integrated administrative system, Banner. Additionally, Administrative Computing supports StagWeb, the campus portal that enables students to access their e-mail, grades, calendars, course schedules and other information that is important to students.

***Computing and Network Services***, located on the second floor of Dolan Commons, provides lab support, technical advice, classroom technology applications, and personal web page assistance. All computing and network infrastructure on campus, the telecommunications system, hardware and software support for faculty and staff desktops/laptops, and operational support for public computer labs, fall within the jurisdiction of C&NS. Office hours are 8:30 a.m. to 4:30 p.m. Contact the Help Desk at (203) 254-4069 or cns@fairfield.edu.

## Campus Ministry

Campus Ministry offers a wide variety of popular programs, including retreats, Musical, Eucharistic, and Lector liturgical ministries, and many social justice advocacy programs. Campus Ministry is also home to many urban, national, and international volunteer programs that take place during the Christmas, spring, and summer breaks to places like Bridgeport, Kentucky, Utah, Jamaica, Ecuador, Nicaragua, and beyond. All students are invited to participate in all programs, regardless of faith tradition. The staff of Campus Ministry also offers opportunities for one-on-one conversation, pastoral counseling, and spiritual direction. Liturgies are held daily at 12:10 p.m. and on Sundays at 11 a.m., 4:30 p.m., and 9 p.m.

# ACCREDITATIONS

Fairfield University is fully accredited by the New England Association of Schools and Colleges, 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 include:**

AACSB International – The Association to Advance Collegiate Schools of Business
(Charles F. Dolan School of Business)

AACSB International – The Association to Advance Collegiate Schools of Business
(Charles F. Dolan School of Business)

Accreditation Board for Engineering and Technology
(School of Engineering)
*Computer Engineering Program*
*Electrical Engineering program*
*Mechanical Engineering program*
*Software Engineering Program*

American Chemical Society
(College of Arts and Sciences)
*B.S. in Chemistry*

Commission on Accreditation of Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy
(Graduate School of Education and Allied Professions, GSEAP)
*Marriage and Family Therapy program*

Commission on Collegiate Nursing Education
(School of Nursing)
*Undergraduate Nursing Programs*
*Graduate Nursing Programs*

Connecticut State Department of Higher Education
(GSEAP)

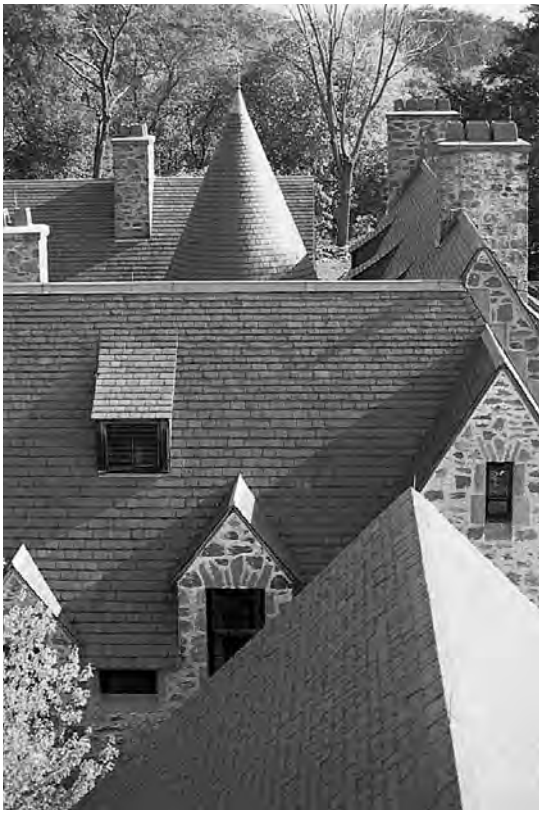
Council for Accreditation of Counseling and Related Educational Programs
(GSEAP)
*Counselor Education programs*

**Program approvals include:**

Connecticut State Department of Higher Education
- Elementary and Secondary Teacher certification programs
- Graduate programs leading to certification in specialized areas of education
- School of Nursing programs

Connecticut State Board of Examiners for Nursing
- Undergraduate Nursing programs

Council on Accreditation of Nurse Anesthesia Educational Programs



**The University holds memberships in:**

AACSB International – The Association to Advance Collegiate Schools of Business
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Council for Higher Education
American Council on Education
ASEE – American Society for Engineering Education
Association of Catholic Colleges and Universities
Association of Jesuit Colleges and Universities
Connecticut Association of Colleges and Universities for Teacher Education
Connecticut Conference of Independent Colleges
Connecticut Council for Higher Education
National Action Council for Minorities in Engineering
National Association of Independent Colleges and Universities
National Catholic Educational Association
New England Business and Economic Association

# Compliance Statements and Notifications

**Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act**
Fairfield University complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report contains a summary of the Fairfield University Department of Public Safety's policies and procedures along with crime statistics as required. A copy of this report may be obtained at the Department of Public Safety office, located on the ground floor of Loyola Hall, Room 2 or by accessing our website at www.fairfield.edu/clery. The Department of Public Safety is open 24 hours per day, 365 days a year. The University is in compliance with the Student Right to Know and Campus Security Act (PL 103-542).

Fairfield is a drug-free campus and workplace.

**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.

**Non-Discrimination Statement**
Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

**Notification of Rights Under FERPA**
Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of the Dean of Students.

Listed below are the rights afforded to students with respect to their education records under FERPA are:

1. The right to inspect and review the student's educational records within 45 days of the day the University receives a request for access: Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading: Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent: One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fairfield University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington, DC 20202-4605

# Academic Policies

# ACADEMIC POLICIES

## Philosophy of Education

Fairfield University has, as its primary objective, the development of the creative intellectual potential of its students within a context of religious commitment.

Fairfield believes in the particular excellence of a liberal education. In an effort to achieve this objective, it requires each student to take courses from five areas of knowledge: mathematics and the natural sciences, history and the social and behavioral sciences, philosophy and religious studies, English and the arts, and modern and classical languages. 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 the student 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.

## Faculty Advising

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 know each student's strengths and weaknesses. This tradition is basic to Fairfield. Classes are not large, and there are ample opportunities for close student-teacher relationships. Members of the faculty make themselves available for informal discussions, advice, and encouragement well beyond their published office hours.

During the orientation program for first-year students and transfers, each student is assigned to a faculty advisor. In subsequent years, depending upon the student's major and career interests, the first advisor will be replaced by a professor in the student's field of academic interest. The faculty advisor will be available to meet regularly with the student, offer appropriate counsel, watch the student's progress, and, in general, help him or her adjust to college life.

Students who plan to enter professional or graduate school after graduation from Fairfield are referred to faculty who are knowledgeable about specific professions and graduate schools. Faculty will offer advice and will assist students in the application for admission and the attainment of scholarships and fellowships to professional and graduate schools.

## NORMAL ACADEMIC PROGRESS

## Academic Year

The academic year begins in early September and ends in late May, with recess periods at Christmas and in the spring. It is divided into two semesters, each extending over a period of about 14 weeks. The semester hour is the unit of instructional credit. The class day begins at 8 a.m. and is divided into class periods of 50, 75, or 150 minutes and laboratory periods of two, three, or four hours.

## Full-Time Status

The normal course load for a matriculated student is five courses per semester, equivalent to 14 to 19 credit hours. To maintain full-time status, a matriculated student must be registered for a minimum of 12 credit hours each semester.

## Class Ranking System

Student rank is based on total credit hours completed and recorded.

| Class | Credit Hours Earned | Year |
|---|---|---|
| First-year | 0 through 29 | 1 |
| Sophomore | 30 through 59 | 2 |
| Junior | 60 through 89 | 3 |
| Senior | 90 through 120 | 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 core curriculum, major, and electives. A second major, minor, and concentration are also an option. 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.

## Academic Progress

For academic advancement from year to year, in good standing, it is not enough that students pass all courses; in addition, they must maintain a specified cumulative average.

To be eligible for graduation, a Fairfield student must have an overall grade point average of 2.0 or better at the conclusion of the senior year. To progress toward satisfaction of that requirement, students advancing from the first year to the sophomore year are expected to have a weighted cumulative GPA of 1.80 or better. By the start of the junior year, students are expected to have a weighted cumulative GPA of 1.90 or better. In advancing to the senior year, students should have an overall cumulative GPA of 2.0 or better.

Although students who do not meet the foregoing standards will be permitted to continue their studies at Fairfield University, they will be notified that they are not advancing satisfactorily. Furthermore, they will be warned that they are in jeopardy of not graduating with their class. Such students will be offered special assistance from the academic and student support divisions. In addition, they will be strongly encouraged to enroll in summer or winter intersession courses at Fairfield University in order to improve their GPA.

Students in the School of Nursing must meet University promotion policy requirements. In addition, to remain in the nursing major, students must meet promotion policy requirements established by the School of Nursing. These are available in the School of Nursing section of the catalog.

## Residency Requirement

To merit a Fairfield University degree, at least 60 credits must be taken at Fairfield. This includes the last 30 semester credits immediately preceding graduation that must be earned at Fairfield University.

## Registration Requirement

All matriculated full-time undergraduate students must register for classes by Dec. 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 him or her to be withdrawn at the end of the current semester. At that time, all residence hall and financial aid commitments will be terminated.

## Graduation Information

Diplomas are awarded in January, May, and August. All students who have been awarded diplomas within the year 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 students must have a minimum overall grade point average of 2.0 and must meet the appropriate major GPA, which is 2.0 unless otherwise stated.*
- Student must need no more than 3 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.
- Students' names will be announced at graduation, but they will not appear in the printed commencement materials.

** Students whose GPA is determinant 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 scheduled class session. The impact of attendance on grading is specified in the syllabus. Unexcused absences by first-year students may be reported to the dean of freshmen; unexcused absences by other students may be reported to the appropriate academic dean.

**Absence from Examinations or Quizzes:** Unless there are serious reasons for absence on the day of an examination or quiz, a grade of zero will be awarded for the missed work. However, a student may be excused from an examination for reasons beyond his or her control. In such cases, a reasonable attempt should be made to notify the professor prior to the scheduled examination. At the request of the faculty member, a student who misses an examination due to illness must submit a written excuse from a private physician.

If this student has been under the care of University Health Services, he or she must sign a medical release

form authorizing the Health Center to provide information to the appropriate faculty member. If the excuse is rejected by the faculty member, the student may appeal to his or her academic dean for resolution of the issue. Students should consult with the faculty member regarding the course makeup policy.

**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

Not included in this policy are departmental clubs.

## 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 normally will be determined according to the following procedure:

The semester's work (examinations, quizzes, recitations, and out-of-class assignments) will establish approximately two-thirds of the grade, the final examination establishing approximately one-third of the grade. If a professor chooses a method other than the established procedure, the following criteria must be met:

a. The students must be informed in writing at the beginning of the semester as to the procedure in determining the grade for the course.
b. A memorandum must be submitted in writing to the departmental chair and the appropriate dean at the beginning of each semester.

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.

### Quality Point Value

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

| | Quality Numerical | Points 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 quality points earned per course. The total number of quality points for all courses is then divided by the number of credits attempted.

### Incomplete

A grade of "I" is issued when, due to an emergency situation such as illness, a student prearranges 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.

### Course Load

Fairfield University desires to see all undergraduate students make normal progress toward graduation. For

full-time students, the normal rate of work is defined as five courses per semester, each bearing three or four credit hours. Some courses, notably one-credit music courses and science labs, do not contribute toward this calculation of a normal course load or progress toward graduation; they are considered as supplementary work. The minimum rate of work for full-time students is four courses (minimum 12 credit hours) per semester.

## 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 seventh week of the semester (or by the mid-point of the term in the case of accelerated or other unusual terms) provided that (a) the student's academic dean, in consultation with the course instructor, finds withdrawal to be in the student's best interest and (b) the student remains enrolled in a minimum of 12 credit hours. After the seventh week of the semester (or mid-point of other terms), course withdrawal will be granted only in highly unusual circumstances, such as a health emergency. If a health emergency is claimed by the student (either physical or psychological), the student must follow the process for seeking a Medical Withdrawal as set forth in this catalog. Withdrawal after the seventh week will not be permitted simply to prevent receipt of a grade that might not meet the student's satisfaction. In all cases, if withdrawal is granted, 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 his/her academic dean.

## Repeat Course Policy

When a student repeats a course that was failed, the new grade will be recorded. Quality 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. Neither the credits nor the grade will count toward the degree. The original grade will remain on the transcript.

## First-Year Student Midterm Deficiencies

Halfway through the fall and spring semesters, first-year students are provided with midterm estimate grades for the courses in which they are earning grades of C- or below. These grades are not part of their official academic record, but allow the students, as well as their faculty advisors and the Dean of Freshmen, to review their academic progress at the mid-point of their first two semesters.

## Grade Reports

Grade reports are issued to students by the Registrar via the student Web portal at the end of each semester.

# 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 for the 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.

## Other National Honor Societies

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

Alpha Delta Kapa — sociology

Alpha Epsilon Delta — pre-medical

Alpha Kappa Delta — sociology

Alpha Mu Gamma — foreign languages

Alpha Sigma Lambda — adult higher education

Chi Sigma Chi — counseling, academic and professional (international)

Chi Sigma Iota — counseling, academic and professional (international)

Lambda Pi Eta — communication

Omicron Delta Epsilon — economics

Phi Alpha Theta — history (international)

Pi Delta Kappa – education (international)

Pi Mu Epsilon — mathematics

Pi Sigma Alpha — politics

Psi Chi — psychology

Sigma Iota Rho — international studies

Sigma Pi Sigma — physics

Sigma Tau Delta — English (international)

Sigma Theta Tau — nursing (international)

Sigma Xi, The Scientific Research Society — scientists and engineers (international)

Theta Alpha Kappa — religious studies

## DISRUPTION OF ACADEMIC PROGRESS

## 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 as soon as his/her cumulative GPA is equal to or greater than the requirement on the basis of subsequent courses completed at Fairfield during the next semester or during special January or summer sessions.

A student on academic probation is ineligible to participate in extracurricular or co-curricular activities during any semester in which the student is on probation. A student on academic probation may petition the Senior Vice President for Academic Affairs 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 Year Students: 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 rights to participate in extracurricular or co-curricular activities. By the end of the student's second semester, or the first year at Fairfield, students will be placed on academic probation if the overall GPA is below 1.90.

Sophomores: Sophomores will be placed on academic probation if the overall GPA is below 1.90.

Juniors and Seniors: Juniors and seniors 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 at the end of the semester has received the grade of F in three or more courses.
- A student who at the end of the academic year has received the grade of F in three or more courses.
- A sophomore, who regardless of incompletes, while on academic probation and enrolled full time (i.e., attempting a minimum of 12 credit hours), proceeds to earn a semester GPA below 1.90.
- A junior or senior, who regardless of incompletes, while on academic probation and enrolled fulltime (i.e., attempting a minimum of 12 credit hours), proceeds to earn a semester GPA below 2.00.

Students who have been dismissed from the University for reason of academic failure are expected to remain away for at least a full semester (fall or spring) before seeking readmission. Such individuals lose all entitlement to institutionally funded financial aid.

Students are removed from registered courses based on the date of their dismissal letter. Except in extraordinary circumstances, students who are academically dismissed a second time will not be considered for readmission.

## Voluntary Withdrawal from University

To discuss voluntarily withdrawing (for non-medical reasons):

1. Contact the appropriate Academic Dean's office.
2. 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:
   - There are no pending student conduct issues.
   - The student is not liable for academic withdrawal due to insufficient progress or excessive absence.
   - The student has settled all financial obligations to the University.

   **Note:** If a student wants to withdraw when traditional semester classes are not in session, the student must still submit a letter to the Academic Dean's Office. Students scheduled to live in University housing should send a copy of that letter to the Office of the Dean of Students.
3. After meeting with an administrator in your Academic Dean's office, all resident students must set up a meeting with an administrator in the Office of the Dean of Students to discuss non-academic-related issues (housing, financial aid, Stag Card, student account, etc.) pertaining to the student's withdrawal from the University.

## Readmission

A student who wishes to re-enter Fairfield University after having been dismissed or having withdrawn voluntarily must inform the dean of the appropriate undergraduate school in writing of his/her intention. Those wishing to reapply to complete their undergraduate degree after five or more years of absence from the University must meet with the appropriate dean to discuss their intentions and evaluate their academic record. The dean forwards the request to the Senior Vice President for Academic Affairs for a decision.

## Medical Withdrawal from the University

A medical withdrawal may be warranted when a student is unable to continue for any number of medical conditions.

1. To discuss this form of withdrawal, contact either the Office of the Dean of Students (ext. 4211), the Health Center (ext. 2241), or Counseling Services (ext. 2146). Most students who seek to withdraw for medical reasons have been using the Health Center or Counseling Services. Therefore, those students will most likely initiate their request through a member of the medical staff or a counselor. Information from personal or private physicians or a psychologist is subject to review by the University.
2. Upon review of the medical merits for the withdrawal request, and appropriate documentation by the Health Center or Counseling Services, the student must make a formal request for withdrawal either in writing or person to the Dean of Students' Office. This office will review the request and the supporting information and make a decision. Withdrawals granted for medical reasons are not approved until after arrangements for key and ID return are complete, and a move-out deadline from University housing has been established.
3. The Dean of Students' Office will also discuss with the student the process by which the student can seek readmission to the University.
4. The appropriate academic dean's office, bursar's office, registrar's office, and residence life and housing office are then notified of the student's change in status. The institutional refund policy applies.

## Readmission to the University after a Medical Withdrawal

1. To seek readmission following a medical withdrawal, the student must write a letter making the formal request and state the rationale supporting the request. If medical documentation is required, the student should simultaneously submit that information to either the Health Center (when medical situation is physical in nature) or Counseling Services (when medical situation is psychological in nature). That information will be reviewed and any necessary contact with outside care providers or physicians will be made.
2. The Dean of Students' Office will ask the Health Center or Counseling Services for their evaluation of the request. Upon receipt of that information, the Dean of Students' Office will contact the student to arrange an appointment in person if at all possible or over the phone if the student is an unreasonable distance from campus.
3. After formal review of the student's request, the Dean of Students' Office will decide whether the student should or should not be readmitted. Those applications supported for readmission will be forward to the Office of the Senior Vice President for Academic Affairs for an official letter of readmission to the student. The student may not register for classes or be assigned University housing until the official letter of readmission is reviewed and processed.

## CREDITS FROM OTHER INSTITUTIONS

Any courses taken at another institution must be pre-approved by the dean of the student's school to be eligible for transfer credit. 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 (2.00 GPA and a numerical equivalency of no lower than 73) in that course. Official transcripts should be forwarded to the dean upon completion of pre-approved coursework at other institutions.

Students are cautioned that deans will grant permission to take courses elsewhere only when the student can demonstrate compelling reasons to do so. Typically, students attend other institutions while on approved Educational Leave of Absence during the fall and/or spring semester to participate in a study abroad program or to take advantage of a special curriculum offered at another U.S. institution or to enroll in courses during the summer or winter vacation.

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 institution during a summer or winter vacation period.
- 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 course. 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 and obtained a test score of four or five. 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. Normally, AP credit will not exempt a student from requirements in his/her major. No student will be awarded more than a total of 15 AP credits by Fairfield University.

Listed below are the most common AP tests submitted by students for advanced placement, along with their Fairfield University equivalent.

| AP Test | Fairfield Course Equivalent | Credits |
|---|---|---|
| Biology | BI 170 General Biology I | 4 |
| Chemistry | CH 11 General Inorganic I | 4 |
| English Composition | EN 11 Composition and Prose | 3 |
| English Literature/Composition | EN 11 Composition and Prose | 3 |
| European History | HI 30 Europe and the World in Transition | 3 |
| U.S. History | HI Elective | 3 |
| Calculus AB | MA 121-122 Applied Calculus I and II | 6 |
| Calculus BC | MA 171-172 Differential and Integral Calculus | 8 |
| Computer Science A | CS 131 Computer Programming I | 3 |
| Computer Science AB | CS 131-132 Computer Programming I and II | 6 |
| French Language | FR 210 Intermediate French | 4 |
| German Language | GM 210 Intermediate German | 4 |
| Italian Language | IT 210 Intermediate Italian | 4 |
| Spanish Language | SP 210 Intermediate Spanish | 4 |
| Physics | PS 15 General Physics I | 4 |
| U.S. Government and Politics | PO 11 Introduction to American Politics | 3 |
| Sociology | SO 11 General Sociology | 3 |
| Statistics | MA 17 Introduction to Probability and Statistics | 3 |

## 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 his/her major. Students will be awarded a maximum total of 15 Higher Level IB credits.

## College Courses Completed While in High School

High school students who earn college credit while still enrolled in high school can transfer those credits to Fairfield University if the following conditions are met:

- A grade of C or better
- The official college transcript is sent to Fairfield
- The student's high school counselor sends written verification that the college credits or coursework were not used to fulfill high school graduation requirements, either in subject area or credits.

No more than a total of 15 such credits will be accepted by Fairfield.

## 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.

Every transfer student is required to complete at least two years of full-time undergraduate study at Fairfield in order to receive a Fairfield University bachelor's degree.

## EDUCATIONAL LEAVE OF ABSENCE

Matriculated 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, D.C., 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 for the semester immediately preceding application. Students who wish to be granted educational leave of absence must complete all official paperwork with the study abroad coordinator by Feb. 1 for the following year.

All students granted educational leaves 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.

## STUDENT RECORDS

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University has the right to see any records that directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the financial aid office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services. Information contained in student files is available to others using the guidelines below:

1. Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
2. Summary of behavioral records and copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
3. All other information, excluding medical records, is available to staff members of the University on a need-to-know basis; prior to the release of additional information, a staff member must provide his or her need to know information to the office responsible for maintaining the records.

## TRANSCRIPTS

Application for transcripts should be addressed to the University Registrar's office and should state the name and address of the official to whom the transcript is to be mailed. In accordance with the general practice of colleges and universities, complete official transcripts are sent directly by the university, not transmitted by the applicant. Transcripts will not be processed during examination and registration periods. Requests for transcripts should be made one week in advance of the date they are needed.

# ACADEMIC FREEDOM AND RESPONSIBILITY

## Academic Freedom and Responsibility

The statement on academic freedom, as formulated in the 1940 Statement of Principles endorsed by the AAUP 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."

## 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. 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 to include attribution for any ideas or language that is not their own.

Examples of dishonest conduct include but are not limited to:

- 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 ‚Äì 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.
- 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.
- 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 PROCEDURES

### Purpose
Procedures for review of academic grievance 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, which 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 competence appeals, or to issues of academic dishonesty.

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 content that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed.

"Remedies" would include but not be limited to awarded grade changes, such as permission to take make up examinations or to repeat courses without penalty.

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

### Time Limits
The procedure herein defined must be initiated within a reasonable period (usually a semester) after the event, which is the subject of the grievance.

### INFORMAL PROCEDURES
**Step one:** The student attempts to resolve any academic grievance with the faculty member, department chairperson or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she or he advances to step 2.

**Step two:** The student consults the chairperson or division head when appropriate, 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 3.

**Step three:** 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. If the dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedures.

### FORMAL PROCEDURES
**Step one:** If the student still believes that the grievance remains unresolved following these informal procedures, she or he initiates the formal review procedure by making a written request for a formal hearing through the dean to the Senior Vice President for Academic Affairs. 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.

**Step two:** The Senior Vice President for Academic Affairs determines whether the grievance merits further attention. If not, the student is so informed. If, however, the grievance does merit further attention, the Senior Vice President for Academic Affairs determines whether it is a procedural, competence, or academic dishonesty appeal. In addition, in some instances it may be possible for the Senior Vice President for Academic Affairs to settle the grievance.

- If it relates to a procedural matter, the Senior Vice President for Academic Affairs selects a dean (other than the dean of the school in which the course was offered) to chair a Grievance Committee. (See section on Committee Structure below.)
- If it relates to an academic competence matter, the Senior Vice President for Academic Affairs requests from the dean involved the names of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.
- If it relates to academic dishonesty, the Senior Vice President for Academic Affairs will convene a committee comprised of a dean (other that the dean of the school in which the course was offered) and two faculty chosen by the process to select faculty members to a Grievance Committee to review the material and sanctions.

**Step three:**

- For procedural 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 competence appeals, the Senior Vice President for Academic Affairs contacts the outside panel members and requests that they review the case in relation to its content validity.

- For academic dishonesty appeals, the Senior Vice President for Academic Affairs will request that the committee present a written report of their findings relating to the validity of the charge and the sanctions.

**Step four:** The recommendation from either the Grievance Committee or the panel is forwarded to the Senior Vice President for Academic Affairs in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

**Step five:** The Senior Vice President for Academic Affairs renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Senior Vice President for Academic Affairs is the only university official empowered to change that grade, and then only at the recommendation of the committee or panel.

### Structure of the Grievance Committee

The structure of the Grievance Committee will be the same as the existing Academic Honesty Committee, as follows:

- Two faculty members to be selected from a standing panel of eight faculty members elected by the general faculty. 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 panel of eight students elected by the student government. The student(s) grievant(s) will propose four names from that panel; the faculty will strike two of those names, 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 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 Senior Vice President for Academic Affairs. 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 review committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.

The election of committee members should take into account the possibility of the need for response on 24 hour notice (particularly at the time of commencement), and availability should, in such instances, be a prime consideration in committee member selection.

### Due Process Procedure

a. 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.
b. Both the student and the faculty member shall have the right to present and examine witnesses and to cross examine witnesses.
c. 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.
d. The hearing committee shall promptly and forthrightly adjudicate the issues.
e. The full text of the findings and conclusions of the hearing 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.
f. In the absence of a defect in procedure, recommendations shall be made to the Senior Vice President for Academic Affairs by the committee as to possible action in the case.
g. At any time should the basis for an informal hearing appear, the procedure may become informal in nature.

# The Curricula

# THE CURRICULA

## Introduction

The various curricula at Fairfield University are arranged into five general categories. The first three categories – core curriculum, electives, and majors – represent coursework that all students are required to complete. The remaining categories – second majors and minors – designate optional coursework. In addition, special features such as an honors program, interdisciplinary learning communities or clusters, independent studies, and internships are available to students.

## Choice of Curriculum

Descriptions of the various curricula will be found in the college and school sections and, where appropriate, under the discipline heading. For students who desire a curriculum involving an ordered sequence of courses (natural sciences, accounting, mathematics) the initial choice of program is important; for other students, first-year and sophomore courses provide a solid basis and background for any subsequent decision to major in such areas as economics, English, history, languages, and visual and performing arts.

Students fulfill the curriculum requirements that are in place at the time the student matriculates. Once new changes are in effect, students have the option of remaining with the requirements in effect at the time of their matriculation.

## University Course Numbering System

**Undergraduate**

| | |
|---|---|
| 01-99 | Introductory courses |
| 100-199 | Intermediate courses without prerequisites |
| 200-299 | Intermediate courses with prerequisites |
| 300-399 | Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission |

**Graduate**

| | |
|---|---|
| 400-499 | Graduate courses, open to undergraduate students with permission |
| 500-599 | Graduate courses |

## Core Curriculum

The goal of a Fairfield education is to develop the whole person: an intellectual being who can think clearly, accurately, dispassionately; a social being who cares about others and takes one's place in the world with them; a physical being who knows the laws, limitations, and beauty of the natural world; a spiritual being who seeks to make one's life express the truths of religion and philosophy.

Because Fairfield believes that a liberal education can achieve this goal, the University has developed a core curriculum that all undergraduates must take to acquire a broad background in all academic areas. During their years at Fairfield, students, regardless of major or field of specialization, take from two to five courses in each of five areas.

Within the framework of these five areas, students have a number of options so that fulfilling the requirement can become a stimulating and enjoyable experience while providing the breadth of knowledge necessary for further studies and for life as a well-educated human being.

### Options within the Core Curriculum

*Area I: Mathematics and Natural Sciences*

- Two semesters of mathematics. At least one semester must include a course containing some calculus (MA 19, MA 121, MA 125, or MA 171). A sophomore or upper-division course may be used with approval of the department.
- Two semesters of a natural science. Any two courses in any of the natural sciences, as well as AY 110 and PY 261, fulfill this requirement.

  **Note:** Psychology majors cannot use PY 261 to fulfill this core science requirement.

*Area II: History, and the Social and Behavioral Sciences*

- Two semesters of history. HI 30 plus one 200-level course. CL 115-116 (Greek and Roman Civilization) may be used to fulfill this requirement.
- Two semesters of anthropology, communication (CO 100 and CO 230 only), economics, politics, psychology, or sociology. Both courses may be in the same department or they may be in two different departments. Also includes ED 241 for Certificate students only.

*Area III: Philosophy, Religious Studies, and Applied Ethics*

- Two semesters of philosophy. PH 10 is required followed by a 100-level course.
- Two semesters of religious studies. RS 10 is required.
- One additional course in philosophy (200-level), religious studies, or applied ethics. Also includes ED 329 for Certificate students only. Also PJ 120 counts here.

*Area IV: English and Visual and Performing Arts*

- Three semesters of English. EN 11 and EN 12 are required. The third course may be selected from any English literature offering that has a number designation of 200 or greater. Writing courses (EN/W) do not fulfill the core literature requirement. Selected courses offering literature in translation may also fulfill this requirement – see listings under classical studies as well as modern languages and literatures.
- Two semesters of visual and performing arts. One semester must be in the area of art history; music history; theatre history; or new media film, radio, television history. The other semester may be selected from any of the three-credit course offerings in art history, music, new media, film, television and radio, studio art, and theatre.

*Area V: Modern and Classical Languages*

Two semesters at the intermediate level of any language listed among the offerings of the Department of Modern Languages and Literatures or the Classical Studies Program.

## Notes

- Most core courses are taken within the first two years at Fairfield University. However, precisely when students should take various core courses depends, in part, upon their major. The faculty advisor will assist students in selecting a schedule that meets all core requirements. Normally, English (EN 11 and EN 12), mathematics, and foreign languages are included in the student's first-year schedule.
- Students may elect to complete some of their core requirements by enrolling in interdisciplinary learning communities or core course clusters described on page 36.
- Students with majors in the Charles F. Dolan School of Business are required to take specific courses as part of their core curriculum. See the Dolan School of Business core section for such course details.
- School of Nursing students take specific courses as part of their core curriculum and are required to complete either the visual and performing arts or the modern language requirement.

## Electives

All students in B.A. and B.S. 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. Students must check with their advisors for minimum numbers.

## 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 Charles F. Dolan School of Business, the School of Nursing, and the School of Engineering 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 freshman and/or sophomore year.

Majors are to be selected at the end of the freshman 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 chairperson/coordinator of the major that the student desires, and the dean of the school. The form is then forwarded to the University Registrar.

# Diversity Requirements

### U.S. Diversity

In order to help students develop a critical consciousness of self and society, all undergraduates are required to select one course that gives significant treatment to aspects of diversity and pluralism in U.S. society. Such courses will explore, in a systematic manner, connections between race, class, and gender, and will examine issues of privilege and difference in U.S. society. Additional aspects of diversity – including religion, sexual orientation, and ethnicity – may also be considered. Approved courses will be designated by a special symbol in each semester's course schedule booklet. This requirement will not add credit hours or an extra course to a student's degree program; students will be able to select a designated diversity course from among core requirement courses, major courses, or electives.

A list of courses that currently satisfy the U.S. Diversity requirement follows. Please note that new courses are added each year.

AC 345 Federal Income Taxation II
AE 262 Ethics/Community
AE 265 Ethics in Education
AE 291 Business Ethics (section taught by Dr. Van Hise)
AE 397 Seminar in Bioethics
AH 165 Black Experience
BI 393 MUSE Internship
BI 394 MUSE Internship
BL 101 Introduction to Black Studies
BU 320 Employment Law & Discrimination in the Workplace
BU 325 Law, Women & Work
CO 236 Women & Mass Media
CO 239 Consumer Culture
CO 240 Intercultural Communication
CO 246 Family Communication
EC 114 Economics of Race, Class & Gender in the American Workplace
EC 265 Distribution of Income & Poverty in the United States
EN 11 Composition & Prose Literature
EN 12 Introduction to Literature and Writing the Research Paper
EN 249 Literacy & Language
EN 253 African-American Literary Voices
EN 264 American Drama
EN 284 Writers of the Asian Diaspora
EN 286 Asian-Americans: Challenges to Citizenship
EN 339 African-American Literature & Culture
EN 344 African-American Fiction: 1940-1980
EN 347 African-American Fiction: 1980-Present
EN 348 Contemporary Women Writers of Color
EN 349 Introduction to Cultural Studies
EN 362 Autobiography
EN 371 African-American Women's Writing
EN 386 Native American Literature
EN 395 Adolescent in Literature
EN/W 339 Grant and Proposal Writing
HI 232 Jefferson's America: 1760-1850
HI 239 Twentieth-Century America
HI 240 Women's Activism - 1960's
HI 241 Examining the 60's
HI 245 Feminism in America
HI 246 Excellent Women/Deviant Women: The Female Experience
HI 257 Who Built America? Working People in American History
HI 260 American Indian History
HI 262 African-American History, 1619-1865
HI 263 Inventing Themselves: African-American Women in U.S. History
HI 264 African-American History from 1865
HI 292 Social and Cultural History of the African Diaspora
HI 342 Immigration & Ethnicity
HR 200 Challenges to West Tradition
IS 220 Technology & Society
IT 393 The Italian-American Experience
MG 320 Diversity in the Workplace
MU 101 The History of Jazz
MU 102 History & Development of Rock
MU 112 Music of Black American
MU 201 Critical Issues of American Popular Music
NS 112 Healthcare Delivery Systems
NS 250 Professional Nursing
NS 262 Health in Rural Appalachia
PH 284 Critical Race Theory
PJ 125 Homelessness: Causes & Consequences
PO 119 Introduction to Feminist Thought
PO 152 Weapons of the Weak
PO 153 The Politics of Race, Class & Gender
PO 165 Political Parties, Interest Groups & Public Opinion
PO 220 Seminar on Feminist Theory
PY 163 Developmental Psychology for Non-Majors
PY 264 Developmental Psychology for Majors with Lab
PY 291 Cognition, Race, Culture & Identity
PY 350 Seminar: Psychology of Race & Ethnicity
RS 235 Liberation Theology
RS 237 Christian Feminist Theology
RS 241 Sociology of Religion
RS 242 Jews & Judaism in America
SO 112 American Society
SO 151 Sociology of Religion
SO 161 American Class Structure
SO 162 Race, Gender & Ethnic Relations
SO 165 Race, Cities & Poverty
SO 167 Race, Gender & Contemporary Media
SO 169 Women: Work and Sport
SO 181 Aids in the United States
SP 359 Culture, Civilization & Literature in the Spanish-American Caribbean Region
TA 120 American Drama
TA 123 American Women Playwrights
TA 241 Examining the 60's

**World Diversity**

In addition to the U.S. diversity course, a world diversity course is required of all undergraduates. This course focuses on a non-Western culture or society, exclusive of Europe and the United States, and their literary, artistic, musical, religious, philosophical, political, economic, or social traditions. Though courses primarily emphasizing North American and European topics will not count toward this requirement, courses focusing on Native American, Russian, and pre-Columbian or Latin American cultures can meet the requirement. Core language courses do not meet this requirement while literature and culture courses may satisfy it. Moreover, such a course will not emphasize international relations or business relations vis-à-vis Europe or the United States. A study abroad experience may satisfy this requirement if it meets with the spirit and letter of this mission statement.

A list of courses that currently satisfy the world diversity requirement follows. Please note that new courses are added each year.

AE 270 Ethical Dimensions of Global Violence, War, Terrorism and Humanitarian Intervention
AE 275 Global Environmental Policy
AE 276 Ethical Dimensions in Global Business Policy
AE 288 Ethical Dimensions in Global Human Policy
AE 289 Health Care Policy
AE 384 Seminar on the Environment
AH 012 Introduction to the Art History of Asia, Africa & the Americas
AH 100 Arts of India, China & Japan
AN 150 Modern China thru Fiction & Film
AN 151 New Chinese Cinema
AN 152 The City and Modern China
AY 111 Cultural Anthropology
AY 130 Societies & Cultures of Latin America & Africa
AY 140 Marriage in Cross-Cultural Perspective
AY 150 Societies & Cultures of Asia & the Pacific
AY 152 Islamic Societies & Cultures
AY 168 Women & Men: The Anthropology of Gender
BUS 301A Cross-Cultural Management
EC 120 Environmental Economics
EC 230 Comparative Economic Systems
EC 235 Economic Development of Third World Nations
EN 263 Introduction to World Literature
EN 287 Globalization Theories & Narrative Critiques
EN 288 African Novel
EN 295 Caribbean Literature
ETHN 101 Cultural Traditions of Asia
ETHN 105 Social Transitions of Asian Society
ETHN 215 Japanese Society and Cultures
FR 252 Francophone Culture & Literature
FR 295 Caribbean Literature
HI 271 Introduction to Russian History, Civilization and Culture
HI 272 Russia 700-1700 History & Myth
HI 275 Russia's Road to Revolution
HI 276 St. Petersburg in Russian History
HI 277 Mexico: Cortes to NAFTA
HI 279 China to 1800
HI 280 West & The Middle East
HI 281 Portrait of the Arabs
HI 282 Social & Cultural History of China & Japan
HI 283 Modernization in China & Japan
HI 284 Twentieth Cent Russia
HI 285 Modern China
HI 286 Modern Japan
HI 287 Green History of Latin America
HI 288 Colonial Latin America
HI 289 Modern Latin America
HI 291 Africans in the Americas
HI 292 African Diaspora
HI 293 West Africa & Atlantic System
HI 363 China in Revolution
HI 366 Women in China & Japan
HI 367 East Asia in 20th Century American Wars
HI 370 Jews of Middle East & North Africa
HI 371 Arab-Israeli Conflict
HI 376 The Spanish Caribbean: Cuba, Santo Domingo, and Puerto Rico from Columbus to Castro
HIST 211 The History of Modern China
HIST 212 Samurai to Citizen: History of Modern Japanese
HR 201 Non-Western Culture
IL 50 World Regions
IL 197 UN Security Council Crisis Simulation
IL 295 Seminar in International Studies
IS 350 International Information Systems
LAC 300 Justice & the Developing World: Nicaragua
LAC 384 Seminar on the Environment
LARS 300 World Religions
LSES 330 Global Environmental Policy
MG 350 International Law
MG 385 Managing People for Global Business
MG 390 Cross-Cultural Management
MU 122 World Music History & Ensemble
NUGA 230 International Nursing
PH 233 Introduction to Oriental Philosophy
PH 245 Confucianism
PH 247 Philosophical Daoism and Zen Buddhism
PO 012 Introduction to Comparative Politics
PO 141 African Politics
PO 142 Latin American Politics
PO 143 Caribbean Politics
PO 144 Middle Eastern Politics
PO 145 East Asian Politics
PO 146 Vietnam & American Experience
PO 149 Third World: Common Fate? Common Blood?
PO 246 Seminar on China
PO 249 Seminar on Russia
PO 346 Vietnam Seminar
RS 10 Introduction to Religious Studies: Asian Religions
RS 105 Introduction to Islam
RS 284 Buddhist Thought in India

| | |
|---|---|
| RS 287 | Hinduism |
| RS 288 | Buddhism |
| RS 289 | Tantrism |
| RS 290 | Religions of China |
| RS 291 | Religions of Japan |
| RS 292 | North Pacific Tribal Religions |
| RS 388 | Buddhist Spirituality |
| RS 389 | Seminar on Tibetan Religion |
| SO 184 | Population: Birth, Death & Migration |
| SO 185 | Introduction International Migration |
| SO 191 | Social Change in Devoping Nations |
| SP 253 | Spanish American Civilization |
| SP 271 | Hispanic Film |
| SP 360 | Dictatorships and Revolutionary Movements in Contemporary Latin America |
| SP 371 | Images of Latin American Indians |
| TA 122 | Asian Theatre |

## Second Major (Double Major)

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. Students declare second majors by completing a Double Major form that is available in the dean's office of their school. A double major does NOT constitute a double degree.

## 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; classical studies; environmental studies; international studies; Irish studies; Italian studies; Latin American and Caribbean studies; peace and justice; Russian and East European studies; and women's studies. With appropriate consultation and advisement, students may develop minor programs suited to their needs.

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, students must fill out the appropriate form, have it approved by their school or department, and placed on file with the University Registrar. The completion of the minor is subject to the availability of the courses selected.

## Clusters: Interdisciplinary Learning Communities Across the Core Curriculum

In 1995 Fairfield University launched a major initiative designed to build interdisciplinary linkages between core courses selected from the natural sciences, social sciences, and humanities/visual and performing arts. The connections are made through the creation of interdisciplinary learning communities, or clusters, of two or three core courses united by a common focus or theme.

During a given semester, a group of 20 students enroll in the two or three designated courses that constitute a cluster. Their professors orchestrate course material so that students compare and synthesize the perspectives and methodologies of different academic disciplines. Students and faculty members of a cluster team also participate in activities outside of the classroom, including field trips.

This curriculum initiative has been funded by a major grant given to Fairfield University by the National Endowment for the Humanities, the National Science Foundation, and the U.S. Department of Education. Fairfield University is one of just 14 colleges and universities in the nation to have been awarded this grant in 1994. To date, the University has created several clusters, including those that focus on the integrating themes such as race and ethnicity, discovery and exploration, and the Caribbean environment.

## 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.

To be eligible for an internship, 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.

## Study Abroad

An international experience has become an invaluable part of a complete undergraduate education. Fairfield University provides numerous opportunities for study abroad and assistance in navigating the wide array of international study choices. Students in EVERY major have the opportunity to find a program that links major, language, and destination to have a life-changing experience.

Fairfield offers exceptional learning opportunites for students beyond the classroom including internships, community volunteer work, academic excursions, and events that make your abroad experience enjoyable and meaningful. Visit the Study Abroad website at www.fairfield.edu/studyabroad for more detailed information.

Nearly 40 percent of Fairfield students participate in some type of international program. With this strong interest in study abroad, the University needs to balance its enrollments between fall and spring semester. Therefore, students need to be flexible about when they will study abroad. All requests will be considered, but not all students will receive placement for their desired semester. Students planning to study abroad must file

the Statement of Intent to Study Abroad form no later than Feb. 1. Students are notified of their semester placement by the end of February of that same year.

Students must have a cumulative GPA of 2.8 or above at the time of application and be in good standing at the University. As a general rule, federal and state financial aid can be used toward study abroad programs. Fairfield University institutional aid and scholarships will be applied ONLY to Fairfield and approved affiliated programs and ONLY for one semester; students majoring in one of the modern languages, international studies or international business MAY be eligible for two semesters of financial aid. Financial aid does not apply to summer or short-term study abroad programs. For most study abroad programs, students pay standard Fairfield University costs for tuition and, if applicable, room and board. For students participating in Fairfield University-administered programs where the program fee is less than the corresponding on-campus Fairfield University fee, Fairfield University grants/scholarships are reduced by a comparable percentage.

All students planning international study are strongly encouraged to plan ahead to maximize program opportunites and to ensure optimal match of major, minor, previous language studies and intended destination. Study abroad is intended to build upon and enhance majors and minors and for this reason, program choices will be carefully reviewed to ensure fit between academics and destination.

Credits for studying abroad will only be granted for academic work successfully completed in approved interntional programs. All coursework must receive pre-approval from their academic advisor. Only pre-approved courses, taken at an approved program location, will be transcripted and accepted into a student's curriculum. All students must work with their academic advisor and the study abroad staff to choose courses from the approved list of study abroad sites that enhances their academic interests.

Fairfield University administers its own programs in Florence and Syracuse, Italy; Galway, Ireland; Managua, Nicaragua; Rouen, France; and Brisbane, Australia. All academic course work completed at University-administered programs is considered Fairfield University residency credit, and the grades are calculated into the student's grade point average.

The University also has a variety of affiliated programs throughout the world In Europe, Asia, Africa, and Latin America through organizations such as Council on International Educational Exchange (CIEE), Academic Programs International (API), School for Field Studies (SFS). 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 specifics. In addition to affiliated programs, the University also has numerous exchange offerings in locations such as France, the United Kingdom, the Netherlands, Spain, Argentina, Japan and Brazil. Students participating in affiliated or exchange programs, earn transfer credit (with pre-approval of course-work), meaning that grades earned will not appear on your Fairfield transcripts. Students must earn a C or better for credit to transfer.

In addition, Fairfield faculty members conduct short-term study abroad programs during January intersession, spring break and summer. Prior programs have been conducted in English literature in Ireland, Art History in Florence, Language studies in Russia, Area studies in Nicaragua, and many more. 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.

Planning ahead is essential to ensure a successful experience. Because there are opportunites throughout the year and programs for Freshman through Seniors there is no time like now to get started on finding the right program. For Freshman: it's not too early to consider destinations and start planning. Talk with your advisor about study abroad so you can take appropriate courses both here at Fairfield University and your destination. Be sure to attend the Study Abroad Fair in September and make an appointment at our office for early advising. For Sophmores: call the Study Abroad office for an advising appointment to plan your semester abroad. If you have not done so already, discuss your options with your academic advisor, and family to determine which term will work best for your curriculum. Be sure to file a Study Abroad Intent form no later than February 1. For fall programs in your Junior year: deadlines are between March 1-15. For Juniors: call the Study Abroad office for an advising appointment to plan for your semester abroad. If you have not already done so, discuss your options with your academic advisor, and family to determine which term will work best for your curriculum. For spring programs in your Junior year, application deadlines are between October 1-15. For Seniors, there are still options for studying abroad. To learn more about our intersession and spring break programs, consult with a study abroad advisor or visit the study abroad website for the current offerings.

Fairfield is YOUR passport to the world....

We encourage you to consider the many choices Fairfield offers to spend a semester, a year, a month, or just ten days abroad earning academic credit and gaining the kind of knowledge only an international experience can provide.

# College of Arts and Sciences

# A Message to the Students

Welcome to the College of Arts and Sciences, the oldest and largest of Fairfield's six schools, home to 15 departments and 17 programs, led by more than 150 full-time faculty members. Over half of all Fairfield University students—around 2,000 in any given year—focus their studies in the College. The College is also the home of the Core Curriculum, which unifies the education of all Fairfield undergraduates. Rising from our Jesuit mission and the liberal arts educational tradition, the Core provides the foundations for your professional and personal success, community engagement and global citizenship, and lifelong learning and reflective practice.

In the College you will find myriad courses and programs in the arts and humanities, the natural sciences and mathematics, the social and behavioral sciences, and interdisciplinary studies, along with expert and caring faculty, all of which will help you pursue your interests and educational objectives. In order to help you make the most of your time here, let me offer the following advice and encouragement..

First, **discover and follow your passions**. Fairfield's curriculum offers you an opportunity to experiment and find out what excites you, what calls to you. Have confidence that if you follow your passions, you will be well prepared for whatever career you choose. However your professional journey unfolds and whatever life choices you make, you will find that you need preparation in many disciplines to solve any problem or reach any goal. Your future will require that you encounter, appreciate, and develop the ability to utilize vastly diverse perspectives and modes of inquiry, and that you can "go global" with your interests, abilities, and aspirations. Using your core courses to explore is the first step in this journey of self-discovery.

Second, **take responsibility for getting what you want from your college experience**. Fairfield University offers a top-quality education and many advantages derived from our beautiful campus, ideal geographical location, and impressive faculty, students, and alumni network. But none of these benefits will come knocking on your door—all require you to be curious and active. Get to know your classmates and professors. Take advantage of peer and faculty advising and mentoring. Get involved with residential learning communities. Seek answers to your questions and support for your needs. Encouragement, assistance, and collaboration from our faculty and staff, as well as your peers await you.

Third, **engage with opportunities outside of the classroom**. Internships, research with faculty, community service and service-learning opportunities, and studying abroad are all occasions to cultivate awareness of the world beyond the classroom, to encounter diverse life experiences, to develop leadership skills, and to connect your formal academic study to other contexts. Your education is not bound by the walls and gates of campus or by the clock marking the beginning and end of class. As you discover the world beyond our campus, I hope you will learn to be guided as much by your compassion for and responsibility to others as you are by your own passions.

Finally, **HAVE FUN!** These are sure to be four of the best years of your life. Four years may seem like a long time, but as the seniors will attest, the years go by very quickly. So don't delay! This is a chance like no other.

I look forward to sharing your journey with you,

Robbin D. Crabtree, Ph.D.
*Dean, College of Arts and Sciences*

# COLLEGE OF ARTS AND SCIENCES

**Dean:** Dr. Robbin Crabtree

**Associate Dean:** Dr. Joan Weiss

**Assistant Deans:** Susan Peterson, Dawn Quintiliani

The oldest and largest of Fairfield's six schools, the College of Arts and Sciences offers the bachelor of arts and the bachelor of science degree, as well as master's degrees in American studies, communication, creative writing, and mathematics. In recent years, the 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 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 College have had the opportunity to study and conduct research in China, Argentina, Nicaragua, and Russia, among other locations.

Students are encouraged to select a major by the end of their freshman 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, a career counselor, or the Dean of Freshman 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 Offered

### 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 B.A. degree program include American studies, communication, economics, English, history, international studies, modern languages and literatures (French, German, Spanish), philosophy, politics, psychology, religious studies, sociology/anthropology, and visual and performing arts (art history, music, new media film, television and radio, studio art, and theatre).

### Bachelor of Science

The bachelor of science is a liberal arts degree with an emphasis in the sciences. Major concentrations in the B.S. degree program include biochemistry, biology, chemistry, computer science, economics, mathematics, physics, and psychology.

### Specialized Programs in Arts & Sciences

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

**Education:** Students who plan to teach in secondary schools will major in the discipline in which they plan to teach and take the required education courses to qualify for certification as high school teachers.

**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 optometry, physical and occupational therapy, and podiatry.

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 Health Professions Advisor 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 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: Mathematics 121-122; Biology 170-171; Chemistry 11-12 and 211-212; and Physics 15-16. 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.

**Honors Program:** The College of Arts and Sciences participates in the University Honors Program. The program admits students, at the beginning of their first and second years, to a challenging series of seminars and courses (normally 23 credits) devoted to intellectual history, interdisciplinary studies, and advanced work in the student's major field. Successful completion of the Honors Program is recorded on the graduating student's transcript.

**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 philosophy, psychology, sociology, and business. The program is closely supervised by faculty who serve as special advisors to pre-law students.

**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. (The interdisciplinary minors are listed below.)

**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 four interdisciplinary majors currently available to students in the College of Arts and Sciences:

American Studies
Biochemistry
International Studies
Individually Designed Major

In addition, the College offers the following interdisciplinary minors:

American Studies
Applied Ethics
Asian Studies
Black Studies
Catholic Studies
Classical Studies
Education
Environment
International Studies
Irish Studies
Italian Studies
Judaic Studies
Latin American and Caribbean Studies
Peace and Justice Studies
Russian and East European Studies
Women's Studies

Descriptions of these interdisciplinary major and minor programs are found, in alphabetical order, among the departmental sections that follow.

**Internships:** Internships provide the opportunity for practical experience in a career field related to a student's major. Most departments of the College of Arts and Sciences offer credit for internships in appropriate agencies and business firms. Majors who wish to take advantage of these opportunities should consult their department chair or internship coordinator about eligibility requirements and other details.

## Departmental Requirements and Options

Each department or program in the College of Arts and 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)
Art History
(see Visual and Performing Arts)
Chinese
(see Modern Languages and Literatures)
Creative Writing
(see English)
Film
(see New Media Film, Television, and Radio)
French
(see Modern Languages and Literatures)
German
(see Modern Languages and Literatures)
Greek
(see Classical Studies)
Greek and Roman Studies
(see Classical Studies)
Hebrew
(see Modern Languages and Literatures)
Italian
(see Modern Languages and Literatures)
Japanese
(see Modern Languages and Literatures)
Journalism
(see English)
Latin
(see Classical Studies)
Marine Science
(see Biology)
Molecular Biology
(see Biology)
Music
(see Visual and Performing Arts)
New Media Film, Television, and Radio
(see Visual and Performing Arts)
Professional Writing
(see English)
Radio
(see New Media Film, Television, and Radio)
Russian
(see Modern Languages and Literatures)
Spanish
(see Modern Languages and Literatures)
Studio Art
(see Visual and Performing Arts)
Television
(see New Media Film, Television, and Radio)
Theatre
(see Visual and Performing Arts)

# PROGRAM IN AMERICAN STUDIES

## Faculty

**Director**
O'Connor

**Departmental Coordinators**
Carolan (Modern Languages)
LoMonaco (Visual and Performing Arts)
McFadden (History)
Schlichting (Sociology and Anthropology)
M.C. White (English)

The American Studies Program provides students with an interdisciplinary curriculum devoted to the examination of American civilization – its culture, institutions, intellectual tradition, and the relationships of its people – making possible a unified, comprehensive approach to American life and thought. Besides the topical unity implicit in this course of study, students discover the methodological differences that characterize the traditional scholarly disciplines as they deal with the infinite complexities of the American experience.

## Requirements

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

1. twelve credits in a discipline concentration in fine arts, history, literature, politics, or sociology;
2. twelve credits selected from American-oriented courses in at least three disciplines that differ from the chosen discipline concentration;
3. three credits in a research/theme course taken during senior year; and
4. three credits in AS 201, The American Intellectual Tradition, taken during junior year.

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

1. AS 201 The American Intellectual Tradition (three credits);
2. three American studies elective courses in one of the following disciplines: American literature, history, politics, sociology and anthropology, or visual and performing arts (nine credits); and
3. one American studies elective course outside the concentration (three credits).

Fairfield University also offers a master of arts degree in American Studies. The 400-level core and elective courses in that program are available to qualified senior undergraduate American studies majors and minors with the approval of the program director.

## Courses Available for the American Studies Major

**American Studies**

AS 127 America in Film
AS 201 The American Intellectual Tradition
AS 300 Independent Research Project
AS 327 The Irish in American Film
AS 361 The American Civil War: Myth and Reality
AS 383 America in the 1930s: A Decade of Change
AS 389 Literature and Religion: The American Experience

**English**

EN 271 The Frontier in American Literature
EN 344 African-American Fiction: 1940 to Present
EN 346 The Women Question: Early Feminism and 19th-Century American Literature
EN 347 African American Fiction, 1980 to Present
EN 348 Contemporary Women Writers of Color
EN 371 African-American Women's Writing
EN 378 The Spirit of Place: Environment as a Shaper of Identity in America
EN 380 Colonial American Literature
EN 381 American Romanticism
EN 382 American Literature, 1865 to 1920
EN 383 American Literature, 1920 to 1960
EN 384 American Literature, 1960 to Present
EN 386 Native American Literature
EN 387 The American Novel
EN 389 Literature and Religion: The American Experience
EN 391 Myth in American Literature

**History**

HI 232 Jefferson's America: 1760 to 1850
HI 237 The American Prophetic Tradition, 1607-2004
HI 238 The United States, 1850 to 1900
HI 239 20th-Century United States
HI 240 The Personal is Political: Women's Activism in the 1960's
HI 241 Examining the Sixties: History, Art, and Legacy
HI 243 American Constitutional and Legal History I, 1776 to 1900
HI 244 American Constitutional and Legal History II, 1900 to Present
HI 245 Feminism in America
HI 246 Excellent Women, Deviant Women: The Female Experience
HI 250 America Enters the World: United States Foreign Relations, 1763 to 1900
HI 251 The American Century: The United States and the World since 1900
HI 253 Colonial America, 1584 to 1760
HI 257 Who Built America? Working People in American History
HI 260 American Indian History
HI 262 African-American History, 1619 to 1865
HI 263 Inventing Themselves: African-American Women in U.S. History
HI 264 African-American History, 1865 to Present
HI 273 History and Culture of Central and Eastern Europe since 1945
HI 331 Era of the American Revolution, 1763 to 1800
HI 340 Reconsidering the New Deal Order, 1930 to 1980
HI 342 Immigration, Ethnicity, and Race in U.S. History
HI 348 Social Movements in 20th-Century U.S. History
HI 356 History of the Cold War
HI 362 The Frontier: Man, Nature, and the American Land

**Philosophy**

PH 283 Ethical Theories in America
PH 294 American Philosophy

**Politics**

PO 118 American Political Thought
PO 119 Introduction to Feminist Thought
PO 146 Vietnam and the American Experience
PO 150 Urban Politics
PO 151 Politics of the immigrant: The Irish Catholic and the East European Jewish Communities

PO 152 Weapons of the Weak: Political Tools of the Disadvantaged
PO 155 Public Administration
PO 161 The American Presidency
PO 162 United States Congress
PO 163 Supreme Court I
PO 164 Supreme Court II
PO 165 Political Parties, Interest Groups, and Public Opinion
PO 166 American Public Policy
PO 167 Media and Politics
PO 168 Politics of Mass Popular Culture

**Religious Studies**
RS 238 American Catholic Theologians
RS 241 Sociology of Religion
RS 242 Jews and Judaism in America
RS 281 Religious Values and Public Policy
RS 293 Non-Traditional American Churches
RS 295 Non-Traditional American Religious Groups

**Sociology**
SO 112 American Society
SO 142 Sociology of the Family
SO 151 Sociology of Religion
SO 161 American Class Structure
SO 162 Race, Gender, and Ethnic Relations
SO 163 Urban/Suburban Sociology
SO 166/ WS 101 Feminism, Gender, and Everyday Life
SO 167 Contemporary Media: Race and Gender
SO 169 Women: Work and Sport
SO 171 Criminology
SO 175 Sociology of Law
SO 179 Death Penalty in America

**Visual and Performing Arts**
AH 161 American Architecture
AH 163 American Art: Colonial to Civil War
AH 164 American Art: Civil War to Civil Rights (1860 to 1960)
AH 165 The Black Experience: African-American Art and Criticism in the 20th Century (H)
MU 101 The History of Jazz (H)
MU 102 The History and Development of Rock (H)
MU 111 The Life and Music of George Gershwin
MU 120 The History of American Song (H)
MU 201 Critical Issues in American Popular Music: Blues to Hip Hop (H)
TA 120 American Drama
VPA 241 Examining the Sixties: History, Art, and Legacy

**Note:** Departmental course descriptions may be found in the appropriate departmental sections of this catalog.

# Course Descriptions

**AS 127 America in Film**
This course provides a critical examination of important American films with the intention of exploring the impact of film as a mythmaking medium. Topics include history in film, sexual role-playing, social class and institutions, and the religio-ethical assumptions implicit in American films. Three credits.

**AS 201 The American Intellectual Tradition**
A seminar on major ideas and themes that have helped shape American life, this course makes a conscious effort to demonstrate the interaction between intellectual, social, and cultural dynamics in the formation of America. Three credits.

**AS 300 Independent Research Project**
During 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. Three credits.

**AS 327 The Irish in American Film**
Using a historical perspective, this interdisciplinary course examines how the Irish experience has been depicted in American film. The intention of this course is to heighten an appreciation for the myth-making power of film in developing a historical consciousness and creating racial/cultural stereotypes. Topics include the Irish diaspora, the Irish independence movement, Anglo-Irish relations, the IRA, the Irish assimilation into mainstream America, Irish legends in film, and the myth of the Old Country. Three credits.

**AS 361 The American Civil War: Myth and Reality**
This course exposes students to an interdisciplinary method of learning. While using standard historical texts to establish the facts regarding the American Civil War, this course explores the sometimes confusing and contradictory versions of the Civil War as depicted in literature, photography, feature films, documentary films, music, painting, and other modes of expression. Three credits.

**AS 383 America in the 1930s: Decade of Change**
The Great Depression represents the catalytic agent in America's extraordinary transformation in the 1930s, a decade during which the changes in the economic and political sectors provided the matter for American cultural life. This course acquaints students with the complexities of this pivotal period in American life through feature films and documentaries, popular and serious fiction, the American theatre of the time, popular music, public and private art, and mass circulation and little magazines, while introducing them to an interdisciplinary methodology. Three credits.

**AS 389 Literature and Religion: The American Experience**
This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, American writers have manifested a persistent concern with religio-ethical matters as well as with the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates the critical perspective and relevance of the imaginative writer's treatment of religious questions. Three credits.

## Anthropology

(see Sociology and Anthropology)

## Art History

(see Visual and Performing Arts)

**PROGRAM IN**
# APPLIED ETHICS

## Faculty

**Director**
Schmidt (Business)

**Advisory Board**
Bowler, S.J. (Jesuit Mission and Identity)
Goodrow
Gordon (Philosophy)
Greiner (Nursing)
Hannafey, S.J. (Religious Studies)
Naser (Philosophy)
Newton (Philosophy)
Ryscavage, S.J. (Faith and Public Life)
Sargent (Engineering)

**Adjunct Faculty**
Brockman
Brown
Colburn
C. Johnson
Rion
Tanner
Ventrella
Yoder

Established in 1980 by a grant from the National Endowment for the Humanities, the Program in Applied Ethics is an interschool program reporting to the Senior Vice President for Academic Affairs. It operates in close coordination with the deans of the College of Arts and Sciences, the Charles F. Dolan School of Business, the School of Nursing, the School of Engineering, and University College.

The Program 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 Program offers a series of core-level and elective courses and seminars in service to various academic and professional programs, and a 15-credit minor.

## The Patrick J. Waide Jr. Fund

In 2002, Patrick J. Waide Jr., a former University trustee and distinguished alumnus of Fairfield University (class of 1959), 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. The first major disbursement established the Resource Center for Global Studies, located in the central office of the Program on Applied Ethics and open to the University community during working hours.

## Requirements

For a 15-credit minor in applied ethics, students complete the following:

- A philosophy course that emphasizes ethics, a religious studies course that emphasizes moral theology, and one intermediate (200-level or greater) course in applied ethics as part of their Area III core credits
- Six to nine credits in intermediate applied ethics courses (AE 262 through AE 299)
- Six to nine credits in advanced applied ethics seminars (AE 391 through AE 398). AE 384/LAC 384, and AE 399 (independent study) will also satisfy this requirement.

**Note:** Substitutions are possible as approved by the program director.

## Prerequisites

Applied ethics courses are normally taken to fulfill the fifth core requirement in Area III: philosophy, religious studies, and applied ethics. Students must complete one course in philosophy or one course in religious studies before enrolling in any 200-level applied ethics course and two courses in either philosophy or religious studies (two in either or one in each) before enrolling in any 300-level applied ethics seminar.

# Course Descriptions

**AE 262 Ethics and the Community**

The 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. *This course meets the U.S. Diversity requirement.* (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 265 Ethics in Education**

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. *This course meets the U.S. diversity requirement.* (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 270 Ethical Dimensions of Global Violence**
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. *This course meets the world diversity requirement.* (Prerequisite: one course in philosophy or in religious studies) Three credits.

**AE 271 The Sacred Balance**
This course examines contemporary perspectives and diverse cultural worldviews demonstrating a reciprocal relationship between humanity and the natural world. This approach analyzes the ways established and new fields in the sciences can reunite knowledge of the world with a sense of the sacred. Extending into the realm of meaning and value, scientific as well as spiritual perspectives jointly address the ecological challenges confronting contemporary society and the evolution of human consciousness. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 275 Ethics and the Global Environment**
A survey of environmental issues on the global scale, exploring ethical and economic dilemmas of liberty and law, justice and welfare, conflicts of cultures, race, and gender, as they arise in the increasing interaction of developed and developing nations. The course focuses on the role of science – with special reference to scientific uncertainty – in the articulation of issues like global warming, the depletion of the ozone layer, and species extinction. The ethical dilemmas and environmental implications of the work of multinational corporations are examined through case studies and group discussion; term projects focus on selected areas and industries. *This course meets the world diversity requirement.* (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 276 Ethical Dimensions of Global Business Practices**
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. *This course meets the world diversity requirement.* (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 281 Ethics of Communications**
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. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 282 Ethics and Computers**
This course examines the legal and ethical dilemmas spawned by the proliferation of Internet-based technologies in an increasingly complex society. Topics include the philosophical foundations of the right of privacy; the centralization of power; the impact on employment, computer crime, patents, property, and liability; the tremendous power of instantaneous Internet communications to influence world events; and the possibilities and implications of artificial intelligence. Central consideration is given to the digital divide: the potential for global injustice in global discordances between rich and poor societies in access to the Internet and other advanced technology. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 283 Environmental Justice**
This course offers a comprehensive study of the political impact of our global environmental crisis examined through the lens of the relationship of self to society. We study current scientific, religious, economic, and political perspectives that impact our ecological reality globally, including health, trade, population, and waste issues. Working in self-selected groups, students have the opportunity to report on alternative models and activists' movements aimed at creating a global sustainable future. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 284 Environmental Ethics**
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. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 285 Ethics of Healthcare**
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. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 286 Ethics of Research and Technology**
This course explores the moral dilemmas that attend the search for an application of scientific knowledge. Topics include the methods of science and their limits (e.g., in research with human subjects); scientific fraud, its dimensions and prevention; and the effects of rapidly expanding fields of technology on medicine and industry. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 287 Engineering Ethics**
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. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 288 Ethical Dimensions of Global Humanitarian Policy**
This course surveys the ethical dilemmas that arise in the context of global need and global opportunity, specifically the needs of physical, psychological, and spiritual sustenance and support created in the developing world by many kinds of violence, exploitation, and environmental crises, and the opportunities perceived in the developed world to provide assistance through international, governmental, and non-governmental avenues. Topics include the ethical analyses of emerging crises and assessments of needs; the typical structures of assistance, public and private, and the consequences (intended or otherwise) of deploying them; and the dilemmas of seeking and assessing help from donors of uncertain motives and histories. *This course meets the world diversity requirement.* (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 289 Global Health Care Policy**
This survey of issues of public health on a global scale explores the ethical and economic dilemmas of environmental degradation, national sovereignty, individual liberty, and human happiness and productivity as they arise in the increasing interaction of developed and developing nations. The course studies conditions prevalent in developing nations – poverty, hunger, the absence of physical and social infrastructure, and uneven education, as well as the role of gender and race discrimination – and examines ethical dilemmas confronted in the efforts to deal with health conditions in the developing nations, through case studies and group discussion; term projects focus on selected regions and health conditions. *This course meets the world diversity requirement.* (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 290 Ethics in America:The Telecourse**
This course is a survey of practical ethics, in which televised discussions of selected topics in applied ethics (ethics in government, ethics in the military, medical ethics, business ethics, etc.) illustrate the basic concepts of the Western tradition in ethical reasoning (autonomy, justice, privacy, community, etc.). The discussions feature influential public figures in each field; readings include important writings in the history of ethics. Format: lecture/discussion with in-class video presentations. **Note:** Occasional sections of this course are offered online through University College. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 291 Business Ethics**
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. **Note:** Occasional sections of this course are offered online through University College. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 293 Ethics of War and Peace**
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. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 294 Ethics of Media and Politics**
This course explores the ethical dimensions of the complex relationship between the media and the political process. The media is the only industry protected by the Bill of Rights, and for good reason: it is critical for a democracy to have well-informed citizens. The course looks at the responsibility of the media, and the difficulties of fulfillment in a capitalist society. Who needs to be informed? What is the role of the government in providing information? Students learn ethics from informed discussions, study, and writing on the cases presented. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 295 Ethics in Law and Society**
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). (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 296 Ethics in Government**
This course examines the moral dilemmas pertaining to governing and being governed. Topics include the ethical dimensions of making public policy; civil rights and civil liberties; the "establishment of justice" with regard to minorities, women, immigrants, and those politically at risk; corruption in government; war, peace, revolution, and the moral principles that govern them; terrorism and the defense against terrorism; preservation of the environment; and the nature and limits of representative government. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 297 Eco-feminism**
This course explores the historically strong association between women and nature, in which the image of Mother Earth is central, and critiques the power-as-domination assumption of our culture shown in the exploitation of women and of the earth. Students examine religious, psychological, social, historical, and scientific manifestations of this assumption, along with alternative models of power and responsibility. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 298 Ethics and Feminist Perspectives**
This course offers a philosophical inquiry into the implications of traditional ethical theory and social institutions from perspectives developed in contemporary feminist literature. Examined through the lens of race, class, and gender, specific areas include family, health, work, and media issues. The course explores the psychological and ethical dimensions of social and family oppression, environmental racism, medical paternalism, economic imperialism, and patriarchal structures in the major religious traditions. (Prerequisite: one course in philosophy or religious studies) Three credits.

**AE 299 Special Topics in Applied Ethics**
The course is an opportunity for the student to carry out a major project in Applied Ethics involving work in the community, derived from a previous AE course. Three credits.

**AE 384/LAC 384 Reflections on the Environment: Focus on Latin America and the Caribbean**
This seminar examines environmental, ethical, and socio-economic issues of Latin America and the Caribbean. It integrates the hard sciences (biology, chemistry, physics, and physical geography), the social sciences (sociology, politics, economics, and business), and the humanities (history, ethics, theology, and literature). The capstone experience provides students with an overview of multiple perspectives on the environment of Latin America and the Caribbean with a focus on some specific countries and issues. Students conduct independent research projects that demonstrate their mastery of at least one component of each disciplinary group. This seminar counts for the capstone requirement for the minor in Applied Ethics and the minor in Latin American and Caribbean Studies. *This course meets the world diversity requirement.* (Prerequisites: two courses in philosophy or religious studies) Three credits.

**AE 391/BU 391 Seminar in Business Law, Regulation, and 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. (Prerequisites: two courses in philosophy or religious studies) Three credits.

**AE 393 Seminar in War, Peace, and Public Policy**
This seminar examines the philosophical, political, and religious aspects of war and peace. Topics include the origin and development of just war theory, the pacifist tradition, revolution, guerrilla warfare, and military preparedness. The course focuses on the increased complexity of these issues in the 20th century and especially in the nuclear age. Format: discussion. **Note:** This course is occasionally offered online through University College. (Prerequisites: two courses in philosophy or religious studies) Three credits.

**AE 395 Seminar in Legal Ethics**
This seminar examines the peculiar ethical dilemmas confronting lawyers: confidentiality, protection of the guilty, roles in public policy, conflict of interest, and, in general, responsibility for the functioning of the adversary system. Format: discussion. (Prerequisites: two courses in philosophy or religious studies) Three credits.

**AE 396 Seminar in Ethics and Government**
This seminar examines the dilemmas of lawmaking and governing: principles, tradeoffs, and compromises; dirty hands and the relationship between government and the individual; international politics; presidential secrecy; covert action; and political trust. Format: discussion. (Prerequisites: two courses in philosophy or religious studies) Three credits.

**AE 397 Seminar in Bioethics I: Ethical Issues in Health Care Practice**
This seminar presents an intensive study of select problems in the ethics of medicine and healthcare practice, including abortion; euthanasia; prenatal diagnosis; reproductive engineering and surrogate motherhood; and treatment decisions for very ill newborns. Format: student and guest presentations. *This course meets the U.S. diversity requirement.* (Prerequisites: two courses in philosophy or religious studies) Three credits.

**AE 398 Seminar in Bioethics II: Ethical Issues in Biomedical Research and Resource Allocation**
This seminar offers an intensive study of select problems in the ethics, law, and public policy surrounding healthcare, especially in the United States. Topics include research with human subjects, the professional/patient relationship, allocation of scarce resources, and cost containment. Format: student and guest presentations. (Prerequisites: two courses in philosophy or religious studies) Three credits.

**AE 399 Special Topics in Applied Ethics**
Students undertake an advanced program of course, field, and library work arranged with the instructor. Proposals for special topics must be approved by the director and the dean of the student's school. Ordinarily three credits, although special arrangements are possible.

# Arabic

(see Modern Languages and Literatures)

PROGRAM IN
# ASIAN STUDIES

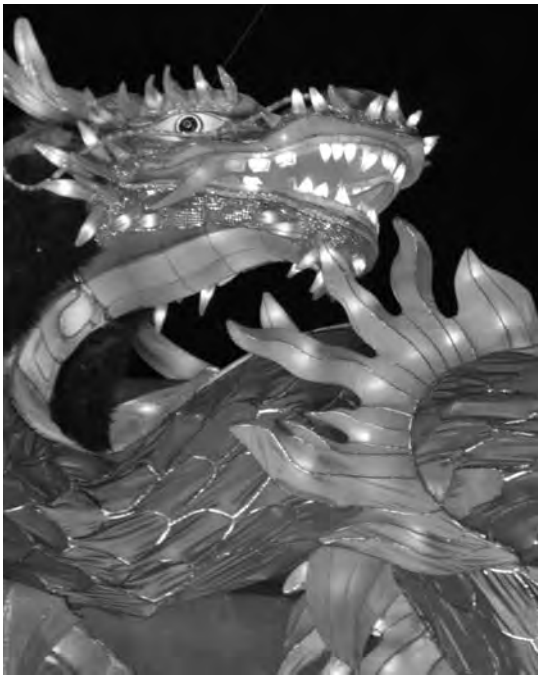
## Faculty

**Director**
Im (Philosophy)

**Program Faculty**
Buss (Economics)
Davidson (Religious Studies)
Franceschi (Economics)
Li (History)
LoMonaco (Visual and Performing Arts)
Rajan (English)
Schwab (Visual and Performing Arts)
Xiao (Modern Languages and Literatures)
Zhang (Communication)

The Asian Studies program focuses on a region that is home to fully half of humanity, the world's most populous democracy, and one of 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. Everyone, regardless of major or profession, will be affected by past, present, and future events and developments in Asia.

Combined with a major in a regular discipline, the Asian studies minor prepares the student for a career in international business or banking, journalism, teaching, the United States government, or in international organizations, or for further studies in graduate or professional school.



## Requirements

For an 18-credit minor in Asian studies, students complete the following:

1. AN 310 Asian Studies Seminar during the junior or senior year. AN 301 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.
2. One course in English, Philosophy, Religious Studies, or Visual and Performing Arts, and one course in Economics, History, or Politics from the course offerings listed on this page.
3. Any three other courses from those listed below. Up to six of these credits (two semesters) may be earned during a one-year course of the study in an Asian language.
4. Study abroad in Asia is not required for this minor, but is strongly recommended. Some courses taken abroad may be counted toward the minor.

## Course Offerings

**Asian Studies**

| | |
|---|---|
| AN 150 | Modern China through Fiction and Film |
| AN 151 | New Chinese Cinema |
| AN 152 | The City and Modern China |
| AN 301 | Independent Study |
| AN 310 | Asian Studies Seminar |

**Economics**
EC 120 Environmental Economics
EC 230 Comparative Economic Systems: Asian Economies
EC 235 Economic Development of Third World Nations

**English**
EN 284 Writers of the Asian Diaspora
EN 368 Imperial Fictions and Colonial Voiceovers

**History**
HI 279 China to the 1800s
HI 282 Social and Cultural History of China and Japan
HI 285 Modern China: 1800 to Present
HI 286 Rise of Modern Japan: 1800 to Present
HI 366 Gender, Culture, and Representation: Women in China and Japan, 1600 to Present
HI 367 East Asia in 20th-Century American Wars

**Modern Languages**
CI 110-111 Elementary Chinese
CI 210-211 Intermediate Chinese
JA 110-111 Elementary Japanese
JA 210-211 Intermediate Japanese

**Philosophy**
PH 233 Introduction to Asian Philosophies
PH 245 Confucianism
PH 247 Philosophical Daoism and Zen Buddhism

**Politics**
PO 12 Introduction to Comparative Politics
PO 145 Asian Politics: East Asia
PO 146 Vietnam and the American Experience
PO 246 Seminar on China
PO 346 Seminar on Vietnam

**Religious Studies**
RS 10 Introduction to Religious Studies: Asian Religions
RS 284 Buddhist Thought in India
RS 287 Hinduism
RS 288 Buddhism
RS 289 Tantrism
RS 290 Religions of China
RS 292 North Pacific Tribal Religion
RS 388 Buddhist Spirituality
RS 389 Seminar on Tibetan Religion

**Visual and Performing Arts**
AH 12 Introduction to the Art History of Asia, Africa, and the Americas
AH 100 Arts of India, China, and Japan
TA 122 Asian Theatre

# Course Descriptions

**AN 150 Modern China through Fiction and Film**
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? *This course meets the world diversity requirement.* Three credits.

**AN 151 New Chinese Cinema**
The course examines the films of major directors contributing to the rise of "New Chinese Cinema" in mainland China, Taiwan and Hong Kong since the mid-1980s. Emphasis is on individual directors' distinctive aesthetics and philosophy in the specific cultural-historical context of film production and reception. Students will study how these films represent history and memory, the relationship between individual and society, woman and gender, and how such films participate in the cultural imagination of China and Chineseness in the global context. The goal will be development of a basic film-critical vocabulary. All films have subtitles, and readings are in English. *This course meets the world diversity requirement.* Three credits.

**AN 152 The City and Modern China**
The course studies the literary and visual representations of the city in modern China through a sampling of stories, novels, photos, films, and critical essays. Students discuss how literature and visual art bear witnesses to the changing faces of the metropolis and urban life during the time of Chinese modernization and globalization and how the city expresses modern ethos, desires and paradoxes in literary works and films. All texts are in English. Films have subtitles. *This course meets the world diversity requirement.* Three credits.

**AN 301 Independent Study**
Students undertake an individualized program of study in consultation with a director from the Asian studies faculty. Three credits.

**AN 310 Asian Studies Seminar**
This seminar, which is primarily concerned with theoretical and historical issues, examines selected topics concerning Asian cultures, with a focus on the 19th and 20th centuries along the Asian Pacific Rim. The seminar concentrates on a specific topic within the arts and sciences; enrollment is by permission of the professor. Three credits.

**DEPARTMENT OF**
# BIOLOGY

## Faculty

**Professors**
Braun
Brousseau
Poincelot

**Associate Professors**
Harriott, *education advisor*
Klug
Osier
Phelan, *general biology coordinator*
G. Sauer, *chair*

**Assistant Professors**
J. Biardi
Byun McKay, *graduate school advisor*
Church, *health professions advisor*
Fernandez
Walker

**Lecturers**
L. Biardi
Canuel
Choly
Dutta
Earls
Price
D. Sauer
Zavras

**Biology Department Web page:**
www.fairfield.edu/biology

The biology major prepares students for future professional work in the life and health sciences or advanced education in numerous specializations.

## Requirements

For a 129-credit to 141-credit major in biology, students complete the following:

**Year One**

| | | |
|---|---|---|
| BI 170-171 | General Biology I and II | 8 credits |
| CH 11-12 | General Inorganic Chemistry I and II | 8 credits |
| MA121-122 | Applied Calculus I and II | 6 credits |
| Core curriculum courses | | 12 credits |
| Subtotal: | | **34 credits** |

**Year Two**

| | | |
|---|---|---|
| BI 172 | General Biology III | 4 credits |
| CH 211 | Organic Chemistry I | 4 credits |
| CH 212 | Organic Chemistry II | 4 credits |
| PS 15-16 | General Physics I and II* | 8 credits |
| Biology block elective (see below) | | 3-4 credits |
| Core curriculum courses | | 12 credits |
| Subtotal: | | **35 to 36 credits** |

**Year Three****

| | |
|---|---|
| Biology block elective (see below) | 6 to 8 credits |
| Biology electives*** | 6 to 8 credits |
| General electives | 6 to 8 credits |
| Core curriculum courses | 12 credits |
| Subtotal: | **30 to 36 credits** |

**Year Four****

| | |
|---|---|
| Biology electives*** | 3 to 4 credits |
| Biology capstone elective | 3 credits |
| General electives | 12 to 16 credits |
| Core curriculum courses | 12 credits |
| Subtotal: | **30 to 35 credits** |

** Physics may be taken in second or third year.*

***The sequence for biology block electives, biology electives, and capstone elective shown here are only suggestions. You may arrange them differently.*

****Various upper-level courses may be double-counted toward the departmental concentrations in molecular biology or marine science.*

## Biology Block Electives and Additional Requirements

During the sophomore (second semester) through senior years of the degree, a minimum of six biology courses and a capstone experience (described below) are required. To ensure breadth of exposure, at least one course must be taken from each of the following three blocks. The three remaining biology course electives may be any 200- or 300-level courses from the blocks listed below. Four of the six courses taken during the sophomore (second semester) through senior years must include a laboratory component.

**Molecular, Cell, and Developmental Biology Block** (10 courses)

| | |
|---|---|
| BI 261 | Genetics |
| BI 327 | Cell Biology |
| BI 342 | Developmental Biology |
| BI 352 | Fundamentals of Microbiology |
| BI 354 | Molecular Biology |
| BI 356 | Immunology |
| BI 357 | General Virology |
| BI 358 | Recombinant DNA Technology |
| BI 385 | Molecular Mechanisms of Human Disease Seminar |
| BI 386 | Bacterial Pathogenesis Seminar |

**Ecology, Evolution, and Environmental Science Block** (12 courses)

| | |
|---|---|
| BI 260 | Ecology |
| BI 321 | Animal Behavior |
| BI 362 | Marine Invertebrate Zoology |
| BI 364 | Freshwater Ecology |
| BI 365 | Evolutionary Biology |
| BI 366 | Ornithology |
| BI 368 | Plant Biology: Evolution, Diversity, and Environment |
| BI 370 | Environmental Health and Safety |
| BI 375 | Biochemical Ecology |
| BI 382 | Principles of Aquaculture Seminar/Lab |
| BI 383 | Coral Reef Ecology Seminar |
| BI 388 | Ecology of the North Atlantic Coast |

**Physiology and Morphology Block*** (6 courses)

| | |
|---|---|
| BI 213 | Endocrinology |
| BI 312 | Human Physiology |
| BI 313 | Comparative Physiology |
| BI 318 | Vertebrate Zoology |
| BI 325 | Biochemistry |
| BI 369 | Plant Biology: Morphology, Biochemistry, and Physiology |

** BI 107 and BI 108 may be taken by students pursuing allied health programs, where this course is required. Taking both semesters will count as one block 3 upper-level elective with lab. Permission of the department chair is required. See NOTE under course description.*

The choice of block electives, advanced biology 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.

Faculty research specializations provide opportunities for qualified students to participate in laboratory 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.

## The Capstone Experience

During their capstone experience, students connect the diverse experience and knowledge they acquire as biology majors, focusing these newly acquired skills on a specific problem or current area of biological research. At the heart of a capstone experience is the idea that learning requires participation — in the field, in the lab, through an internship, or in an upper-level seminar course — where biology majors are exposed to the way that science is conducted. As a result, capstone experiences are academically challenging and require biology students to think critically and creatively.

To satisfy the capstone requirement, students may choose from the following options:

- Work with a faculty member on a research project (BI 395, or BI 396);
- Arrange an internship (BI 397, or BI 398); or
- Enroll in an upper-level seminar course (BI 382, BI 383, BI 385, BI 386, or BI 388).

To maximize its value, the capstone experience is normally completed during the senior year. Students intending to continue their studies in graduate school should consider participating in two or more terms of research. All on-campus capstone experiences require prior approval from a student's faculty mentor or advisor. Off-campus capstone experiences require an on-campus faculty mentor and approval from the department chair. Prior consultation is required to assure that the particular activity is acceptable and earns credit for the capstone experience.

Advanced seminars cannot be double-counted for the capstone experience and the six required courses in the junior/senior years.

## Biology Major with a Concentration in Molecular Biology

In addition to the requirements noted above, students take four courses from the molecular, cell, and developmental biology block. Bl 325 Biochemistry may also be accepted. Interested students should consult with Dr. Phyllis Braun for advisement and completion of appropriate paperwork.

## Biology Major with a Concentration in Marine Science

In addition to the requirements noted above, students take four courses from the marine sciences. Interested students should consult with Dr. Diane Brousseau for advisement and completion of appropriate paperwork.

## Biology Major with a Minor in Education

Biology majors who elect a minor in education may count ED 382 Student Teaching Seminar as their capstone experience. Students in this program are expected to take one or two summer courses and must pay special attention to double-counting to complete graduation requirements in four years. Careful scheduling in the junior and senior years is needed to complete the six biology courses and the requirements of the education minor. Biology majors with an education minor should consult with Dr. Olivia Harriott, education advisor..

## Minor in Biology

For an 18-20-credit minor in biology, students complete the following:

1. Bl 170, 171, and 172 General Biology (12 credits); and
2. any two biology courses numbered 200 or greater from the biology block electives.

Double counting is not allowed.

# Course Descriptions

**Bl 15 General Biology I**
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 science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

**Bl 16 General Biology II**
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 science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

**Bl 18 Human Biology: Form and Function**
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. Using comparative methods, students gain an appreciation for the evolutionary origins of human form, examine how design problems (such as sharing a tube for breathing and eating) were overcome, discuss current issues in public health, and focus on the environmental health problems that human populations face. **Note:** This course counts as a science core course but does not satisfy requirements for the biology major or minor. Formerly listed as Bl 33. Three lectures. Three credits.

**Bl 70 Science, Technology, and Society**
This course analyzes the major science and technology issues that confront today's society. Through an examination of the underlying science, students gain an understanding of the impact these issues hold for the environment, our natural resources, and our society, including benefit versus hazard expectations. Course issues, which change to incorporate timely topics, include acid rain; agriculture; diseases such as AIDS, cancer, and heart disease; energy; genetic engineering; the greenhouse effect; ozone depletion; and water pollution. **Note:** This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

**Bl 71 Identity and the Human Genome**
This course introduces scientific and social aspects of human genetics to the non-science major. Topics of discussion include the structure and function of genes, human genetic diversity, Mendelian inheritance, and the ethical and legal issues related to emerging genetic technologies. **Note:** This course counts as a science core but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

**BI 75 Ecology and Society**
This course focuses on environmental issues raised by modern society's conflicting needs for land, water, a livable environment, and renewable/nonrenewable resources. Students examine the available scientific evidence and are encouraged to draw their own conclusions about these environmentally sensitive issues, which are presented in lectures, readings, films, and occasional off-campus field trips (by arrangement). This course is open to all except biology majors. **Note:** This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

**BI 76 Environmental Science**
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 science core course but does not satisfy requirements for the biology or chemistry major or minor. Three lectures. Three credits.

**BI 78 Introduction to Marine Science**
This course introduces the non-science major and the marine science minor 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 science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

**BI 79 Rainforest Ecosystems**
This course introduces the non-science major to the rainforest, examining the ecosystems of temperate (North American) and tropical (South American, African, and Asian) rainforests from a botanical and environmental perspective. The course emphasizes the importance of biological diversity and natural products, and analyzes solutions for saving rainforests. This course is sometimes offered as part of the interdisciplinary learning community, Latin American Studies: The Rainforest Community. **Note:** This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

**BI 80 Tropical Marine Biology**
This course examines the ecology of tropical marine communities found throughout the world. Students focus on the biology of coral reefs, seagrass beds, and mangrove forests and explore their interdependence. Topics include discussions of coral reef types and distribution, coral reef biodiversity, natural and human impacts, and coral reef management strategies. **Note:** This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

**BI 87 Microbiology: The Plight of Humans and Microbes**
This course surveys the interactions of microorganisms on humans that result in various types of diseases. The course emphasizes bacterial and viral infections that involve the various organs associated with skin, respiratory, digestive, urogenital, nervous, and lymphatic systems. It also addresses the importance of infection control and prevention, the control of growth, and the functional anatomy of microorganisms, and provides a historical perspective on the various diseases surveyed. **Note:** This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

**BI 96 God and Modern Biology**
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 science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

**BI 107/108 Human Anatomy and Physiology**
This course, recommended for nursing majors, gives students a familiarity with the anatomy and physiology of body processes with special emphasis on the practical aspects of circulation, respiration, digestion, reproduction, and the glands of internal secretion. Techniques include measuring blood pressure, blood typing, and others. **Note:** This course is not open to biology majors except where required for allied health sciences (chair approval required). Three lectures, one lab. Four credits each semester.

**BI 151 Elements of Microbiology**
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. **Note:** This course is not open to biology majors. Three lectures, one lab. (Prerequisites: BI 107, CH 84) Four credits.

**BI 170 General Biology I (Majors)**
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. Formerly listed as BI 91. Three lectures, one lab. Four credits.

**BI 171 General Biology II (Majors)**
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. Formerly listed as BI 92. Three lectures, one lab. Four credits.

**BI 172 General Biology III (Majors)**
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. Three lectures, one lab. Four credits.

**BI 213 Endocrinology**
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. Three lectures. (Prerequisites: BI 170, 171, and 172, CH 11-12, and CH 211) Three credits.

**BI 260 Ecology**
This course is designed as an overview of the science of ecology — the study of interactions between organisms and their environment. This 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. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172, CH 11-12) Four credits.

**BI 261 Genetics**
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, developmental genetics, and population genetics. The course emphasizes the role of genetics in evolutionary biology. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172) Four credits.

**BI 296 Special Topics in Biology**
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. Three credits.

**BI 312 Human Physiology**
This course considers homeostasis in humans by means of a comprehensive survey of the morphology and physiology of vertebrate organ systems. Special emphasis is given to organ systems associated with water and electrolyte balance, respiration, digestion, movement, and neurological control. This course cannot be taken as a biology block elective if BI 313 has been completed previously. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172, CH 11-12, and CH 211-212) Four credits.

**BI 313 Comparative Physiology**
This course facilitates the understanding of the physiological systems in humans (i.e., circulation, muscle, endocrine and nervous function) by using a comparative, evolutionary approach. Students will examine and compare physiological systems in humans to the range of vertebrates, including other mammals, birds, reptiles, and amphibians. This evolutionary approach will provide a more in-depth comprehension of the functioning of human physiological systems. This course cannot be taken as a biology block elective if BI 312 has been completed previously. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172, CH 11-12, and CH 211-212) Four credits.

**BI 318 Vertebrate Zoology**
Fish, frogs, flamingoes 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. (Prerequisites: BI 170, 171, and 172; CH 211-212) Three credits.

**BI 318L Vertebrate Zoology Lab**
As a supplement to Biology 318 lecture, the students will take part in an exciting field-trip experience to Argentina Patagonia, where they will interact directly with research biologists doing work on the vertebrates that were discussed during the lecture portion of this class. Students will visit Argentina, work in the field collecting data on a particular vertebrate species, and work closely with the Argentine research student in analyzing and presenting these data in a scientifically appropriate format. Upon return to Fairfield, the semester will be spent perfecting techniques in data organization, analysis and presentation including a formal paper, poster and talk. (Prerequisite: BI 318 lecture) Two credits.

**BI 321 Animal Behavior**
This comparative survey of the behavioral patterns and social relationships of invertebrate and vertebrate animals includes an examination of the genetic, physiological, and ecological mechanisms underlying behavioral interactions, and their adaptive significance. In the laboratory, students learn observational and experimental methods used in animal behavior research. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172) Four credits.

**BI 325/CH 325 Biochemistry**
This course examines the structure and function of biological macromolecules with emphasis on their role in eukaryotic cell processes. The course focuses on the regulation of metabolic pathways involved in the synthesis, breakdown, and interconversion of biochemical intermediates. Students develop an understanding of basic biochemical principles in the context of overall cell function. Laboratory exercises expose students to a broad range of modern biochemical investigative methods. Formerly listed as BI 326. Three lectures. (Prerequisites: BI 170, 171, and 172, CH 211-212) Three credits.

**BI 325L/CH 325L Biochemistry Lab**
As a supplement to BI/CH 325 lecture students will be exposed to a broad range of modern biochemical investigative methods. Laboratory experiments will focus on the isolation, purification, and characterization of cellular proteins. One lab. (Prerequisite or concurrent BI/CH 325 lecture) One credit.

**BI 327 Cell Biology**
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. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172, CH 11-12, and CH 211-212) Four credits.

**BI 342 Developmental Biology**
This course explores how the transition from a single-celled, fertilized egg to a multicellular animal is accomplished, emphasizing the dynamic interactions that occur at 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, environmental regulation of animal development, and developmental mechanisms of evolutionary change. The laboratory for this course consists of student-designed group research projects using key animal model systems. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172) Four credits.

**BI 352 Fundamentals of Microbiology**
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. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172, CH 211-212) Four credits.

**BI 354 Molecular Biology**
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. Three lectures. (Prerequisites: BI 170, 171, and 172, CH 211-212) Three credits.

**BI 356 Immunology**
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. Three lectures. (Prerequisites: BI 170, 171, and 172, CH 211-212) Three credits.

**BI 357 General Virology**
This introductory course covers the entire field of virology, with a special emphasis on animal viruses. Coverage centers on the physical, biochemical, and biological aspects of each bacterial and animal virus class. Discussion stresses viral morphology; replication and assembly; pathogenesis of viral infections; and the epidemiology, prevention, and control of viral diseases. Three lectures. (Prerequisites: BI 170, 171, and 172) Three credits.

**BI 358 Recombinant DNA Technology**
This course provides biology majors with practical experience in recent advances in molecular biology and biotechnology. The course allows students to become familiar with the manipulation of genetic material (DNA) and to understand the techniques used for isolation and characterization of genes. Lab sessions cover topics such as the principles of aseptic technique, isolation of plasmid DNA from bacteria, transformation of bacteria and yeast, restriction enzyme digestion, agarose and polyacrylamide gel electrophoresis, and gene manipulation. Three labs. (Prerequisites: BI 170, 171, and 172, BI 354, CH 211-212) Three credits.

**BI 362 Marine Invertebrate Zoology**
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. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172 or permission of the instructor) Four credits.

**BI 364 Freshwater Ecology**
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. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172) Four credits.

**BI 365 Evolutionary Biology**
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. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172) Four credits.

**BI 366 Ornithology**
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. Laboratory activities include: 1) a multi-week student investigation of avian diversity of form and function, and 2) a series of field trips that emphasize unique adaptations and means of identification of birds found in Connecticut. Three lectures, one lab (Prerequisites: BI 170, 171, and 172) Four credits.

**BI 368 Plant Biology: Evolution, Diversity, and Environment**
This course covers the evolutionary process before moving on to evolution and diversity of land plants from bryophytes and ferns to gymnosperms and angiosperms. Students examine the environmental impact of using plants for food production and are expected to assemble a field plant collection. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172) Four credits.

**BI 369 Plant Biology: Morphology, Biochemistry, and Physiology**
This advanced study of gymnosperms and angio-sperms emphasizes morphology, biochemistry, and physiology, including the structure, function, and development of conifers, monocots, and dicots. The course relates biochemistry and physiology of plant processes to contemporary topics in genetic engineering of plants. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172) Four credits.

**BI 370 Environmental Health and Safety**
This course focuses on the environmental health and safety aspects associated with use of and exposure to biologicals, chemicals, and radiation, examining the risks, hazards, and environmental impact associated with hazardous materials. The course reviews methods to minimize risk and environmental pollution; federal and state regulations associated with hazardous materials; conducting safety audits and inspections in the lab context; and proper methods of hazardous material disposal. Two lectures, one lab. (Prerequisites: CH 11-12) Three credits.

**BI 375 Biochemical Ecology**
In this course, students investigate the breadth of chemical compounds used by organisms for feeding, reproduction, defense, and communication and place these in an appropriate ecological and evolutionary context. In the laboratory, students gain experience in field and laboratory methods necessary for understanding chemically-mediated interactions among plants, animals, and their environments. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172, CH 211-212) Four credits.

**BI 382 Principles of Aquaculture Seminar/Lab**
This course introduces students to the rapidly-growing science of aquaculture or fish farming. Using a comprehensive approach, the course includes discussions of the following topics: historical development, culture and rearing techniques, diseases, regulations, and permitting and marketing of aquatic plants and animals. Course format: seminar in which students read, analyze, and present scientific and technical papers from the primary literature. In the laboratory, students are responsible for the set-up, operation, and maintenance of small-scale aquaculture production systems for growing tilapia. This course satisfies the capstone requirement for biology majors. Three lectures, one lab. (Prerequisites: BI 170 and BI 172 or permission of the instructor) Four credits.

**BI 383 Coral Reef Ecology Seminar**
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. This course satisfies the capstone requirement for biology majors. (Prerequisites: BI 170 and BI 172 or permission of the instructor) Three credits.

**BI 385 Molecular Mechanisms of Human Disease Seminar**
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. (Prerequisites: BI 170, 171, and 172, CH 211-212, and one additional upper-level course in the molecular/cellular block. Permission of the instructor is also required) Three credits.

**BI 386 Bacterial Pathogenesis Seminar**
This course 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. (Prerequisite: BI 352) Three credits.

**BI 388 Ecology of the North Atlantic Coast**
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 and satisfies the biology capstone requirement. (Prerequisites: BI 170, 171, and 172, CH 11-12, and one additional course from Block 2 or permission of the instructor) Three credits.

**BI 395/396 Independent Research I and II**
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. Three credits.

**BI 397/398 Internships**
Available for junior- and senior-level biology majors in good academic standing. Internships are available, 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. Credit by arrangement.

PROGRAM IN
# BLACK STUDIES: AFRICA AND THE DIASPORA

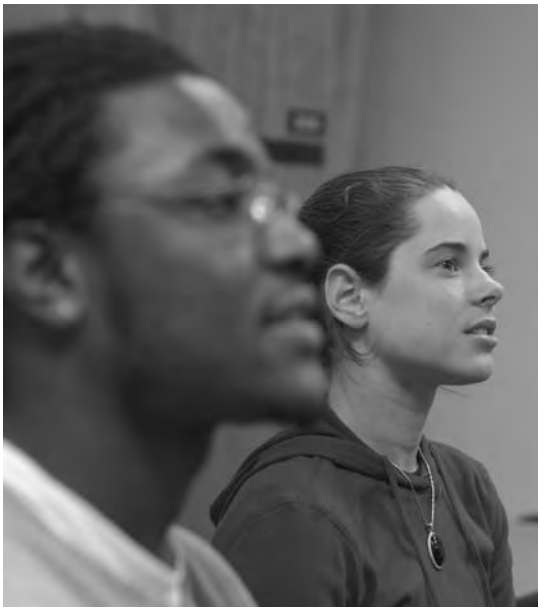
## Faculty

**Director**
R. White (Sociology)

**Advisory Committee**
Bucki (History)
Crawford (Sociology and Anthropology)
Garvey (English)
Hohl (History)
Jones (Sociology and Anthropology)
Lacy (Sociology and Anthropology)
Mazon (Director of Institutional Diversity Initiatives, ex-officio)
McKisick (History)
Sealey (Philosophy)
Torff (Visual and Performing Arts: Music)
Walker-Canton (Visual and Performing Arts: New Media Film, TV, and Radio)
Williams (History)

Black Studies is an interdisciplinary inquiry into the body of knowledge about Africa and the African Diaspora (the global disperson of people of African ancestry). It involves the study of the Africal Diaspora and its interaction with cultures and societies of the Americas. Thus, African Americans, Afro Caribbeans, Afro Asians, Afro Latinos, and Afro Europeans are among those whose histories and contributions are included in this field of study.

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. Many of the courses that specifically explore the reality of African Americans in the United States will provide a historical and comparative perspective that is informed by the experiences of people of African descent throughout the Americas, especially those in the Caribbean and Africa. The Black Studies curriculum combines humanities courses from history, literature, music, and film, together with the sciences, and social sciences to provide students with an understanding of the far-reaching impact of race and ethnicity across continents. By engaging in a comparative and theoretical examination



of the African Diaspora, students will be equipped to utilize a multidisciplinary scholarly analysis of various complex global questions. The Black Studies faculty unequivocally encourages and supports students who wish to examine how their scholarship is tied to the contemporary African Diaspora, locally or internationally.

## Requirements

For an 18-credit minor in Black studies, students must complete the following:

- Five courses drawn from the sciences, social sciences, history and from the humanities; no more than three courses can come from any one of these areas. The five courses must represent three different disciplines. At least three must be “focus” courses; the other two may be “component” courses.

The final 3 credits will be taken at the 300 level and requires writing and defending a research paper dealing with some aspect of the African Diaspora before the Black Studies committee. They can either sign up for BL 398 Independent Study/Research or select one of the 300 level courses listed below. If they select one of the existing 300 level offerings, students would be required to declare it as their capstone course to one of the program directors and take on the added responsibility of meeting with the directors and participating in a final defense of their work.

## Focus Courses

**Black Studies**
BL 398 Independent Study/Research in Black Studies

**English**
EN 253 The African-American Literary Tradition
EN 339 African-American Literature and Culture, 1900 to 1940
EN 344 African-American Fiction, 1940-1980
EN 347 African-American Fiction, 1980-Present
EN 371 African-American Women's Writing

**History**
HI 262 African-American History, 1619 to 1865
HI 263 Inventing Themselves: African-American Women in U.S. History
HI 264 African-American History, 1865 to Present
HI 291 Africans in the New World, 1500 to 1800
HI 292 History of the African Diaspora
HI 293 West Africa and the Making of the Atlantic World, 1444-1880

**Philosophy**
PH 284 Critical Race Theory

**Politics**
PO 141 African Politics

**Sociology**
SO 165 Race, Cities, and Poverty

**Visual and Performing Arts**
AH 165 The Black Experience: African American Art and Criticism in the Twentieth Century
MU 101 The History of Jazz
MU 112 The Music of Black Americans

## Component Courses

**Biology**
BI 71 Identity and the Human Genome

**English**
EN 295/ FR 295 Caribbean Literature: History, Culture, and Identity
EN 337 Race, Culture, and American Realism
EN 348 Contemporary Women Writers of Color
EN 396 Caribbean Women Writers

**History**
HI 238 The United States, 1850 to 1900
HI 239 20th-Century United States
HI 342 Immigration, Ethnicity, and Race in U.S. History
HI 376 The Spanish Caribbean: Cuba, Santa Domingo, and Puerto Rico from Columbus to Castro
HI 397 Special Topics (in consultation with Black Studies program director)

**Politics**
PO 143 Caribbean Politics
PO 153 Politics of Race, Class, and Gender

**Psychology**
PY 350 Seminar in Psychology of Race and Ethnicity

**Religious Studies**
RS 235 Liberation Theology

**Sociology**
SO 162 Race, Gender, and Ethnic Relations
SO 163 Urban/Suburban Sociology
SO 185 Introduction to International Migration

**Visual and Performing Arts**
AH 12 Introduction to the Art History of Asia, Africa, and the Americas
MU 100 American Popular Music
MU 122 World Music History and Ensemble

# Course Description

**BL 398 Independent Study/Research**
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. Three credits.

# PROGRAM OF CATHOLIC STUDIES

## Faculty

**Director**
Lakeland (Religious Studies)

**Advisory Board**
Behre (History)
Carolan (Modern Languages and Literatures)
Dreyer (Religious 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 fine arts, the social and behavioral sciences, and the natural sciences.

## Requirements

For a 15-credit minor in Catholic studies, students:

- Complete five three-credit courses

  One course must be RS 115 Introduction to Catholicism

  At least two additional courses in the Department of Religious Studies

  At least one course outside of the Religious Studies department.

## Course Offerings

**Art History**
AH 120 Medieval Art
AH 121 The Celtic World and Early Irish Art
AH 130 Early Renaissance Art in Italy
AH 131 High Renaissance and Mannerism in Italy
AH 135 Renaissance and Baroque Architecture
AH 140 Baroque Art
AH 242 The Arts of Spain and Its World, 1474-1700

**English**
EN 257 Dante
EN 352 Chaucer
EN 360 Medieval English Drama

**History**
HI 215 Ireland from the Middle Ages to the Present
HI 218 The Renaissance and Reformation
HI 317 Religious Outsiders in Early Modern France and Europe

**Honors**
HR 202 Honors Seminar: Dante

**Italian**
IT 289 Dante

**Peace and Justice Studies**
PJ 120 Prophets of Nonviolence
PJ 123 The Praxis of Faith and the Transformation of Culture

**Philosophy**
PH 209 Augustine, Pascal, and Camus
PH 210 The Problem of God
PH 212 Plato to Machiavelli
PH 215 Metaphysics
PH 217 Mysticism and Western Philosophy
PH 218 History of Medieval Philosophy
PH 219 Aquinas
PH 287 Philosophy of Religion

**Politics**
PO 115 Introduction to the Study of Peace and Justice
PO 147 Northern Ireland: The Politics of War and Peace
PO 151 Politics of the Immigrant: The Irish Catholic and the East European Jewish Communities

**Religious Studies**

| | |
|---|---|
| RS 112 | The Problem of God |
| RS 115 | Introduction to Catholicism |
| RS 117 | Jesus Christ, Yesterday and Today |
| RS 122 | Grace and the Christian Life |
| RS 123 | The Church |
| RS 126 | The Sacraments in Christian Life |
| RS 175 | Contemporary Moral Problems |
| RS 197 | Evil |
| RS 202 | Finding God in All Things: The Spiritual Legacy of Ignatius Loyola |
| RS 204 | Voices of Medieval Women: Silent No More |
| RS 205 | Selected Topics in the Catholic Tradition |
| RS 207 | The Reformation Era |
| RS 224 | The Papacy |
| RS 235 | Liberation Theology |
| RS 238 | American Catholic Theologians |
| RS 239 | Lay Perspectives on Christian Spirituality |
| RS 266 | The Reinterpretation of the New Testament |
| RS 280 | Morality and Law |
| RS 282 | Catholic Social Teaching |
| RS 296 | Saints and Sinners |

## DEPARTMENT OF CHEMISTRY & BIOCHEMISTRY

# Faculty

**Professor**
O'Connell
Elder, *emeritus*

**Associate Professors**
Kubasik
Steffen, *chair*
Weddle

**Assistant Professors**
J.M.Davis
Harper-Leatherman
Miecznikowski

**Lecturers**
Bethray
Fischer
Lloyd
Palermo
Reilly-Wiedow
Sobczynski
Unfried

Modern chemistry is an interdisciplinary subject that integrates its own knowledge with that of physics and mathematics, and applies the result to solve problems in a wide variety of areas including the biological sciences and technology. The curriculum for chemistry majors emphasizes fundamental principles and applications. Courses develop critical thinking, problem-solving skills, and experimental technique in order to provide ample preparation for future study at the graduate level or in professional programs.

A bachelor of science in chemistry is a very flexible undergraduate major. In addition to a career in chemistry, this degree provides a base for study and practice of medicine, environmental science, forensic science, pharmacology, materials science, business, law, and more. Effectively, a student who pursues a chemistry degree has many career options.

The Department of Chemistry and its curriculum 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.

## Requirements

The bachelor of science degree in chemistry or biochemistry, with or without ACS certification can be achieved by following the appropriate course sequence outlined 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 the Ph.D. in chemistry and includes ACS certification. The third sequence is the BS in biochemistry. This sequence is recommended for students interested in the pharmaceutical industry, medical or dental school, and the pursuit of the Ph.D. in biochemistry or related fields. This 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.

### Bachelor of Science with a Major in Chemistry

| | Credits | |
|---|---|---|
| **First Year** | *Fall* | *Spring* |
| CH 11-12 General Inorganic Chemistry I and II | 3 | 3 |
| CH 11L-12L General Inorganic Chemistry I and II Lab | 1 | 1 |
| MA 121-122 Applied Calculus I and II or MA 171-172 Differential and Integral Calculus | 3(4) | 3(4) |
| PS 15-16 General Physics I and II | 3 | 3 |
| PS 15L-16L General Physics I and II Lab | 1 | 1 |
| Core courses | 6 | 6 |
| **Sophomore Year** | | |
| CH 211-212 Organic Chemistry I and II | 3 | 3 |
| CH 211L-212L Organic Chemistry I and II Lab | 1 | 1 |
| CH 222 Chemical Analysis | | 3 |
| CH 222L Chemical Analysis Lab | | 1 |
| MA 225 Applied Calculus III | 3 | |
| Core courses and electives | 9 | 9 |
| **Junior Year** | | |
| CH 261-262 Physical Chemistry I and II | 3 | 3 |
| CH 261L-262L Physical Chemistry I and II Lab | 1 | 1 |
| MA 321 Ordinary Differential Equations | 3 | |
| CH 326 Chemical Instrumentation | 3 | |
| CH 326L Instrumental Analytical Chemistry Lab | | 3 |
| Core courses and electives | 6 | 9 |
| **Senior Year** | | |
| CH 341 Advanced Inorganic Chemistry | 3 | |
| CH/BI 324 Biochemistry I | | 3 |
| CH/BI 324L Biochemistry I Lab | | 1 |
| Core courses and electives | 12 | 12 |

### Bachelor of Science with a Major in Chemistry – ACS Certified Curriculum

| | Credits | | |
|---|---|---|---|
| **First Year** | *Fall* | | *Spring* |
| CH 11-12 General Inorganic Chemistry I and II | 3 | | 3 |
| CH 11L-12L General Inorganic Chemistry I and II Lab | 1 | | 1 |
| MA 121-122 Applied Calculus I and II or MA 171-172 Differential and Integral Calculus | 3(4) | | 3(4) |
| PS 15-16 General Physics I and II | 3 | | 3 |
| PS 15L-16L General Physics I and II Lab | 1 | | 1 |
| Core courses | 6 | | 6 |
| **Sophomore Year** | | | |
| CH 211-212 Organic Chemistry I and II | 3 | | 3 |
| CH 211L-212L Organic Chemistry I and II Lab | 1 | | 1 |
| CH 222 Chemical Analysis | | | 3 |
| CH 222L Chemical Analysis Lab | | | 1 |
| MA 225 Applied Calculus III | 3 | | |
| Core courses and electives | 9 | | 9 |
| **Junior Year** | | | |
| CH 261-262 Physical Chemistry I and II | 3 | | 3 |
| CH 261L-262L Physical Chemistry I and II Lab | 1 | | 1 |
| MA 321 Ordinary Differential Equations | 3 | | |
| CH 326 Chemical Instrumentation | 3 | | |
| CH 326L Instrumental Analytical Chemistry Lab | | | 3 |
| Core courses and electives | 6 | | 9 |
| **Senior Year** | | | |
| CH 341 Advanced Inorganic Chemistry | 3 | | |
| CH 341L Advanced Inorganic Chemistry Lab | 2 | | |
| CH/BI 324 Biochemistry I | | | 3 |
| CH/BI 324L Biochemistry I Lab | | | 1 |
| CH 398 Research and Seminar | 3 | or | 3 |
| Core courses and electives | 9 | | 9 |

- 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 for appropriate modifications of this curriculum, which will include taking BI 170-171 in freshman year in place of PS 15-16, which is then taken in sophomore year.
- Students may elect to take CH 324 Biochemistry in the junior year.

- Note that CH 398 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 may elect to take CH 398 either in the fall or spring. They may also take it both semesters.
- 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 a 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.

### Bachelor of Science with a Major in Biochemistry

| | Credits | |
|---|---|---|
| **First Year** | *Fall* | *Spring* |
| CH 11-12 General Inorganic Chemistry I and II | 3 | 3 |
| CH 11L-12L General Inorganic Chemistry I and II Lab | 1 | 1 |
| BI 170-171 General Biology I and II + Lab | 4 | 4 |
| MA 121-122 Applied Calculus I and II or MA 171-172 Differential and Integral Calculus | 3(4) | 3(4) |
| Core courses | 6 | 6 |
| **Sophomore Year** | | |
| CH 211-212 Organic Chemistry I and II | 3 | 3 |
| CH 211L-212L Organic Chemistry I and II Lab | 1 | 1 |
| BI 172 General Biology III + Lab | 4 | |
| CH 222 Chemical Analysis | | 3 |
| CH 222L Chemical Analysis Lab | | 1 |
| PS 15-16 General Physics I and II | 3 | 3 |
| PS 15L-16L General Physics I and II Lab | 1 | 1 |
| MA 225 Applied Calculus III or MA 217 Accelerated Statistics | 3 | |
| Core courses and electives | 3 | 6 |
| **Junior Year** | | |
| CH 261-262 Physical Chemistry I and II | 3 | 3 |
| CH 261L-262L Physical Chemistry I and II Lab | 1 | 1 |
| CH/BI 324 Biochemistry I | | 3 |
| CH/BI 324L Biochemistry I Lab | | 1 |
| Biology Elective | | 3(4) |
| Core courses and electives | 6 | 9 |
| **Senior Year** | | |
| CH/BI 325 Biochemistry II | 3 | |
| CH 341 Advanced Inorganic Chemistry OR | 3 | |
| CH 326 Chemical Instrumentation | 3 | |
| CH 326L Instrumental Analytical Chemistry Lab | | 3 |
| Core courses and electives | 6/9 | 6/9 |

### Chemistry Electives

One of the followijng taken during Junior or Senior Year. **Note:** A student pursuing a Biochemistry Major who takes both chemistry electives is eligible for ACS* certification.

| **Course** | *Credits* |
|---|---|
| CH 326 Chemical Instrumentation | 3 |
| CH 326L Instrumental Analytical Chemistry Lab | 3 |
| OR | |
| CH 341 Advanced Inorganic | 3 |
| CH 341L Advanced Inorganic Lab | 2 |

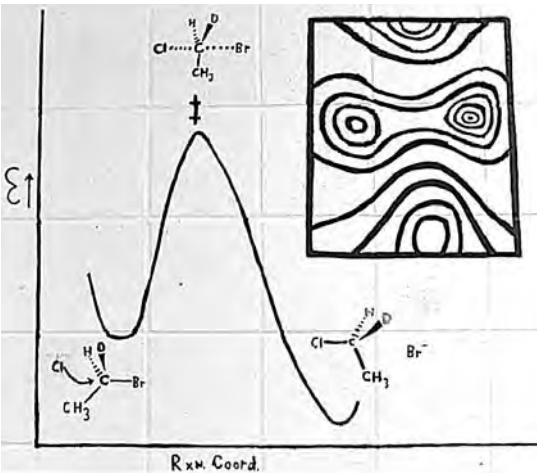
### Biology Electives (one of the following)

BI 261 Genetics lecture and lab
BI 327 Cell Biology lecture and lab
BI 342 Developmental Biology lecture and lab
BI 352 Fundamentals of Microbiology lecture and lab
BI 354 Molecular Biology lecture
BI 356 Immunology lecture
BI 357 General Virology lecture
BI 358 Recombinant DNA Technology lab
BI 375 Biochemical Ecology lecture and lab

Optional:
CH 398 Research and Seminar 3 or 3

he 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. **Note:** Due to the additional lab component of the biochemistry major, CH 398 is recommended but not required for the B.S. or American Chemical Society certification.

**For a BS in Biochemistry certified by the ACS, a student must take both Chemistry electives, CH 326 and CH 341 with labs.*




### Minor in Chemistry

A minor in chemistry requires six courses in chemistry. At least four of these courses must carry course numbers of 200 or greater. One of these four courses must be a course in physical chemistry (CH 202 or CH 261).

### Minor in Biochemistry

The biochemistry minor consists of the following:

| Course | *Prerequisite(s)* | *Credits* |
|---|---|---|
| CH 11 General Inorganic Chemistry I with Lab | None | 4 |
| CH 12 General Inorganic Chemistry II with Lab | CH 11 | 4 |
| CH 211 Organic Chemistry I with Lab | CH 12 | 4 |
| CH 212 Organic Chemistry II with Lab | CH 211 | 4 |
| CH 261 Physical Chemistry I | CH 212<br>PS 15-16*<br>MA 121-122*<br>or equivalents | 3 |
| CH/BI 324 Biochemistry I | CH 212 | 3 |
| CH/BI 325 Biochemistry II | CH/BI 324<br>BI 171 | 3 |

**PS 15-16 and MA 121-122 or equivalents are required of all physical science majors.*

## Course Descriptions

**CH 007 Introduction to Forensic Science**
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. Three credits.

**CH 10 Chemistry – Sights and Insights**
This course, which fulfills a science requirement and has no prerequisites, 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. Three credits.

**CH 11-12 General Inorganic Chemistry I and II**
This two-semester, sequential course 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. Three credits per semester.

**CH 11-12 General Inorganic Chemistry and Introductory Inorganic Chemistry Lab**
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. One credit per semester.

**CH 17-18 Introductory Inorganic Chemistry I and II with Lab**
Students who exhibit a particularly strong background in chemistry – based on the results of their freshman orientation examinations – are invited to take this two-semester course. Available lab space limits the number of students in the course. Course topics match those of CH 11-12, however, the pace, depth, and order of lecture presentation differs. This course interweaves lab and lecture components as much as possible; experimental student "discoveries" in lab often serve as a departure point for lectures. Students develop the experimental acumen necessary to perform basic chemical operations and use these acquired skills to probe chemical phenomena. Three lectures; one recitation section; one lab. Four credits per semester.

**CH 33 Chemistry of Nutrition**
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. Three credits.

**CH 83 Survey of Chemistry**
This one-semester 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. Three credits.

**CH 84 General Chemistry for Health Science**
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 carbo-hydrates, lipids, peptides, proteins, and nucleic acids. Approximately two-thirds of the course focuses on general principles; the remainder introduces organic and biologically relevant substances. This course is directed primarily to School of Nursing students, who are required to take a lab component. The lecture course satisfies a core requirement. **Note:** This course counts as a science core course but does not satisfy requirements for the chemistry major or minor. Three credits.

**CH 84 General Chemistry for Health Science Lab**
This lab illustrates lecture concepts of CH 84 and allows students to observe relevant physical systems. One credit.

**CH 85 Chemistry, Energy, and the Environment**
This course explores the flow of energy in modern society from the perspective of chemistry. Topics include hydrocarbons; biomass; and 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. Three credits.

**CH 86 Chemistry and Art**
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. Three credits.

**CH 87 Molecules of Life**
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. Three credits.

**CH 202 Elements of Physical Chemistry**
This course, intended primarily for biology majors and students preparing to teach science in secondary schools, emphasizes the laws of thermodynamics, chemical equilibrium, solutions of electrolytes, electrochemical cells, and chemical kinetics, with a special emphasis on the physiochemical properties of living systems. (Prerequisites: CH 11-12, PS 15-16, and MA 121-122, or equivalent) Three credits.

**CH 202 Elements of Physical Chemistry Lab**
Lab experiments illustrate the principles discussed in class, (thermodynamics, kinetics, chemical equilibrium). (Co-requisite: CH 202 lecture) One credit.

**CH 211 Organic Chemistry I**
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. (Prerequisite: CH 12 or CH 18) Three credits.

**CH 212 Organic Chemistry II**
This course is a continuation of CH 211 and 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. (Prerequisite: CH 211) Three credits.

**CH 211-212 Organic Chemistry I and II Lab**
The first semester of this lab emphasizes the manipulative techniques of separation, purification, analysis, and simple syntheses. The second semester emphasizes investigative experiments, more complex synthesis, and qualitative organic analysis. (Co-requisite: CH 211-212 lecture) One credit per semester.

**CH 222 Chemical Analysis**
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. (Prerequisite: CH 12 or CH 18; Co-requisite: CH 222 lab) Three credits.

**CH 222 Chemical Analysis Lab**
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. (Co-requisite: CH 222 lecture) One credit..

**CH 261-262 Physical Chemistry I and II**
A two-semester sequential offering for chemistry and physics majors, this course covers thermodynamics of gases, 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. (Prerequisites: CH 12, MA 122 or higher, and PS 16) Three credits per semester.

**CH 261-262 Physical Chemistry Labs**
This course demonstrates and verifies concepts covered in lecture courses CH 261 and CH 262. 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. (Co-requisite: CH 261-262 lecture) One credit per semester.

**CH 321 Advanced Organic Chemistry**
This course moves students closer to the research areas of organic chemistry. Major topics include molecular orbital theory and its applications to molecular structure and reaction mechanisms, and organic synthesis with emphasis on factors contributing to chemoselectivity, regioselectivity, and stereoselectivity. (Prerequisite: CH 212. Co-requisite: CH 262) Three credits.

**CH 321 Advanced Organic Chemistry Lab**
Students in this lab work, for most of the term, on an assigned project, usually a multistep synthesis, which integrates rudimentary separation, purification, and characterization techniques introduced in CH 211-212. The course requires a written report. Two labs. (Prerequisite: CH 212) Two credits.

**CH/BI 324 Biochemistry I**
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. (Prerequisites: CH 212 or department permission) Three credits.

**CH/BI 324 Biochemistry I Lab**
This course will investigate classic and most up-to-date 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. One credit.

**CH/BI 325 Biochemistry II**
This course provides further study of biochemical systems, emphasizing structure and function in macromolecules and multimolecular complexes and interactions in complex physiological systems. (Prerequisite: CH/BI 324) Three credits.

**CH 326 Chemical Instrumentation**
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. (Prerequisite: CH 222) Three credits.

**CH 326 Instrumental-Analytical Chemistry Lab**
This course exposes students who have already been introduced to the theory of classical (CH 222) and instrumental (CH 326) 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. (Prerequisites: CH 222, CH 326 course) Three credits.

**CH 341 Advanced Inorganic Chemistry**
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. (Corequisite: CH 261) Three credits.

**CH 341 Advanced Inorganic Chemistry Lab**
The laboratory portion of CH 341 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 reactivity 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. The students write formal laboratory reports for every experiment. (Corequisite: CH 261) Two credits.

**CH 363 Advanced Topics**
This course, intended for second semester senior chemistry majors, offers a detailed, advanced treatment of topics from any of the four major fields of chemistry, tailoring topics in a given semester to meet the needs and interests of enrolled students. Professors vary based on chosen topics. (Prerequisite: CH 341) One, two, or three credits.

**CH 398 Research and Seminar**
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. (Prerequisite: by departmental permission) One, two, or three credits.

**CH 399 Independent Study**
This course, designed for students seeking an in-depth examination of a pre-specified area under the close direction of a faculty member(s) presents topics not routinely encountered in the normal course sequence. (Prerequisite: CH 262 or CH 202 or by departmental permission.) Three credits.

# Chinese

(see Modern Languages and Literatures)

PROGRAM IN
# CLASSICAL STUDIES

## Faculty

**Professor**
Rosivach, *director*

**Classical Studies Committee**
Brill (Philosophy)
Long (Philosophy)
Rose (Visual and Performing Arts)
Ruffini (History)
Schwab (Visual and Performing Arts)

The Program in Classical Studies provides students with a broad background in the history and culture of classical antiquity, both as an aid to their general cultural education and to assist them in their own major fields. Courses are offered in Latin and Greek, and in English translation.

The Program in Classical Studies offers two minors. The 24-credit bachelor of arts with classics, intended for students wishing to focus on the ancient languages, consists of four courses each in Latin and Greek.

The 15-credit minor in classical studies is a broader program, consisting of five or more courses drawn from the program's offerings and from related courses in other departments, including Art History, History and Philosophy.

Appropriate courses used for the minor in Classical Studies may also be used simultaneously to fulfill the core requirements in history, philosophy, arts, English literature, and foreign language.

Students may also design a major in Classical Studies as an individually designed major (see page 129).

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.

## Course Descriptions

### Classical Civilization

**CL/EN 103/203* Masterpieces of Greek Literature in English Translation**
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. Three credits. *May be taken to fulfill the core requirement in English literature.

**CL/EN 104/204* Masterpieces of Roman Literature in English Translation**
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. Three credits. **May be taken to fulfill the core requirement in English literature*.

**CL 115** Greek Civilization**
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. Three credits. ***May be taken to fulfill the core requirement in history*.

**CL 116** Roman Civilization**
Roman civilization spanned more than 1,000 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. Three credits. ***May be taken to fulfill the core requirement in history.*

**CL/EN 121/221* Myth in Classical 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. Three credits. **May be taken to fulfill the core requirement in English literature.*

**CL/EN 122/222 Greek Tragedy in English Translation**
An intensive study in translation of the surviving works of Aeschylus, Sophocles and Euripides. Knowledge of Greek is not required. Three credits. Three credits. **May be taken to fulfill the core requirement in English literature.*

**CL 123* Women in Classical Literature**
The course explores the roles of women in ancient Greek and Latin literature through an examination of literary characterizations of women from a variety of genres, including epic poetry, tragedy and comedy. The emphasis of the course will be on the careful reading and analysis of primary texts in translation. Knowledge of Greek and Latin is not required. Three credits. **May be taken to fulfill the core requirement in English literature.*

**CL/HI 222 The Roman Revolution**
This course presents a comprehensive study of the political, social, artistic, literary, and military transformation of Rome from the middle of the second-century B.C. 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. Three credits.

**CL/HI 223 The Roman World in Late Antiquity, 284-642 AD**
The course examines the Mediterranean world from the third to seventh centuries AD. 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. (Prerequisite: CL 116 or HI 30.) Three credits.

**CL 399 Capstone Project in Classics**
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. (Prerequisites: at least seven courses in the individually designed major) Three credits.

## Greek

**GR 111 Elementary Attic Greek**
Students study the grammar of Attic Greek. The course employs readings in easier authors to develop a practical reading knowledge of ancient Greek. Three credits.

**GR 210/211 Intermediate Greek Readings**
This two-semester 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. The two-semester course fulfills the core requirement in foreign languages. (Prerequisite: GR 111 or equivalent) Three credits per semester.

**GR 325/328 Advanced Greek Readings I-IV**
Involves extensive readings of selected works of ancient Greek literature. (Prerequisites: GR 210-211) Three credits per semester.

## Latin

**LA 111 Basic Latin**
The course presents an intensive study of Latin grammar. Students who complete this course normally continue in LA 210-211. Four credits.

**LA 151 Latin Grammar Review and Reading Strategies**
For students with a previous background in Latin who wish to improve their skills this course provides a systematic grammar review and extensive exercises aimed at developing the ability to read Latin texts with ease. (This course may not be used for the core requirement in Foreign Languages.) (Prerequisite: previous study of Latin) Three credits.

**LA 210/211 Readings in Latin Prose and Poetry**
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. The two-semester course fulfills the core requirement in foreign languages. Three credits per semester.

**LA 321/322 Latin Poetry**
Involves extensive readings of selected authors of Latin poetry. (Prerequisites: LA 210-211) Three credits per semester.

**LA 323/324 Latin Prose**
Students undertake extensive readings of selected Latin prose authors in this two-semester course. (Prerequisites: LA 210-211) Three credits per semester.

# DEPARTMENT OF COMMUNICATION

## Faculty

**Professors**
Crabtree
Keenan, *emeritus*

**Associate Professors**
Gudelunas
Wills, *chair*

**Assistant Professors**
Gil-Egui
Pagano
M.S. Ryan
Zhang

**Lecturers**
Aggestam
Larkin

The study of communication at Fairfield University focuses on the description and analysis of how humans acquire, process, and use information in a variety of contexts. 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; and
- 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 majors will acquire a critical understanding of communication processes and contemporary communication media, improve their abilities in oral and written communication, heighten visual awareness, develop quantitative research skills, cultivate media literacy, and learn to make connections between communication theory and communication contexts. Communication courses engage students actively in understanding interaction in interpersonal, organizational, public, mediated, and cultural contexts. The primary learning outcomes of our courses include: (1) exploration of alternative theoretical and empirical ways of understanding individual and social behavior, (2) interpretation of empirical data as presented in the literature of our field, and (3) systematic analysis of social interaction and issues, using tools and methods appropriate to the discipline to formulate and test hypotheses, to apply research to social problems, and to develop a comprehensive understanding of media industries, texts, and audiences.

## The Major

### Requirements

To earn a 30-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 ten three-credit courses, some specified by the department, others selected by students from approved lists based upon their own interests and objectives. Specifically, all communication majors complete a set of five (three-credit) required courses known as the communication core. In addition, with the aid of the communication faculty, students select one of three areas of emphasis for in-depth study: organizational communication, media studies, or communication and the human condition. Communication majors are strongly encouraged to continue their foreign language beyond the intermediate level, to study abroad, and to pursue internships that allow for applied learning of theoretical material. The requirements of the communication core and the areas of emphasis are detailed below.

**Communication Core (15 credits)**
**Required for all communication majors**

| | |
|---|---|
| CO 100 | Human Communication Theories |
| CO 101 | Argument and Advocacy |
| CO 130 | Mass Media and Society |
| CO 200 | Interpersonal Communication Theories (Prerequisite: CO 100) |
| CO 309 | Research Projects in Communication: The Capstone (senior majors only) |

- CO 100 and CO 101 are the foundational courses in the communication major. Students should plan to take both courses during the same semester, preferably during their sophomore year. CO 100 and CO 101 should be taken before taking the 200- and 300-level communication courses.
- Students should plan to enroll in CO 200 and CO 130 after successful completion of the foundational courses – during the sophomore or junior year. CO 200 and CO 130 need not be taken during the same semester.
- Students should declare their area of emphasis no later than one semester after successful completion of CO 100 and CO 101. Communication faculty advisors will help students create academic programs that best suit their intellectual interests and career objectives.
- Students complete CO 309 – the required capstone course – during their senior year.

### Areas of Emphasis

Students select one area of emphasis to complete their major requirements, completing a minimum of five three-credit courses in the selected area. Students select at least two courses (six credits) from a list of communication courses specific to their chosen area. In some cases, with advisor or chair approval, students may take required 200-level communication courses concurrently, even where one is listed as a prerequisite.

The remaining three areas of emphasis courses (nine credits) are based upon students' interests and objectives, and are selected from an approved course list. Approved lists are published in the regularly updated Department of Communication Handbook, available online on the department's web site. Students select courses in consultation with their communication faculty advisor. At least one of these must be a CO course.

Area of emphasis courses may not be double-counted toward the University's general education core curriculum. These courses may, however, fulfill some requirements for related minors, which students should consider completing. Academic minors strongly recommended by the communication faculty are listed in the area of concentrated studies sections below.

The Department of Communication cannot control the frequency with which other University departments offer courses, including those related to the study of organizational communication, media studies, and communication and the human condition.

### ORGANIZATIONAL COMMUNICATION (15 credits, minimum)

The organizational communication emphasis involves the critical analysis of the forms, functions, and effects of communication within business and professional settings.

**Required Courses** – Select a minimum of two from the following:

CO 220 Introduction to Organizational Communication (Prerequisite: CO 200)

**AND** at least one 300-level course in Organization Communication, such a:

CO 320 Communication Management: Training and Consulting (Prerequisite: CO 220)
CO 321 Communication Processes in Organizations: Negotiation (Prerequisite: CO 220)
CO 329 Topics in Organizational Communication

**Elective Courses** – Select a minimum of three.

Approved elective courses are published in the Department of Communication Handbook, available from the communication faculty advisors. Sample courses include:

CO 201 Persuasion (Prerequisite: CO 101)
CO 202 Group Communication (Prerequisite: CO 200)
CO 239 Consumer Culture (Prerequisite: CO 130)
CO 240 Intercultural Communication
CO 248 Health Communication (Prerequisite: CO 220 or 130)

Relevant courses can also be found in the applied ethics, economics, English – professional writing, management, marketing, psychology, and sociology departments.

#### Related Minors

Communication majors who concentrate their studies in organizational communication are strongly encouraged to complete an academic minor in one of the following areas of "applied" communication skills or "allied" communication professions: English professional writing concentration, economics, management, marketing, international studies, or international business.

Students who plan to complete a minor should choose their major elective courses wisely; courses selected for the major may be double counted for some minors. *It is suggested that students who do not complete a related minor take all 10 of their major courses in the Communication Department.*

## MEDIA STUDIES
**(15 credits, minimum)**

The Media Studies emphasis examines the creation, perpetuation, and reception of meaning through media and new communication technologies; the history and practices of the various media industries; and the production of culture.

**Required Courses** – Select a minimum of two from the following; at least one must be a 300-level course:

| | |
|---|---|
| CO 231 | Media Institutions (Prerequisite: CO 130) |
| CO 236 | Gender, Sexuality, and the Media (Prerequisite: CO 130) |
| CO 238 | Communication and Popular Culture |
| CO 239 | Consumer Culture (Prerequisite: CO 130) |
| CO 331 | American Media/American History |
| CO 334 | International Media Systems (Prerequisite: CO 130) |
| CO 335 | Globalization, Media, and Culture (Prerequisite: CO 130) |
| CO 339 | Special Topics in Media Theory and Criticism (Prerequisite: CO 130) |

**Elective Courses** – Select a minimum of three from the following:

Approved elective courses are published in the Department of Communication Handbook, available from the communication faculty advisors. Sample courses include:

| | |
|---|---|
| CO 201 | Persuasion (Prerequisite: CO 101) |
| CO 202 | Group Communication (Prerequisite: CO 200) |
| CO 220 | Introduction to Organizational Communication (Prerequisite: CO 200) |
| CO 248 | Health Communication (Prerequisite: CO 220 or 130) |
| CO 341 | International Communication (Prerequisite: CO 130) |
| CO 342 | Technoculture and Information Society (Prerequisite: CO 130) |
| CO 345 | Communication and the Environment (Prerequisites: CO 100, 130) |

Relevant courses in applied ethics, economics, English – journalism, information systems, marketing, politics, sociology, and visual and performing arts (new media film, television, and radio; also some music classes).

### Related Minors

Communication majors who concentrate their coursework in media studies are strongly encouraged to complete an academic minor in one of the following areas of "applied" communication skills or "allied" communication professions:

English/journalism concentration; international studies; new media film, television, and radio; politics; sociology; or marketing. Students who plan to complete a minor should choose their major elective courses wisely; courses selected for the major may double count for some minors. *It is suggested that students who do not complete a related minor take all 10 of their major courses in the Communication Department.*

## COMMUNICATION AND THE HUMAN CONDITION
**(15 credits, minimum)**

The Communication and the Human Condition emphasis critically examines the role of communication in creating, sustaining, and transforming the human condition – past, present, and future.

**Required Courses** – Select a minimum of two, at least one must be at the 300-level:

| | |
|---|---|
| CO 201 | Persuasion (Prerequisite: CO 101) |
| CO 240 | Intercultural Communication (Prerequisite: CO 100) |
| CO 246 | Family Communication (Prerequisite: CO 200) |
| CO 248 | Health Communication (Prerequisite: CO 220 or 130) |
| CO 342 | Technoculture and Information Society (Prerequisite: CO 130) |
| CO 345 | Communication and the Environment (Prerequisites: CO 100, 130) |
| CO 346 | Communication and Spirituality (Prerequisites: CO 100, 200) |
| CO 349 | Special Topics: Constructing Social Identities (Prerequisite: CO 200) |

**Elective Courses** – Select a minimum of three.

Approved elective courses are published in the Department of Communication Handbook, available from the communication faculty advisors. Sample courses include:

| | |
|---|---|
| CO 202 | Group Communication (Prerequisite: CO 200) |
| CO 238 | Communication and Popular Culture (Prerequisite: CO 130) |
| CO 239 | Consumer Culture (Prerequisite: CO 130) |
| CO 335 | Globalization, Media, and Culture (Prerequisite: CO 130) |

Relevant courses in anthropology, applied ethics, international studies, peace and justice studies, politics, and sociology.

**Note:** Elective courses may not be double-counted toward the University's general core curriculum.

**Related Minors**

Communication majors who concentrate their coursework in communication and the human condition are strongly encouraged to complete an academic minor in: environment; peace and justice studies; psychology; sociology/anthropology; or women's studies. Students who plan to complete a minor should choose their major elective courses wisely; courses selected for the major may double count for some minors. *It is suggested that students who do not complete a related minor take all 10 of their major courses in the Communication Department.*

## Independent Study and Internship Policies

The Department of Communication offers credit for independent study – CO 396 (fall) and CO 397 (spring) – to highly self-motivated communication 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. As an elective course recommended only for the most motivated students, CO 396-397 does not satisfy any requirements in the communication major (or minor), but counts towards graduation.

The Department of Communication also sponsors an active internship program for qualified (3.0 overall GPA) junior and senior majors. Students may earn no more than six internship credits. The internship courses – CO 398 (fall) and CO 399 (spring) – are recommended electives that do not satisfy requirements in any of the areas of concentrated study within the communication major, but do count towards graduation. Communication majors interested in applying for an internship complete the departmental internship application forms before registering for CO 398 or CO 399.

### Minor in Communication

To earn a 15-credit minor in communication, students are required to complete the following five three-credit courses:

| | |
|---|---|
| CO 100 | Human Communication Theories |
| CO 101 | Argument and Advocacy |
| CO 130 | Mass Media and Society |
| CO 200 | Interpersonal Communication Theories (Prerequisite: CO 100) |

Any other 200- or 300-level course offered by the Department of Communication *except CO 396-397 Independent Study and CO 398-399 Internship*. Communication minors may not enroll in CO 396-397 or CO 398-399. Communication majors receive priority registration for all CO courses.

## Course Descriptions

**CO 100 Human Communication Theories**
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 in this course, which is a prerequisite for the 200- and 300-level communication courses. This course counts in the social and behavioral sciences core curriculum. Three credits.

**CO 101 Argument and Advocacy**
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 200- and 300-level communication courses. Three credits.

**CO 130 Mass Media and Society**
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. Three credits.

**CO 200 Interpersonal Communication Theories**
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. (Prerequisite: CO 100) Three credits.

**CO 201 Persuasion**
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. (Prerequisites: CO 100, CO 101) Three credits.

**CO 202 Group Communication**
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 teambuilding. Because the course involves examining small groups in process, students do a substantial amount of group work. (Prerequisite: CO 200) Three credits.

**CO 220 Introduction to Organizational Communication**
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. (Prerequisite: CO 200) Three credits.

**CO 231 Media Institutions**
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. (Prerequisite: CO130) Three credits.

**CO 236 Gender, Sexuality, and Media**
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. *This course meets the U.S. diversity core requirement.* (Prerequisite: CO 130) Three credits.

**CO 238 Communication and Popular Culture**
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. (Prerequisite: CO 130 or instructor approval) Three credits.

**CO 239 Consumer Culture**
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." *This course meets the U.S. diversity requirement.* (Prerequisite: CO 130) Three credits.

**CO 240 Intercultural Communication**
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. *This course meets the U.S. diversity requirement* (registration preference given to Communication and International Studies majors). (Prerequisite: CO 100 or IL 10 or instructor approval) Three credits.

**CO 246 Family Communication**
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. (Prerequisite: CO 200 or instructor approval) Three credits.

**CO 248 Health Communication**
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. (Prerequisite: CO 220 or CO 130 or instructor approval) Three credits.

**CO 309 Research Projects in Communication: The Capstone**
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. (Prerequisites: Senior status and CO 100, CO 101, CO 130, CO 200, at least one intermediate or advanced course in student's area of concentrated study) Three credits.

**CO 320 Communication Management: Training and Consulting**
This course examines selected aspects of the practice, resources, and issues surrounding communication training and development. It focuses on the techniques and strategies used by business and professional communication trainers and internal and external consultants to assess and diagnose communication problems as part of an overall process of organizational growth and change. Students examine various research methodologies in communication (e.g., interviewing and the communication audit) as diagnostic tools. (Prerequisites: CO 220 and junior or senior status) Three credits.

**CO 321 Communication Processes in Organizations: Negotiation**
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. (Prerequisites: CO 220 and junior or senior status) Three credits.

**CO 322 Leadership Communication**
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. Three credits.

**CO 329 Contemporary Topics in Organizational Communication**
This is an upper-level, undergraduate seminar for students in the Organizational Communication emphasis of the major. The course provides an opportunity to examine in depth particular theories of organizational communication, or to conduct research about communication in particular types of organizations. Emphasis is on contemporary theoretical and/or methodological approaches to the close analysis of interpersonal, group, and intercultural communication in organizational settings, or strategic communication practices of organizations with their external audiences/publics. Topics may include: Organizational Communication in the Global Economy; Communication in Healthcare Organizations; Gender and Communication in Organizations; and Communication in Organizational Crisis. (Prerequisites: CO 220 and junior or senior status) Three credits.

**CO 331 American Media/American History**
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. (Pre- or co-requisite: CO 130) Three credits.

**CO 335 Globalization, Media, and Culture**
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. (Prerequisites: CO 130 or IL 10 and junior or senior status) Three credits.

**CO 339 Topics in Media Theory and Criticism**
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 CO 339 up to two times with different topics. (Prerequisites: CO 130 and junior or senior status) Three credits.

**CO 342 Technoculture and Information Society**
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. (Prerequisites: CO 130 and junior or senior status) Three credits.

**CO 345 Communication and the Environment**
This course examines the relationship between communication and the natural environment. We will discover how the media portray the environment, how environmentalism is produced in public opinion, how the news covers environmental stories, how environmental politics is carried out, how advertising relates to environmental issues, and how narratives construct environments. We will also look at environmental advocacy campaigns and environmental communication in the public sphere. Students investigate how values, attitudes, social structure, and communication affect public perceptions of environmental risk and public opinion about the environment. (Prerequisites CO 100, CO 130) Three credits.

**CO 346 Spirituality and Communication**
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. (Prerequisites: CO 200 and junior or senior status) Three credits.

**CO 347 Communication in Healthcare Organizations**
This course explores the organizational communication of modern U.S. healthcare organizations, including: Managed Care, Insurers, Healthcare Systems, and Medicare/Medicade. 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. (Prerequisite: CO 248 or approval of instructor) Three credits.

**CO 348 Risk Communication**
Risk Communication 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. (Prerequisites: ANY of the following: CO 201, 230, 248 or instructor approval) Three credits.

**CO 349 Special Topics: Constructing Social Identities**
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 difference subtitles. (Prerequisites: CO 200 or CO 340 or instructor approval, and junior or senior status) Three credits.

**CO 396/397 Independent Study**
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 only twice. CO 396 is offered in fall; CO 397 is offered in spring. (Prerequisites: junior or senior status and a communication faculty member's sponsorship) Three credits per semester; six-credit limit.

**CO 398/399 Internship**
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. An internship may not substitute for any other required course(s) in the communication program. Students may take an internship twice for credit, one or three credits per semester. CO 398 is offered in fall; CO 399 is offered in spring. (Prerequisites: 3.0 overall GPA, junior or senior status) One or three credits per semester; six-credit limit.

# PROGRAM IN COMPUTER SCIENCE

## Faculty

**Associate Professors**
King, *director*
Spoerri

**Assistant Professor**
Lasseter

The Computer Science program offers a major (B.S.) and a minor, which are received through the Department of Mathematics and Computer Science.

## Major in Computer Science

The major in computer science has the following goals:

- To give the broad-based scientific and theoretical training needed as a foundation for a rewarding and successful career in computer science. This includes fundamental conceptual material that transcends current technology and exposure to the best of current practice.
- To foster discipline and orderly thinking that is used by computer scientists to reach insightful and logical understandings.
- To develop the knowledge and skills needed to exchange ideas with colleagues, specialists in other fields, and the general public.
- To acquaint students with the social and ethical implications of computer technology.

### Requirements of the major

All majors take two required introductory courses, five required fundamentals courses, and three required mathematics courses.

Each major also chooses one of three possible tracks. These tracks allow majors to emphasize an area of interest. Each track has three required courses associated with it. The systems track emphasizes the hardware and software that embody computer systems. The cognitive track emphasizes the relationship between computation and intelligence, as embodied in humans, animals, and machines. The mathematics track emphasizes the relationship between computer science and mathematics.

Each major must choose two additional elective courses from CS courses numbered 300 or higher. Majors must include at least one semester of a lab science toward completing their core requirement in the natural sciences.

Students who are interested in double majoring in computer science and mathematics should meet with either the chair of mathematics or the program director of computer science about course reductions.

**Required Introductory Courses**
(2 courses - 8 credits)

CS/MA 141 Introduction to Computer Science and Programming I (four credits)
CS 142 Introduction to Computer Science and Programming II (four credits)

**Required Fundamentals Courses**
(5 courses - 15 credits)

CS 232 Data Structures
CS 221 Computer Organization and Assembler
CS/MA 231 Discrete Mathematics
CS/MA 342 Theory of Computation
CS 353 Principles of Compiler Design

**One Set of Required Track Courses**
(3 courses - 9 credits)

(a) Systems track courses
- CS 322 Computer Architecture
- CS 331 Operating Systems
- CS 354 Theory of Programming Languages

(b) Cognitive track courses
- CS 343 Analysis of Algorithms
- CS 355 Artificial Intelligence
- CS 391 Cognitive Science Seminar

(c) Mathematics track courses
- CS 343 Analysis of Algorithms
- MA 217 Applied Statistics
- CS/MA 377 Numerical Analysis

**Electives***
(2 courses - 6 credits)

CS 322 Computer Architecture
CS 324 Microprocessors
CS 331 Operating Systems
CS 343 Analysis of Algorithms
CS 351 Database Management System Design
CS 354 Theory of Programming Languages
CS 355 Artificial Intelligence
CS 391 Cognitive Science Seminar

** With permission of the director, systems track students may take an engineering course, including CR 245 Digital Design I and lab, CR 246 Digital Design II, CR 320 Computer Networks, or CR 325 Computer Graphics, as one of their electives.*

**Required Mathematics Courses**
(3 courses - 11 credits)

MA 171 Differential Calculus (four credits)
MA 172 Integral Calculus (four credits)
MA 235 Linear Algebra

**Note:** Evening courses and courses offered through Fairfield University's School of Engineering may not be used toward the computer science major without the written permission of the director of the computer science program.

## Typical Timeline for Majors

| | Credits | |
|---|---|---|
| **First Year** | *Fall* | *Spring* |
| CS 141-142 Introduction to Computer Science and Programming I and II | 4 | 4 |
| MA 171-172 Differential/Integral Calculus | 4 | 4 |
| **Sophomore Year** | | |
| CS 231 Discrete Mathematics | 3 | |
| CS 232 Data Structures | 3 | |
| CS 221 Computer Organization and Assembler | | 3 |
| MA 235 Linear Algebra | | 3 |
| **Junior Year** | | |
| CS 342 Theory of Computation | | 3 |
| CS track or elective courses | 6 | 3 |
| **Senior Year** | | |
| CS 353 Principles of Compiler Design | | 3 |
| CS track or elective courses | 3 | 3 |

**Bachelor of Science – Double Major in Mathematics and Computer Science**
A specific curriculum has been developed in order to allow students to double major in mathematics and computer science. This curriculum is designed to allow the student to complete the double major in four years. If you are interested, please speak with the chair of the department or the director of the computer science program.

## Minor in Computer Science

To earn a 17-credit minor in computer science, students complete:

| | |
|---|---|
| CS/ MA 141 | Introduction to Computer Science and Programming I (4 credits) |
| CS 142 | Introduction to Computer Science and Programming II (4 credits) |
| CS 221 | Computer Organization and Assembler |
| CS 232 | Data Structuress |

One additional CS course numbered 300 or higher.

## Internships

The internship program provides computer science majors with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Internships can be in any one of a number of areas, such as software applications or hardware applications. Internships may be for one or two semesters. Interns are expected to work a minimum of 10 hours per week on-site and complete the required academic component specified by the faculty advisor. An internship may not replace a computer science elective to fulfill the requirement for a major in computer science.

# Course Descriptions

**CS/MA 141* Introduction to Computer Science and Programming I**
This lecture and lab is for students interested in the major/minor or for those who want an exciting and challenging introduction to the field, includes information processing, algorithms, Turing machines, base systems, Boolean logic, the Church-Turing hypothesis, BNF, languages, computer organization, and data representation. Students learn to express their understanding of these topics through problem solving and the art of programming (describing a process precisely and unambiguously). Programming constructs and concepts include variables, looping, conditionals, recursion, arrays, functions, procedures, debugging, top-down design, stepwise refinement, modularization, classes, abstraction, and encapsulation. The primary language is Java; the course explores other languages to illustrate computational equivalence. No previous experience is needed. **This course may be taken to fulfill a mathematics core requirement.* Four Credits.

**CS 142 Introduction to Computer Science and Programming II**
Topics in this continuation of CS/MA 141 include cellular automata, interpreters, universal computers, simulations, binary circuits, graphics, finite state machines, operating systems, and abstract data types. Programming constructs and concepts include static and non-static methods and fields, objects, constructors, overloading, APIs, garbage collection, recursion, LISP, and data structures. The primary language for this lecture and lab course is Java; LISP is also used. (Prerequisite: CS/MA 141) Four credits.

**CS 221 Computer Organization and Assembler**
This course introduces computer organization using several levels of abstraction to represent a simple computer, starting with logic gates, progressing to assembly language, and ending with a high-level programming language. The course concludes with the design of an assembler/simulator for the model computer. (Prerequisite: CS 142) Three credits.

**CS 231/MA 231 Discrete Mathematics**
For course description see MA 231 Discrete Mathematics.

**CS 232 Data Structures**
This course presents problem solving with abstract data types such as lists, linked lists, stacks, queues, and trees. The course revisits recursion and discusses algorithm efficiency. Time permitting, the course includes sorting, reachability, and minimal paths in graphs and their algorithms. (Prerequisites: CS 142 or CS 132; co-requisite MA 231) Three credits.

**CS 322 Computer Architecture**
This course examines the theory of logic design including gates, timing diagrams, truth tables, design of basic arithmetic operations, and control mechanisms, as well as general properties of major hardware components (central processing unit, arithmetic-logic unit, memory, input/output devices) and communication between them (buses, interrupts). Surveys actual computer systems. (Prerequisite: CS 221) Three credits.

**CS 324 Microprocessors**
This course reviews conventional logic design using MSI building blocks: multiplexers, decoders, comparators, arithmetic-logic units, registers, and memory. It introduces microprocessor controllers, applying them to the design of several small projects such as a serial-parallel converter, a four-function calculator, and a traffic-light controller. Students design a process controller as a final project. (Prerequisite: CS 221) Three credits.

**CS 331 Operating Systems**
This course introduces the major system utilities of a general-purpose computer: editors, assemblers, interpreters, linkers, loaders, and compilers. The course then presents the operating system for the computer: command language, access and privacy, management of processes, memory, and input/output devices. (Prerequisite: CS 232) Three credits.

**CS 342/MA 342 Theory of Computation**
This course explores what computers can and can't do. Topics include finite state machines, pushdown automata, Turing machines, and recursive functions; mechanisms for formal languages such as regular grammars, context-free grammars, and context-sensitive grammars; decidable versus undecidable problems. This course is also listed as MA 342. (Prerequisite: CS/MA 231) Three credits.

**CS 343 Analysis of Algorithms**
This course looks at the efficiency of computer algorithms including their use of time and memory. Topics include algorithm complexity measures, determination of upper bounds and mean performance of algorithms, determination of lower bounds for problems, and NP completeness. (Prerequisite: CS 232) Three credits.

**CS 351 Database Management System Design**
This course examines methods for designing and implementing information storage and retrieval systems including specification of information systems, search strategies, index methods, data compression, security, query languages, relational techniques, and performance analysis. Surveys interesting existing database systems. (Prerequisite: CS 232) Three credits.

**CS 353 Principles of Compiler Design**
This course examines the use of language theory and automata theory in the design of compilers and includes symbol table organization, lexical analysis, syntax analysis, and code generation; code generation versus interpretation; and storage management, optimization, and error handling. Students apply learned concepts to the development of a significant part of a compiler. This is the required capstone course for all majors in computer science. (Prerequisites: CS 221, CS 232, and CS 342) Three credits.

**CS 354 Theory of Programming Languages**
Topics in this course include the design of programming languages; organization, control structures, data structures; run time behavior of programs; and formal specification and analysis of programming languages. The course includes a comparative survey of several significantly different languages. (Prerequisite: CS 232) Three credits.

**CS 355 Artificial Intelligence**
This course, which examines computer implementation of processes of thought, includes knowledge representation, games, theorem proving, heuristics, symbolic techniques, neural networks, genetic algorithms, and artificial life. (Prerequisite: CS 232) Three credits.

**CS 377/MA 377 Numerical Analysis**
For course description see MA 377 Numerical Analysis.

**CS 391 Cognitive Science Seminar**
In this course, students explore the intersection of computation and such diverse fields as psychology, neuroscience, philosophy, and linguistics in searching for an understanding of cognition, be it real or abstract, human, animal, or machine. How does the mind work? How do we acquire knowledge, represent that knowledge, and manipulate those representations? Can a computer be conscious? Are animals intelligent? (Prerequisite: CS 131 or CS 141) Three credits.

**CS 392 Computer Science Seminar**
Students take this course, which was designed to cover topics not in the curriculum, by invitation only and are expected to prepare topics under faculty direction. Three credits.

**CS 397/398 Internship in Computer Science**
The internship program provides senior computer science majors with opportunities to gain practical, career-related experience in a variety of supervised field settings. Student interns choose from a wide selection of placements, including computer software and hardware applications, and numerical methods. Interns spend a minimum of 10 hours per week in on-site work, complete a required academic component specified by a faculty advisor, and satisfy the University Internship Policy requirements (available from the Career Planning Center). Students may register for internships during the summer session and/or one or two semesters and may earn a maximum of six internship credits. (Prerequisites: Senior standing, completed application form, acceptance by the field placement supervisor, and approval by the Department of Mathematics and Computer Science.) One-to-three credits per semester.

**CS 399 Independent Study in Computer Science**
Independent study provides students with the opportunity to study areas not covered in the undergraduate curriculum. Under the guidance of a faculty member, advanced students examine an aspect in computer science through reading and research. While the study may focus on a software or hardware project, it must incorporate an analysis of written material comparable to other upper-division elective courses. Students must apply to a professor under whose direction they wish to study and obtain the approval of the department chair. This course does not fulfill the computer science elective requirements for majors. Three credits.

# Non-Major Course Descriptions

**CS 131 Computer Programming I**
This course provides an overview of computer organization and hardware, and an introduction to the science and theory of object-oriented programming including top-down structured program design, problem specification and abstraction, algorithms, data structures, documentation, debugging, testing, and maintenance. The course presents programming applications including input/output, selection, repetition, arrays, functions, and procedures. The course, which also addresses the ethical and social issues in computing, emphasizes communication skills in documentation and design of user interface. Three credits.

**CS 132 Computer Programming II**
This continuation of CS 131 covers additional topics in the science and theory of programming including modular design, recursion, program verification, robustness, and portability. The course presents high-level language programming applications including records, sets, files, class design, inheritance, and polymorphism; introduces data structures such as stacks, linked lists, searching, and sorting; and discusses ethical and social issues in computing. The course continues to emphasize the communication skills introduced in CS 131. (Prerequisite: CS 131) Three credits.

**CS 133 Introduction to C Programming**
This course focuses on the use of C language in top-down structured program design. Topics include C data types, functions, and file input/output. The course introduces software engineering as applied to a project such as a database management system. Three credits.

**CS 233 Introduction to C++ Programming**
This course introduces object-oriented programming using the C++ programming language. The first part of the course introduces C++ extensions the C language such as stream input/output, classes, and operator overloading. The second part of the course focuses on design of a graphics interface and illustrates the object-oriented programming concepts of inheritance, object constructors/destructors, and message passing. Three credits.

# DEPARTMENT OF ECONOMICS

## Faculty

**Professors**
Buss
Deak
LeClair

**Associate Professors**
Franceschi
Lane, *chair*
Miners
Nantz

**Assistant Professors**
Shaw
Vasquez-Mazariegos

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 major also prepares students for advanced study in graduate or professional schools.

## Requirements

Economics majors are urged to take MA 19 Introduction to Calculus, or MA 121-122 Applied Calculus I-II, or MA 171-172 Differential/Integral Calculus to fulfill their core mathematics requirement. Students interested in the bachelor of science degree should take MA 121-122 or MA 171-172, which can be waived with permission of the chair.

### Bachelor of Arts Degree

With its focus on policy analysis and business applications, this degree 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:

EC 11 Microeconomics
EC 12 Macroeconomics
EC 204 Intermediate Microeconomic Theory
EC 205 Intermediate Macroeconomics Theory
Elective Economics Department courses totaling 18 credits.

No more than three 100-level courses may be counted toward the requirements of the major. Additional 100-level courses may be taken as part of the student's distribution of elective courses.

### Bachelor of Science Degree

With its emphasis on quantitative skills and statistical analysis, this degree 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 economics, students complete the following:

EC 11 Microeconomics
EC 12 Macroeconomics
EC 204 Intermediate Microeconomic Theory
EC 204L Intermediate Microeconomics Lab
EC 205 Intermediate Macroeconomic Theory
EC 205L Intermediate Macroeconomics Lab
EC 278 Economic Statistics
EC 290 Mathematical Economics
EC 380 Econometrics
Elective Economics Department offerings totaling nine credits.

A grade of C or better is necessary in the required courses for the bachelor of science degree. No more than two 100-level courses may be counted toward the requirements of the major.

### Minor in Economics

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

EC 11 Microeconomics
EC 12 Macroeconomics
Three elective Economics Department offerings totaling nine credits.

No more than one 100-level economics course may be counted toward the minor.

# Course Descriptions

**EC 11 Introduction to Microeconomics**
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. The course includes computer applications. Three credits.

**EC 12 Introduction to Macroeconomics**
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. The course includes computer applications. (Prerequisite: EC 11 or permission of the instructor) Three credits.

**EC 112 Economic Aspects of Current Social Problems**
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. Three credits.

**EC 114 The Economics of Race, Class, and Gender in the American Workplace**
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. *This course meets the U.S. diversity requirement.* Three credits.

**EC 120 Environmental Economics**
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. *This course meets the world diversity requirement.* Three credits.

**EC 125 Global Competition and Competitiveness**
This course identifies and explores the factors that make products, firms, and nations competitive, using a strong international, case study, and group discussion emphasis. The course draws on examples from manufacturing and service activities in Asia, Europe, and North America. Three credits.

**EC 140 Health Economics**
This course applies microeconomic theory to the health sector of the U.S. economy. 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. Three credits.

**EC 152 Economics of Sports**
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. Three credits.

**EC 185 Regional 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. Three credits.

**EC 204 Intermediate Microeconomic Theory**
This course builds upon and expands the theoretical models of EC 11. 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. Required for all majors. (Prerequisite: EC 11) Three credits.

**EC 204L Intermediate Microeconomic Theory Lab**
In this lab, students actively engage in the science of economics. Activities include lectures on mathematical methods, advanced problem-solving projects, collaborative teamwork experiences, and computer simulations. **Note:** This lab is required of all students pursuing the B.S. in economics; it is optional for students earning the B.A. (Co-requisite: EC 204) One credit.

**EC 205 Intermediate Macroeconomic Theory**
This course, which includes computer applications, analyzes the determination of national income and output; fiscal and monetary tools; and growth, inflation, and stabilization policies. Required for all majors. (Prerequisite: EC 12) Three credits.

**EC 205L Intermediate Macroeconomic Theory Lab**
In this lab, students actively engage in the science of economics. Activities include lectures on mathematical methods, advanced problem-solving projects, collaborative teamwork experiences, and computer simulations. **Note:** This lab is required of all students pursuing the B.S. in economics; it is optional for students earning the B.A. (Co-requisite: EC 205) One credit.

**EC 210 Money and Banking**
This course covers the commercial banking industry, the money market, Federal Reserve operations and policy making, and monetary theory. (Prerequisite: EC 12) Three credits.

**EC 220 Issues in Economic Policy**
After examining economic rationales for government intervention in markets, students analyze microeconomic and macroeconomic policy issues using economic concepts and tools. Topics vary depending on current events. Previous policy issues include welfare reform, markets for human organs, alcohol consumption by college students, the extent to which monetary policy has shaped the post-war business cycle, policy-maker reaction functions, the role of discretionary fiscal policy, the Bush tax cut, and the impact of federal government deficits on the economy. (Prerequisites: EC 11, EC 12) Three credits.

**EC 224 Labor Economics and Labor Relations**
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. (Prerequisites: EC 11, EC 12) Three credits.

**EC 225 Environmental Economics: Tools and Techniques Applied to U.S. Policy**
This in-depth examination of the economic tools used in environmental economics and policymaking 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. (Prerequisite: EC 11 or EC 120, or permission of instructor) Three credits.

**EC 230 Comparative Economic Systems: Asian Economies**
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 – Asian, Eastern European, African, or Latin American. This course, where appropriate, is available for credit in international studies or area studies programs. (Prerequisites: EC 11, EC 12) Three credits.

**EC 231 International Trade**
This course covers international trade theory, U.S. commercial policy (tariffs, quotas), common markets, trade of developing nations, balance of payments disequilibria, and multinational enterprises. (Prerequisite: EC 11) Three credits.

**EC 233 International Economic Policy and Finance**
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. (Prerequisite: EC 12) Three credits.

**EC 235 Economic Development of Third World Nations**
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. *This course meets the world diversity requirement.* (Prerequisites: EC 11, EC 12) Three credits.

**EC 245 Antitrust and Regulation**
This course examines the relationship between government and business, reviewing antitrust laws and cases in terms of their impact on resource efficiency. It

develops the format of agency command and control regulation with specific examples from the federal sector. (Prerequisite: EC 11) Three credits.

**EC 246 Law and Economics**
This course introduces topics from central areas of the common law: property, contracts, torts, and criminal law. The course is intended for students who desire an understanding of the important role of law in modern society or who are considering graduate study in law. It explains the development of the law and legal institutions in terms of the basic tools of economic reasoning. (Prerequisite: EC 11) Three credits.

**EC 250 Industrial Organization**
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. (Prerequisite: EC 11) Three credits.

**EC 252 Urban Economics**
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. (Prerequisites: EC 11, EC 12) Three credits.

**EC 265 Distribution of Income and Poverty in America**
Students examine various theories of economic justice so that the actual distribution of income in the United States can be analyzed. The course considers factors that cause changes in income distribution and in the number of persons in poverty. *This course meets the U.S. diversity requirement.* (Prerequisites: EC 11, EC 12) Three credits.

**EC 273 History of Economic Thought**
This course examines the development of economic thought from ancient times to the present. (Prerequisites: EC 11, EC 12) Three credits.

**EC 275 Managerial Economics**
Students apply economic concepts and theory to the problem of making rational economic decisions. Topics include inventory control, decision-making under risk and uncertainty, capital budgeting, linear programming, product pricing procedures, forecasting, and economic versus accounting concepts of profit and cost. The course includes computer applications. (Prerequisite: EC 11) Three credits.

**EC 276 Public Finance**
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. (Prerequisites: EC 11, EC 12) Three credits.

**EC 278 Statistics**
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. (Prerequisites: EC 11, EC 12) Four credits.

**EC 290 Mathematical Economics**
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. (Prerequisites: EC 11, EC 12, and MA 19 or equivalent) Three credits.

**EC 298 Independent Study**
For economic majors only, this course is open to seniors by invitation or mutual agreement with the instructor. Three credits.

**EC 299 Internship**
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. (By invitation only) Three credits.

**EC 306 Business Cycles and Economic Forecasting**
This course considers the nature and causes of business cycles, developing tools to analyze past fluctuations and to forecast future trends. The course emphasizes theory and practical applications. (Prerequisite: EC 205) Three credits.

**EC 320 Financial Markets and Institutions**
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. (Prerequisite: EC 210) Three credits.

**EC 380 Econometrics**
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. (Prerequisites: EC 11, EC 12, and EC 278) Three credits.

**EC 398 Senior Seminar**
Limited to senior majors in economics, 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. (Prerequisite: permission of the instructor) Three credits.

**PROGRAM IN**
# EDUCATION

## Faculty

Calderwood *(chair, Department of Curriculum and Instruction)*
Alibrandi
Amirshokoohi
Burrell
A. Campbell
Goldberg
Kazempour
Kohli
Smith
Welles-Nyström

**Advisors**
Beal (Physics)
Bowen (English)
Bucki (History)
Greenberg (Politics)
Harriott (Biology)
J. Johnson (Spanish)
Lane (Economics)
Nash (Music)
O'Connell (Chemistry)
Sourieau (French)
Weiss (Mathematics)
R. White (Sociology and Anthropology)

The Curriculum and Instruction Department, located in the Graduate School of Education and Allied Professions, in close collaboration with the College of Arts and Sciences, offers a variety of planned programs for undergraduates aspiring to earn certification as K-12 music educators or as secondary educators in science, math, English, social studies, and world languages along with their bachelor's degrees. Candidates are advised by the faculty advisors in their majors and by faculty in the Department of Curriculum and Instruction.

We offer preferred admission into our graduate programs to qualified juniors and seniors, regardless of whether they have enrolled in our traditional 4-year undergraduate certification track previously. Qualified candidates will be permitted to enroll in graduate education courses during their senior year and will be mentored by the graduate faculty during their senior year. Candidates accepted for preferred admission to the graduate programs will be offered individually planned programs that blend elements of the traditional undergraduate courses and graduate courses. Please contact Dr. Calderwood, chair of the Curriculum and Instruction Department, for further information.

Our programs for aspiring teachers are organized around reflective inquiry and socially responsible professional practice. 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 (University faculty, experienced and aspiring classroom teachers, and community members and leaders) work together to create and sustain exemplary learning environments that empower 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.

Decisions for formal admission to the undergraduate teacher education programs are made three times a year. The deadlines for submission of application materials are February 15, April 15, and October 1. Admission information sessions for all programs are offered each semester, and the faculty of the Curriculum and Instruction Department are available for personal conferences by appointment throughout the year.

Through our undergraduate and graduate teacher education programs, candidates may be certified in one of the following subject areas:

Secondary (grades 7-12 and departmentalized instruction in grades 4, 5, and/or 6) English (language arts), history/social studies (history, sociology/anthropology, politics, economics), natural sciences (biology, chemistry, general science, or physics), mathematics, world languages (French, German, Spanish, or Latin), and K-12 music education. (Elementary certification must be completed at the graduate level, but may be started as a senior).

To be admitted to the undergraduate teacher education programs, or to earn preferred admission status to our graduate programs in elementary and secondary education, students must:

1. Possess and maintain an overall minimum GPA of 2.67.
2. Pass or waive the Praxis I testing requirement.
3. Major in an appropriate discipline.
4. Submit an application.
   a. Attach an essay that examines an understanding of oneself as an educator.
   b. Attach two letters of recommendation.
5. Interview with the faculty.
6. With faculty guidance, determine a plan of study.
7. Submit a declaration of minor form.

To waive the PRAXIS I requirement, a candidate must have a minimum SAT score of 1100, with verbal and mathematics sub-scores of 450 or higher. **Note:** For candidates who took the SAT prior to April 1, 1995, the overall required SAT score is 1000, with a score of at least 400 in both sub-tests. Applications for admission to the education minor may be obtained from the chair of the Curriculum and Instruction Department. Early application to the minor is recommended. While candidates may complete a maximum of six credits in education coursework before formal admission to the minor, they cannot continue past this point until they have been formally declared.

All certification programs include a required student teaching experience. Frequently, this occurs in the spring semester of the senior year. Candidates must complete all coursework and student teaching and pass the appropriate PRAXIS II or ACTFL content test(s) before they receive an institutional endorsement for state certification. Students seeking certification in one of the world languages must pass the appropriate oral and written ACTFL tests at or above the advanced low level.

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 Graduate School of Education and Allied Professions and outlined in the ethical codes of their chosen profession.

## Minority Teacher Incentive Grants

The Minority Teacher Incentive Grant Program provides up to $5,000 a year for two years of full time study in a teacher preparation program – usually junior or senior year, as long as you are an admitted education minor and complete all the requirements.

As an added bonus, you may receive up to $2,500 a year, for up to four years, to help pay off college loans if you teach in a Connecticut public elementary or secondary school.

*To qualify,* you 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 Curriculum and Instruction Department.

*To apply,* obtain a nomination form from www.ctdhe.org/mtigp.htm.

### Course Requirements for candidates seeking secondary or music certification concurrent with their undergraduate degree

All candidates following the traditional 4-year route in these certification programs must take the following courses leading to initial educator certification. Candidates seeking preferred admission to a graduate program or permission to take graduate education courses will be advised about requirements by the graduate faculty:

| | |
|---|---|
| ED 241** | Educational Psychology |
| ED 329** | Philosophy of Education: An Introduction (acceptable as third course in Area III provided the student has been admitted and completes the education minor) |
| ED 350 | Special Learners in the Regular Classroom |
| ED 363 | Methods of Teaching in Secondary Schools |
| | **OR** |
| ED 362 | Special Methods in Secondary School English |
| ED 381 | Directed Observation and Supervised Student Teaching (12 credits) |
| ED 382 | Student Teaching Seminar |
| MD 300 | Introduction to Educational Technology |
| SO 162** | Race, Gender, and Ethnic Relations |
| History** | one semester of a survey course in U.S. history covering 50 or more years. A list of acceptable courses may be obtained from the Department Chair. |

*** Double-counts toward core requirements*

In addition, candidates must complete all coursework in their major area of study and the following discipline-specific coursework or requirements.

## Secondary Certification in English

English majors seeking certification must also take the following:

| | |
|---|---|
| ED 369** | Developmental Reading in the Secondary School |
| EN 305* | Literature for Young Adults |
| EN/W 311* | Advanced Composition for Secondary School Teachers |
| EN/W 317* | Traditional and Structural Grammar |

** Double-counts toward English major*
*** ED 369 is offered through the Graduate School of Education and Allied Professions*

## Certification in History/Social Studies

Candidates majoring in history can earn this certification by:

- completing the history major (including study in U.S. history, western civilization or European history, and non-western history); and
- earning a total of 18 credits in the social sciences; coursework must be selected from each of the three following disciplines: economics, politics, and sociology/anthropology. Note: SO 162 Race, Gender, and Ethnic Relations must be taken and may be counted as one of the social science courses. It will also count toward the core requirement in the social sciences.
- Candidates majoring in economics, politics, or sociology/anthropology may earn this certification by:
- completing all coursework in their major;
- earning a total of 18 credits in history, including courses dealing with U.S. history, western civilization or European history, and non-western history (such courses can include HI 30 and the second core requirement in history); and
- completing one additional three-credit social science course (economics, politics, or sociology) outside of their major. Note: This course may be double-counted toward the core requirement. SO 162 Race, Gender, and Ethnic Relations must be taken and may be counted toward this requirement. It will also count toward the core requirement in the social sciences.

## Certification in the Natural Sciences

Candidates majoring in one of the natural sciences (biology, chemistry, or physics) may earn certification in that science by completing their major coursework. A certification in general science (includes coursework in biology, chemistry, physics, and earth science) is also available through Fairfield University.

## Certification in Mathematics

Candidates must complete a major in mathematics, including study in calculus and geometry.

## Certification in World Languages: Modern (French, German or Spanish) or Ancient (Latin)

Candidates must complete the major coursework in the language of the intended certification (modern or classical). When a valid secondary world language certificate is held, the holder can add an elementary world language endorsement by successfully completing an additional six credits: three semester hours of credit in language acquisition in young children and three semester hours of credit in methods of teaching a world language at the elementary level. Courses satisfying these content areas are available at the graduate level. Seniors may take these courses with permission from the CAS Dean's office and the instructor.

## Certification in Music

Candidates seeking music certification are required to take all education courses as other candidates with the following exceptions:

- In place of MD 300 Introduction to Educational Technology, music candidates will take MU 363 Music Technology for Music Educators
- In place of ED 363 Methods of Teaching in Secondary Schools, music candidates will take MU 360 Elementary General Music Methods, MU 361 Choral Conducting Methods, and MU 362 Secondary Instrumental Methods.

Music candidates must also complete an Instrumental Practicum.

## Academic Advisement Note

Candidates must also seek academic advisement from the special advisor for education certification in their major and an educator advisor to insure that planned program requirements are fulfilled for both the education minor and their major and core.

Descriptions of the education courses leading to initial certification are found below. Descriptions for all other courses are found under appropriate departmental course listings.

# Undergraduate Teacher Education Course Descriptions

**(graduate teacher education course listings are available in the GSEAP catalog)**

**ED 241 Educational Psychology**
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. Three credits.

**ED 329 Philosophy of Education: An Introduction**
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 roam 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. This course includes a 20-hour service learning experience in an approved, ethnically diverse public school setting. Three credits.

**ED 362 Special Methods in Secondary School English**
This course focuses on the organizational pattern in which English can best be taught and analyzes the effectiveness of various methodologies in bringing about changes in the language usage of young people. The course also considers such factors as appropriate curricula materials; methods of organization; approaches to the study of literature; and procedures most cogent in the field of grammar, composition, oral communication, and dialogue. The course includes required field work with a practicing English teacher in a secondary school setting. (Prerequisites: Submission of a résumé, a one-page philosophy of education writing sample, a data form, and permission of the instructor) Three credits.

**ED 363 Teaching Methods for Secondary School**
This course includes a comprehensive study of the principles, methods, and materials necessary for teaching in the middle, junior, and senior high schools. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching specific subject areas through readings, subject-area reports, and the design of an instructional unit. Candidates practice teaching techniques in videotaped mini-teaching sessions and during field work experiences. The course requires a field service component working with a classroom teacher. Guidance on certification issues is provided. (Prerequisites: Submission of a résumé, a one-page philosophy of education writing sample, a data form, and permission of the instructor) Three credits.

**ED 369 Developmental Reading in the Secondary School**
Topics include methods and materials for improving reading and study skills at the secondary level and the application of developmental reading skills in all curriculum areas. Three credits.

**ED 381 Directed Observation and Supervised Student Teaching**
This course offers a semester-long experience in a local public school for qualified candidates for secondary teaching. Candidates engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates participate in group seminars one afternoon each week where they discuss their experiences and issues pertinent to teaching in today's classrooms. Candidates participate in individual conferences and receive assistance from their University supervisors and the cooperating teacher(s) who is BEST trained. Candidates must submit an application for placement with the director of student teaching placement in the prior semester. (Prerequisite: formal acceptance into the education minor; completion of all pre-practicum requirements) Twelve credits.

**ED 382 Student Teaching Seminar**
This weekly seminar is taken concurrently with student teaching. The seminar focuses on the issues and problems faced by student teachers and on the culture and the organization of schools. Although much of the subject matter of the seminar flows from the on-going student teaching experience, attention is paid to issues such as school governance, codes of professional conduct, standards for teaching, CMT/CAPT, school and district organizational patterns, classroom management, conflict resolution, communication with parents, sensitivity to multicultural issues, inclusion, and dealing with stress. The job application process, including résumé writing, interviewing, and the development of a professional portfolio, is supported during the seminar. Three credits.

**MD 300 Introduction to Educational Technology**
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; MSOffice 2000 applications; developing home pages; evaluating software; and examining new technologies for education. A field experience is included in this course. Lab fee: $45. Three credits.

## DEPARTMENT OF ENGLISH

# Faculty

**Professors**
Boquet
Bowen
Bridgford
Rajan
Simon, *chair*
M.C. White

**Associate Professors**
Bayers
Epstein
Gannett
Garvey
O'Driscoll
Petrino
Sapp

**Assistant Professors**
Chappell
Kelley
Lopez
Mullan
Pearson
Perkus
R. Regan
Xie

**Emeritus Professors**
Menagh
M. Regan
N. Rinaldi

**Visiting Assistant Professor**
Duva

**Lecturers**
Baumgartner
Bellas
Borise
Burlinson
Burns
Cavanaugh
Cox
Feigenson
Ginolfi
Haas
Krauss
Liftig
Magas
Mangels
Moliterno
Orlando
Ostrow
Pascucci
Pichlikova
Redlich

J. Rinaldi
Rogers
Santopatre
Silverman
Sweeney
Whitaker
M.M. White
Wilson
Zowine

The English Department offers a lively and diverse program with courses in literature and writing. As an academic discipline, the study of English has the following goals:

- To acquaint the student with the various types of imaginative literature such as the novel, the short story, poetry, and drama.
- To develop the student's analytic and organizational skills through the interpretation of literature and through an individual's own writing.
- To give the student further experience in the organization and effective articulation of ideas in writing, including in some cases preparation for careers as professional writers or for careers where strong writing skills will be an asset.

## Requirements

### English Major

For a 30-credit major in English, students must take 10 English courses beyond EN 11-12. Of these ten courses, five must be designated as core literature courses and five must be designated as department electives.

**Department Core Courses**
The purpose of the department core requirement is to expose students to the relationship between the experience of literature and the contexts of history, genre, theory, and societal position, and to provide all majors with a shared but flexible pattern of study. In order to fulfill the core requirement, each major must take at least one course from each of the following five literature areas.

| | |
|---|---|
| Area I | pre-1800 literature |
| Area II | 19th-century literature |
| Area III | 20th-century literature |
| Area IV | the ways in which genre affects the production and reception of literature |
| Area V | the ways in which theoretical and/or societal positions affect the production and reception of literature |

If a course is listed as fulfilling more than one of these core requirements, the student may use it to fulfill only one of those requirements.

**Department Electives**
The department electives enable students to pursue a directed program of study that is responsive to their own interests and needs. To fulfill the department elective requirement, students are encouraged to develop, in consultation with a departmental advisor, a unified program of study. The students can concentrate on just literature courses, just writing courses, or a combination of both.

If the student chooses to use just writing courses to fulfill the department electives, there are three writing concentrations that students have the option of following: creative writing, journalism, or professional writing. The required courses for each concentration are as follows:

**Concentration 1: Creative Writing**
This sequence is designed for those students seriously committed to becoming fiction writers, poets, or non-fiction writers, and for those students who want to pursue a career in the field of publishing or editing. Recent Fairfield students have had their work published in such national literary magazines as *Quarterly West, Indiana Review, The Spoon River Poetry Review,* and *Connecticut Review*. Students have interned at magazines such as *The New Yorker* and *Cosmopolitan*, and at publishers such as HarperCollins, and St. Martin's Press. In addition to outside internships, students can, with permission of the editor, receive academic credit for working on Fairfield's national literary magazine, *Dogwood: A Journal of Poetry and Prose*.

The concentration includes the following:

**Introductory courses** –
Students take two of the following:

| | |
|---|---|
| EN/W 200 | Creative Writing |
| EN/W 202 | Creative Writing Poetry I |
| EN/W 205 | Creative Writing Fiction I |

**Specialized courses** –
Students take at least one of the following:

| | |
|---|---|
| EN/W 204 | Creative Writing Drama |
| EN/W 302 | Creative Writing Poetry II |
| EN/W 305 | Creative Writing Fiction II |
| EN/W 340 | The World of Publishing: Working on Fairfield's *Dogwood Magazine* |

**Capstone course** –
Students take one of the following:

| | |
|---|---|
| EN/W 345-346 | Internship |
| EN/W 347-348 | Independent Writing Project |
| EN/W 350 | Special Topics in Writing |

Students also must complete a fifth EN/W course of their own choosing.

**Concentration 2: Journalism**
The journalism sequence is designed for students interested in strengthening their news gathering, reporting, and writing skills. Many such students pursue careers at newspapers, magazines, radio/television stations, Web sites, and marketing and publishing companies. Students interested in careers in public relations especially find it useful. Participants often complete some coursework, then gain practical experience through the campus media. They complete their coursework, then gain more practical experience through internships.

The concentration includes the following:

**Introductory courses** –
Students take two of the following:

EN/W 220 News Writing (must be taken before any other journalism course)
EN/W 222 Journalism Editing and Design,

**Specialized courses** –
Students take at least one of the following:

EN/W 320 Writing the Feature Story
EN/W 321 Broadcast News Writing
EN/W 323 Visual Journalism
EN/W 324 Political and Government Reporting
EN/W 325 Environmental Reporting
EN/W 326 Contemporary Journalism
EN/W 330 Literary Journalism
EN/W 340 World of Publishing

**Capstone course** –
Students take at least one of the following:

EN/W 345-346 Internship
EN/W 347-348 Independent Writing Project (can be taken twice; one semester experience with *The Mirror* and EN/W 220 are prerequisites)

Students also must complete a fifth EN/W course of their own choosing. Students can start the journalism sequence as early as spring semester in their freshman year. After completing EN 11 (the first-year writing course), they can take EN/W 220 News Writing simultaneously with EN 12 (the first-year literature course). This makes it easier for students to complete all journalism coursework by the end of the junior year and concentrate on internships in the senior year.

**Concentration 3: Professional Writing**
The professional writing sequence is designed for students who want to strengthen their writing and speaking skills as preparation for careers in business, technology, industry, government, or education. People who make information accessible, usable, and relevant to a variety of audiences are professional writers. To some extent, effective professional writing is an art because it requires an instinct for clear writing and good visual design. More importantly, however, professional writing is a science in that it is a systematic process that involves key principles and guidelines. Internships are available to students in the professional writing concentration, including placements in corporate communication, the non-profit sector, technical writing, public relations, and the mass media.

The concentration includes the following:

**Introductory course** – required
EN/W 332 Business Writing

**Specialized courses** –
Students take at least three of the following:

EN/W 214 Professional Presentations: Writing and Delivery
EN/W 222 Journalism Editing and Design
EN/W 310 Advanced Composition
EN/W 335 Technical Writing
EN/W 336 Issues in Professional Writing
EN/W 338 Persuasive Writing
EN/W 339 Grant and Proposal Writing

**Capstone course** –
EN/W 345-346 English Internship

Students must also complete any fifth EN/W course of their choosing.

**English Major with a Minor in Secondary Education**
English majors who complete the minor in secondary education can prepare for careers teaching English in secondary schools. (See Program in Education, page 89.) To prepare for student teaching and the Praxis exams, we recommend that students take the following courses as part of their English major: EN 251 British Literature Survey I; EN 252 British Literature Survey II; EN 381 American Romanticism; one course on Shakespeare; one course on African-American literature. Qualified students minoring or majoring in English are given preferred admission status in the graduate programs in Elementary, Secondary and TESOL education. Please contact Prof. Bowen or the chair of the Curriculum and Instruction department for additional information about minoring in education.

### English Minor

The English minor can be completed in two different ways:

1. At least five English courses beyond EN 11-12 must be taken. These may all be in literature, all in writing, or a mixture of the two. The core requirement of a third English course, in literature, can count toward this minor.
2. Any of the three writing concentrations, as outlined above, may be taken. EN 11, EN 12, and the core requirement of a third English course, in literature, cannot count toward a writing sequence.

## Course Descriptions

**EN 11 Composition and Prose Literature**
This course introduces students to the writing and reading skills and strategies that best prepare them for the writing tasks they will encounter at the university level and beyond. The course accomplishes its goals through student-generated writing and the study of essays and other forms of literary nonfiction. **Note:** EN 11, or its equivalent, is a prerequisite for EN 12. *Designated sections meet the U.S. diversity requirement.* Three credits.

**EN 12 Introduction to Literature and Writing the Research Paper**
This course provides a study of drama, fiction, and poetry as they reflect literary and cultural approaches to the individual's experience and society. EN 12 covers critical writing as an extension of composition in EN 11. This course also teaches students to write a thesis-driven, coherently developed research paper that incorporates and documents sources. (Prerequisite: EN 11 or its equivalent) *Designated sections meet the U.S. diversity requirement.* Three credits.

## Literature Courses

**EN 203/CL 103 Masterpieces of Greek Literature in English Translation**
This course surveys major works of ancient Greek literature with an emphasis on the content of this literature as a key to understanding classical Greek civilization and as meaningful in a contemporary context. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 221/CL 121 Myth in Classical Literature**
This course introduces students to classical mythology through an examination of the diverse ways in which myth and legend are treated in the literature of ancient Greece and Rome. Students read texts in English translation; knowledge of Greek or Latin is not required. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 222/CL 122 Greek Tragedy in English Translation**
An intensive study in translation of the surviving works of Aeschylus, Sophocles and Euripides. Knowledge of Greek is not required. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 248 Allegory and Fantasy**
In EN 11 and EN 12, students experience several modes of essay writing and the genres of fiction, drama, and poetry. This course offers advice and practice in responding to allegory, another genre of literature, which can be found in prose and in epic poetry. Understanding allegory is an enjoyable and liberating task. The dramatized metaphors of allegorical characters, places, objects, and events are best viewed in ways that are neither reductive nor simplistic, but are flexible, non-doctrinaire, and open to transformation. Fantasy literature at its best is also more allegorical, provoking the reader not to escape reality but to engage reality more fully. Authors in this course may include E. M. Forster, Nathaniel Hawthorne, Barbara Kingsolver, C. S. Lewis, Flannery O'Connor, J.R.R. Tolkien, Voltaire, and Kurt Vonnegut. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 249 Literacy and Language**
This course examines the concept of literacy in the United States. Students explore four questions: How did they themselves become literate? How has literacy been defined in U.S. history? How do children learn to write? and, Why do 30 million American adults have severely limited literacy? Students will have the opportunity to put theory into practice by working with young children on literacy and school readiness, through the serve-learning component of the course. (Prerequisite: EN 12 or equivalent.) Service-learning option. *This course meets the U.S. diversity requirement.* Three credits.

**EN 250 The Epic Hero**
This course ranges from Homer to J.R.R. Tolkien. The epic writer employs a vast canvas in telling his story, giving us a picture of an entire civilization. His hero embodies the highest values of his society and represents that society against the forces of chaos and evil. The course focuses, then, on the changing image of the hero, particularly as presented in the *Iliad, the Odyssey, the Aeneid,* and *The Lord of the Rings*. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 251 British Literature Survey I**
This course introduces the major styles, themes, genres, authors, and periods of British literature from the Middle Ages to the 18th century. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 252 British Literature Survey II**
This course introduces the major styles, themes, genres, authors, and periods of British literature from the romantic period through the 20th century. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 253 The African-American Literary Tradition**
African-American literature exemplifies and challenges the humanist tradition; in fact, its diversity of voices, modes of representation, and the conditions of its production interrogate the very concept of tradition. This survey course examines the development of African-American literature from 1770 to the present, as well as its place within the American literary canon. The course uses themes of literacy, identity, and authority to trace this literature's history from Phillis Wheatley's 18th-century role in defining American poetry through the slave narrative to the New Negro Renaissance, the Civil Rights movement, and African-American postmodernism. *This course meets the U.S. diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 254 Chivalric Romance**
The knight of chivalric romance is one of the most enduring legacies of medieval culture. He is warrior and lover, loyal to his lord and to his lady, even when, as is so often the case, these loyalties collide. This course traces the history and development of this enormously popular and enduring genre, beginning with the invention of courtly love and the formation of the legend of King Arthur. It focuses on the seminal 12th-century French romances and important, representative works from Germany and England, and concludes with the challenges posed to the genre and its values by late medieval and early modern culture, as represented by Malory and Cervantes. Issues include narrative structures and motifs; the depiction of nature and civilization; the stylized representation of gender and class; the interplay of reality and fantasy; theories of authorship and audience; and connections to history-writing and to other literature. Students read all texts in modern English translations. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 255 Shakespeare**
Students study Shakespeare's career as dramatist using plays drawn from his farces, romantic comedies, history plays, tragedies, and romances, including *The Taming of the Shrew, Richard III, A Midsummer Night's Dream, Hamlet, Othello, King Lear,* and *The Tempest*. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 256 Myths and Legends of Ireland and Britain**
This course examines the literature of early medieval cultures of Ireland and Great Britain, with special attention to Celtic culture. Divided into four parts, the course focuses on the Irish Táin Bó Cuailnge, the Welsh Mabinogion, the Latin Christian legends of English and Irish saints, and the Old English epic Beowulf. Critical issues include paganism and Christianity; conceptions of law, kinship, and nationhood; warrior culture and the idea of the hero; the status of art and poetry; morality and literacy; the natural and the supernatural; and the construction of gender. The course also pays attention to the arts and artifacts from these medieval cultures. Students read all texts in modern English translations. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 257/IT 289 Dante**
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. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 258 Special Topics in Literature**
Special topics are offered on an experimental or temporary basis to explore literature topics or approaches that are not included in the established curriculum. Course content varies from semester to semester, depending on the professor, and may range from texts by one single author, to emergent, global literatures, and innovative or experimental ways of combining authors, periods, and genres in literature. Students are allowed to take this course twice under different rubrics. *Designated sections meet the U.S. diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 260 Understanding Poetry I**
Offered for students with no previous knowledge of poetry, those who wish to develop and enrich their understanding of the genre, and students who have experienced difficulty understanding poetry in the past, this course includes selections from narrative, epic, and lyric poetry, with concentration on shorter lyric poems. The course also includes readings and discussions with visiting poets. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 261 Understanding Poetry II**
This course concentrates on reading longer narrative and lyric poems to study the work of individual poets. The work includes readings and discussions with visiting poets. EN 260 is an appropriate, but not a necessary, prerequisite; students who have not taken EN 260 should read Perrine's *Sound and Sense* or any other introduction-to-poetry text in preparation for the course. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 262 Understanding Drama**
By means of close reading of selected plays representing the major types of drama, students are introduced to both these types and the general work of drama as a special way of presenting the self in everyday life, as well as illuminating the human condition in a local-particular way. Drama is essentially a literary blueprint for theatre or performance, which is, in turn, the ideal end or fulfillment of drama. Therefore, where available, audio-visual resources are used to augment the reading of plays. Students are also encouraged to attend play productions by theatres in the immediate area, Theatre Fairfield included. (Prerequisite: EN 12 course with section on drama or equivalent) Three credits.

**EN 263 Introduction to Contemporary World Literature**
This course reviews recent fiction from around the world, including works from such places as 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 in order to develop a stronger awareness of different types of subjectivity in a global context. Non-majors seeking to fulfill the English core requirement and beginning English majors may take this course. *This course meets the world diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 264/TA 120 American Drama**
See TA 120 for course description. *This course meets the U.S. diversity requirement.* Three credits.

**EN 265 Major Works of World Literature**
This course surveys major works of world literature from ancient times to the present. Because the works are chosen from a broad span of cultures and periods, the course focuses on the function of literature: What kinds of stories do people tell about their societies? What are their major concerns, and how are these represented in fiction? How can we compare stories from one culture or period with those from another? The course discusses genre and style as well as content. Books include *The Epic of Gilgamesh, Boccaccio, Marguerite de Navarre, Madame de Lafayette,* and *Gabriel Garcia Marquez*. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 266 The Russian Novel and Western Literature**
This comparative study of major Russian authors of the 19th century and their contemporaries in France, Germany, England, and America 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, Gogol, Lermontov, Dostoevsky, Turgenev, and Tolstoy. Topics include the role of marriage and attitudes towards the family, urban versus rural existence – especially the role of the city – the fantastic in literature, narrative technique, and the development of 19th-century fiction. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 267 Modern British Literature**
Students study Conrad, Joyce, Lawrence, and Virginia Woolf – writers who profoundly changed the shape of the novel, a change also reflected in the writings of Evelyn Waugh, Graham Greene, George Orwell, and Aldous Huxley. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 268 The Irish Short Story**
This course examines the Irish short story, stressing its development from 1903, with the creation of a national literature in English, to the present. The course focuses on the deeply rooted oral tradition, the Anglo-Irish tradition, and the native Irish tradition. Topics include the Irish literary revival, Irish family life, and the Irish revolution as treated in the short story. Authors include George Moore, James Joyce, Liam O'Flaherty, Maria Edgeworth, Elizabeth Bowen, Edna O'Brien, Mary Lavin, Daniel Corkery, Frank O'Connor, Sean O'Faolain, and William Trevor. Students view several films including *Man of Aran, The Dead,* and *Michael Collins*. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 269 Modern Irish Drama**
This introductory survey course in 20th-century Irish drama includes the plays of Sean O'Casey, J.M. Synge, W.B. Yeats, Lady Gregory, Samuel Beckett, Brian Friel, Theresa Deevey, Frank McGuiness, and Sebastian Barry. The course considers the work of Irish repertory theatre groups from the Abbey and Gate theatres of Dublin, the Lyric of Belfast, and the Irish Language Theatre of Galway. Students view videos from the Lincoln Center Performing Arts Library with renowned Irish performers such as Siobhan McKenna, Barrie Fitzgerald, and Jack McGowan and attend Irish plays performed at the Irish Arts Center and the Irish Repertory Theater in New York City. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 270 Studies in American Literature**
This course begins with a survey of the Puritan background to American literature and the writings of the early republic. The course emphasizes the early national period and the romantic phase in American literature leading up to the Civil War. Writers studied include Irving, Cooper, Melville, Poe, Emerson, Thoreau, Hawthorne, and Whitman. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 271 The Frontier in American 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, Peckinpagh, and Eastwood. Formerly EN 385. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 272 Development of the American Short Story**
This course traces the development of the American short story from its emergence in the literary-historical context of 19th-century America to its maturity in the 20th century. It explores most intensively the writings of Poe, Hawthorne, James, and Hemingway, but considers, as well, the contributions to the genre of Irving, Crane, and numerous other writers. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 273 Irish-American Literature**
This course examines the Irish voice in American literature during the past 200 years. Rooted in the 18th century, proliferating in the 19th, and flourishing in the 20th century, Irish-American literature is one of the oldest and largest bodies of ethnic writing produced by a single American immigrant group. The course focuses mainly on Irish-American writing of the 20th century, although a sampling of earlier works is also studied. The authors include Finley Peter Dunne, F. Scott Fitzgerald, Eugene O'Neill, John O'Hara, James T. Farrell, J.F. Powers, Edwin O'Connor, Maureen Howard, J.P. Donleavy, Peter Hamill, William Kennedy, Mary Gordon, Frank McCourt, Alice McDermott, and Dennis Smith. Formerly EN 373. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 274 American Literature and the Environment**
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, Thoreau. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 275 Victorian Poetry and Poetics**
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. Formerly EN 367. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 276 Life and Print Culture in Eighteenth-Century London**
What was it like to live in eighteenth-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 cared 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. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 277 American Social Protest Literature**
This course explores the long tradition of non-violent social protest in American literature. We will examine how many writers have challenged their contemporaries to become aware of issues that continue to be important—race, class, Indian rights activism, environmentalism, war, and religion. Students will keep a journal in which they reflect on the literature and develop strategies for changing themselves and the world around them. A final project will ask students to consider ways to raise awareness about a social issue at the University or larger community. Selected writers include Stowe, Davis, Thoreau, Crane, Douglass, Steinbeck, King, Wright, and Ginsberg. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 278 Irish Women Writers**
A study of Irish women writers, both Anglo and Gaelic, from 19th-century fiction to 20th-century poetry. The course focuses on the cross-cultural differences between these two groups, one privileged, the other marginalized, and perhaps who 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, mythology, the tradition of the storyteller, and the roles of religion and politics in the society. Among the authors to be explored are Maria Edgeworth, Lady Morgan, Somerville and Ross, Elizabeth Bowen, Lady Gregory, Marina Carr, Peig Sayers, Mary Lavin, Edna O'Brien, Eilis Ni Dhuibhne, Eavan Boland, Nula Ni Dhomhnaill, and Medbh McGuckian. A contemporary film is shown as well. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 279 Irish Literature**
This course surveys Irish literature, including drama, poetry, and prose, from the eighth century to the present. The course includes a study of the Irish Literary Renaissance (Yeats, Synge, Lady Gregory, the Abbey Theatre) as well as the work of more recent Irish writers (Seamus Heaney, Eavan Boland, Brian Friel, Edna O'Brien) and some study of contemporary Irish film. Formerly EN 369. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 284 Writers of the Asian Diaspora**
This course examines the phenomenon of the explosion of Asian fiction/cinema in the west, particularly in the United States, in an effort to understand the concepts of diaspora, colonial histories, border identities, and cultural and ethnic representations. Students read novels, see films, and view artworks that deal with the interpellation, for example, of contemporary Indian, Pakistani, Chinese, Japanese, Bangladeshi, Vietnamese, and Sri Lankan writers/artists into western culture to analyze the burdens of traditions and the arbitrariness of modernity. *This course meets the U.S. diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 285 The Modern Tradition: International Short Fiction**
Students study important works of short fiction from around the world written during the last century. 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 text selection. Through textual analysis, students compare and contrast various versions of the modern experience as produced by such authors as Gogol, Melville, Mansfield, Joyce, Lawrence, Cather, Tolstoy, Chekhov, Kafka, Hemingway, Lessing, Borges, Barth, Boll, Mishima, Achebe, Erdrich, and Atwood. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 286 Asian America: The Challenge to Citizenship**
Asian American writers, artists, and filmmakers are complicating the notion of identity to explore new ideas and critical questions around citizenship. This is a notable shift that broadens the concept of both political and cultural belonging for the second-largest immigrant minority. The course will examine how Asian American filmmakers are adapting genre categories such as realism (documentary), romance (musicals), and comedy (animated/silent film) to both stress their historical presence in the U.S., to claim American citizenship, and to challenge racist stereotypes of "aliens" as outsiders and foreigners. *This course meets the U.S. diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 287 Globalization Theories and Narrative Critiques**
This course will teach students how globalization is defined by major theorists, and to interpret the effects of its massive and random forces. Students will grasp the differences between economic, political, and cultural explanations and actual impact of globalization. The theories will be tested against new literatures to see how novelists manipulate the forces of globalization—such as explaining the feminization of poverty, ethnic cleansing, human rights violations, access to natural resources like water and land, terrorisms and proliferation of nuclear arms, religious fundamentalisms—through their characters. One of the crucial and consistent foci of class discussions will be on exploring ethical ways to deal with globalization, the potential for civic engagement, and the responsibility we all share in creating a global civil society. *This course meets the world diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 289 Modern Women Writers**
The study of works by English, American, British, and Australian writers of the 20th century emphasizes their efforts to address the conflicts encountered by women of diverse backgrounds in their various roles and stages in life. The genres include fiction, memoir, and autobiography with continuing attention to the literary traditions established by women authors such as Virginia Woolf, Charlotte Perkins Gilman, Edith Wharton, Kate Chopin, Sylvia Plath, Susanna Kaysen, Jill Ker Conway, Maya Angelou, Carolyn Chute, Anne Tyler, and Harriett Doerr. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 290 Literature of the Holocaust**
After an introduction to the historical, political, and social backgrounds of the Holocaust, this course investigates through literature the systematic genocide of Jews and other groups by Germany (1933-1945). The course seeks to discover how the Holocaust came about and what it means now to our understanding of human nature and of our civilization. Readings and films include Appelfeld's *Badenheim, 1939*, and Weisel's *Night*; Borowski's *This Way to the Gas, Ladies and Gentlemen*; Levi's *Survival in Auschwitz*, Epstein's *King of the Jews,* Ozick's *The Shawl,* and Speigelman's *Maus*. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 295/FR 295 Caribbean Literature: History, Culture, and Identity**
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. When read in the context of African diasporic literatures, it coincides with what has been called "African American Literatures" or literature written by peoples of African descent in the New World. This course examines a wide range of theoretical and fictional texts that introduce students to the debate surrounding the formation of Antillean cultural identity/identities. It examines Caribbean literatures with respect to their language of origin (English, French, Spanish, Dutch, Creoles and patois), colonization, slavery, racial experience, landscape, creolization, migration, and diaspora specifically in Haiti, Martinique, Guadeloupe, Barbados, Trinidad, Cuba, and the Netherlands Antilles/Surinam. Therefore this course is a survey that engages the historical, political, and cultural contexts out of which these literatures have emerged. *This course meets the world diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 305 Literature for Young Adults**
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. Three credits.

**EN 335 Gender and Sexuality in Film and Literature**
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 fiction. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 336 Pleasurable Decadence**
This course discusses and debates the meaning of "decadence" as an aesthetic and literary category. Beginning with the works of the pre-Raphaelites in mid-19th-century England, moving to Walter Pater and Oscar Wilde in the Victorian era, and then into Europe with Baudelaire, Flaubert, and Mann, the course focuses upon the role of pleasure in European cultures. Paintings by Moreau, Delacroix, and Ingres complement the understanding of the literary texts. The course treats metaphors of Salome as a femme-fatale and literary characters such as Huysmans' *Des Esseintes* or Wilde's *Dorian Gray* as models for behavior – figures in a typology of unorthodox self-fashioning. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 338 Seminar: Gender Theory**
This course continues the work of EN 335 by looking more closely at the way attitudes toward gender are enmeshed with representations of sexuality and homosexuality. Topics include the debate over origins (nature versus nurture), changing historical ideas about gender and sexuality, and political issues. The course focuses on theoretical material, fictions, and film. This course requires familiarity with some basic elements of gender and sexuality theory. (Prerequisites: EN 335, WS 101, or PO 119, or permission of instructor) Three credits.

**EN 339 African American Literature and Culture, 1900 to 1940**
This course examines African American literature from Booker T. Washington's *Up From Slavery* and W.E.B. Du Bois's *The Souls of Black Folk* through the 1920s and from the Depression's advent to the eve of U.S. participation in World War II. Grounded in the history of the first four decades of the 20th century, the course explores fiction, autobiography, 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 a major focus, as do the debates surrounding whether there was indeed such a movement at all. The course looks towards the contemporary development of a Black tradition in literature and the arts. *This course meets the U.S. diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 342 Twentieth-Century American Poetry**
This course surveys a range of significant works of American poetry in the twentieth century. It is an introduction to various movements, including modernism and postmodernism, various schools such as Confessional poetry to 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 the understanding of form within a socio-historical context. Readings could range from William Carlos Williams, Elizabeth Bishop, Wallace Stevens, Gwendolyn Brooks, Robert Frost, Langston Hughes, Pedro Pietri, Joy Harjo, and others. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 344 African American Fiction, 1940 to 1980**
Students undertake a comparative study of novels by African American men and women, beginning with Richard Wright's *Native Son* and Ann Petry's *The Street,* and ending with works published in the 1970s. Authors include Ralph Ellison, Gwendolyn Brooks, James Baldwin, Alice Walker, Charles Johnson, and Toni Cade Bambara. Exploring race and gender in the United States from male and female perspectives, the course focuses on topics such as family, religion, enslavement, urban experience, education, and history. *This course meets the U.S. diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 345 Representations**
This course focuses on "ways of seeing" and the "gaze" that are constructed and maintained in contemporary culture within the concept of representation. The course balances on the margins of textual and visual materials (paintings and films); offers an interdisciplinary theoretical base; examines the presentation and representation of self, subject, and identity as narrative, biography, and autobiography; and focuses on the notion of realism and politics of realism (or between traditional ways of seeing and deconstructed ways of seeing). By reading theoretical tracts on the ways of seeing and by using films and art slides to test these theoretical materials, students critique contemporary notions of seeing and being seen. Cross-listed under visual and performing arts as VPA 345. Students may not take this course under both designations. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 346 The Woman Question: Early Feminism and 19th-Century American Literature**
This course examines the issue popularly known as the Woman Question through some of the major works of 19th-century American literature, beginning in the 1850s, a time when American feminists began to intensify their questioning of the status of woman – philosophically and politically – and when a group of "domestic feminists," led by Harriet Beecher Stowe, became the most popular writers in the country. The course ends in the 1890s when the conventions of sentimental fiction were being superseded by realism and regionalism, and when an explicitly anti-domestic image of womanhood began to be formulated around the figure of the New Woman. Authors include Stowe, Fern, Hawthorne, Jacobs, Alcott, Gilman, Jewett, and Chopin. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 347 African American Fiction, 1980 to Present**
This course studies contemporary fiction, offering a mix of now-canonical authors such as Toni Morrison, Ernest Gaines, and John Edgar Wideman, along with emerging writers such as Helen Elaine Lee and Paul Beatty, and includes a number of first novels by award-winning writers. The course begins with a neo-slave narrative paired with a novel that illustrates how the legacies of enslavement persisted into the twentieth century. The course explores both urban and rural experience in primarily African American towns and neighborhoods, and analyzes the consequences of desegregation in different locales. Gay and lesbian lives have become more prominent in Black fiction over the past two decades, as depicted in several of the novels. Narrative techniques also offer a main thread of discussion throughout the course. *This course meets the U.S. diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits,

**EN 348 Contemporary Women Writers of Color**
This course offers a perspective on American literature that continues and challenges its multi-voiced tradition. The course focuses on works by Native, Asian American, African American, and Latina women writers from the 1980s to the present, considering issues of race, gender, ethnicity, class, and sexuality, especially as these contribute to concepts of identity – for the individual and the community. Authors may include Sandra Cisneros, Leslie Silko, Louise Erdrich, Sky Lee, Lan Cao, Nora Okja Keller, Esmeralda Santiago, Cristina Garcia, Sandra Cisneros, and Danzy Senna. *This course meets the U.S. diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 349 Introduction to Cultural Studies**
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, and media. As a way of understanding the various theories that undergird the experience of culture, students read critical/cultural theory, attend a play in New York City, and view films and art slides. *This course meets the U.S. diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 350 Special Topics in Literature**
Special topics, offered on an experimental or temporary basis, explore literature and/or approaches that are not included in the established curriculum. Courses offered under this rubric change from semester to semester, and may range from a study of texts by a single author, to studies of emergent, global literatures, to innovative or experimental ways of combining authors, periods, and genres in literature. (Prerequisite: a 200- or 300-level literature course) Three credits.

**EN 352 Chaucer's *Canterbury Tales***
The 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. (Prerequisites: EN 11, EN 12) Three credits.

**EN 353 Gender and Western Values: Literature of Early Modern Europe**

Traditionally conceived as a collection of great names – Shakespeare, Rabelais, Cervantes, Machiavelli, Thomas More – early modern literature of England and the Continent includes recently recovered and rediscovered works by women such as Anna Hoyers, Madeleine and Catherine des Roches, Gaspara Stampa, and St. Theresa. Using current knowledge of gender constructs, students re-examine familiar Western values established by the traditional texts: the individual, social tolerance, religious pursuit of the ideal, and sense of humor. In the context of the new texts and theories, the course asks: Are these Western values universally true or culturally constructed? (Prerequisite: EN 12 or equivalent) Three credits.

**EN 354 Queer-Straight-Love in Renaissance Texts**

"True Love," invented in the late Middle Ages, was a widespread topic in Renaissance literature. The descendant of True Love, or "romantic love," is assumed today to be heteronormative (positing a heterosexual prince-and-princess love as "normal"). Yet the True Love of Renaissance texts is not so confined. Written centuries before Western society, in the late 1800s, began identifying individuals by their sexual desires, Renaissance texts have a more fluid conception of love and sexuality than our contemporary "definitions." The poems of Shakespeare, Katherine Philips. Spenser, Michelangelo, Mary Wroth, Donne, Aphra Behn, and others, along with Plato's Symposium, provide a fertile ground to critique and problematize, or "queer" (as a verb), today's supposedly simple concept of "straight," orthodox, or heteronormative love. Renaissance texts reveal a wide range of non-heteronormative representations of love. Genuine or "true" love, still an ideal for many, is today assumed to be individually chosen and nuanced. Renaissance love texts help us understand our complex choices, as do classical texts and recent scholarly theory. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 355 Shakespeare I: The Elizabethan Age**

Participants study Shakespeare's earlier comedies and history plays. Works include *The Taming of the Shrew, A Midsummer Night's Dream, Richard III,* and *Henry IV, Part I*. Students also study *Romeo and Juliet* as an early tragedy. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 356 Shakespeare II: The Jacobean Age**

Participants study Shakespeare's later comedies and the tragedies. Plays include romantic comedies *(As You Like It, Twelfth Night)*, tragedies *(Hamlet, Othello, King Lear),* problem comedies *(Measure for Measure),* and romances *(The Tempest)*. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 357 All About Eve**

This course surveys the literary and artistic representation of the legendary first woman of the Judeo-Christian tradition from Genesis to the present. The course centers on a reading of Milton's *Paradise Lost*. Others authors include Christine de Pizan, Aemilia Lanyer, Mary Wollstonecraft, and Ursula Le Guin. Students find and interpret depictions of Eve in contemporary popular culture during this course, which emphasizes a variety of possible interpretations of Eve, including feminist and anti-feminist traditions. Non-English sources are read in English translation. (Prerequisites: EN 11, EN 12) Three credits.

**EN 360 Medieval English Drama**

This study of medieval dramatic literature and the history and theory of its performance, focuses on the Corpus Christi cycles and the miracle and morality plays of late medieval England. The course examines critical issues such as civic and commercial contexts, intermingling of the sacred and the profane, unique symbolic language of medieval drama, orality and literacy, and the dramatization of contemporary social conditions. The course includes a performance component that takes the form of a research paper on performance history or a historically and theoretically informed stage production of a medieval dramatic text. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 361 18th-Century English Literature**

This selective survey of 18th-century English literature includes authors such as Pope, Swift, Gray, Johnson, Boswell, Goldsmith, Burns, and Montague. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 362 Autobiography**

Autobiography holds a special fascination in its presentation of the writer's self to the reader. The author's revelation draws the reader into a unique partnership: the reader's belief joined to the author's "confession" creates the autobiographical self. This course examines autobiographical writings from St. Augustine to the 20th century and considers their purpose: What do the authors reveal about themselves and why? How much is convention, how much the truth? *This course meets the U.S. diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 364 The Rise of the British Novel: The Beginnings to Dickens**

An intensive study of the novel as a developing literary form over the first 150 years of its existence, this course considers stylistic and thematic aspects of this earliest or traditional phase of the novel with regard to their historical evolution. Authors include Daniel Defoe, Henry Fielding, Laurence Sterne, Jane Austen, Emily Bronte, and Charles Dickens. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 365 The Romantic Movement**
This course concentrates on the greatest poems and shorter lyrics by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Infused with high emotion, reverence for nature, imaginative symbols, and innovative forms of expression, these poems are among the richest treasures of English literature. The course also includes Mary Shelley's *Frankenstein*, a hauntingly provocative novel. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 366 20th-Century Russian Novel**
This course assumes some knowledge of 19th-century Russian writers. Students read works by Russian and Soviet authors while studying parallel texts by Western and East European novelists. The course begins with the Silver Age and moves to post-Revolutionary fiction and versions of dystopias before considering problems of exile and dual identity – including the effects of the Stalin years – and ending with contemporary fiction from the post-Soviet era. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 368 Imperial Fictions and Colonial Voice-overs**
This course examines the tenor and temper of some British novels that are also tales of colonization, measuring the tales against the responses from peoples in those colonized nations. Specifically, the course focuses on theoretical questions that address colonized subjectivities by raising questions on issues of nation/ narration, minority discourse/ canonical injunctions, imperial/colonial subjectivity, identity, home, and location/ dislocation. The foundational and over-arching premise of "orientalism" (as a gaze turned upon the colonized) undergirds most of the class discussion. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 370 Victorian Novels**
This course forges a sense of continuity from the emergence of the novel in the 18th century to the development of the modern novel in the 20th century. By examining the various narrative strategies employed by writers during the 19th century, it re-addresses central Victorian concerns such as tensions between the classes and contentions between the sexes. This course also helps situate the origins of ideological, psychological, and social issues that come to dominate the modern novel by deconstructing the discourses of self, woman, sexuality, and family/marriage. Authors include Sand, Eliot, Dickens, Thackeray, Pater, Hardy, and Michel Foucault. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 371 African American Women's Writing**
This course offers a comprehensive study of writing by African American women from the mid-19th century to the present, focusing on autobiography and fiction. Beginning with a narrative of enslavement, the course moves to the turn of the century and the Harlem Renaissance. Later writers may include Hurston, Petry, Lorde, Marshall, Walker, Morrison, Naylor, Sapphire, and Youngblood. *This course meets the U.S. diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 372 Comedy**
This course surveys various forms of literary, dramatic, and film comedy, emphasizing how comic writers and directors use structure, character, tone, and convention to create comic forms, including festive comedy, satire, comedy of manners, farce, and black comedy. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 374 20th Century British Fiction**
The course analyses significant developments in the British novel that occurred between the end of the 19th century and the contemporary period, paying particular attention to the experimental novelists whose innovations radically changed the novel as a literary form. Writers include such figures as Joseph Conrad, D.H. Lawrence, James Joyce, A.S. Byatt, Kazuo Ishiguro, Salman Rushdie and Zadie Smith, and Virginia Woolf. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 376 Modern and Contemporary Drama**
This course covers the modern and contemporary (post-modern) periods of drama, which is to say, from the 1850s to the present. Students read plays by such major Western dramatists as Buchner, Ibsen, Shaw, Pirandello, Chekhov, and Brecht, as well as the odd minor, non-canonical, and/or non-Western writer. Run mainly as a seminar, this course emphasizes close reading and requires participation in class discussions in which students demonstrate grasp of dramatic conventions, form, structure, themes, as well as context and/or the cultural-material conditions under which each play was written and produced. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 379 Film and Literature**
This course surveys the film industry's historical dependency upon literary properties and conducts a comparative analysis of specific films adapted from novels, plays, short stories, and poems. The course provides students with a historical and critical perspective on the film as an art form. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 381 American Romanticism**
An introduction to selected transcendentalists and the flowering of intellectual and social life in America from 1830 to 1865, this course explores the relationship between literature and the cultural and political history of the period, including a study of paintings, photographs, and other material culture. Authors include Emerson, Thoreau, Poe, Hawthorne, Melville, Douglass, Davis, Whitman, and Dickinson. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 382 American Literature: 1865 to 1920**
This course explores the evolution of post-Civil War realism and the subsequent naturalistic movement in American literature. Topics include the rise of social activism, literary journalism, and documentary photography; theories of social elevation and the Black intellectual; changing roles of women and the construction of gender; neurasthenia and theories of medical treatment; and the impact of economic theory and technology on literature. Authors include Twain, James, Crane, Washington, Du Bois, Norris, Wharton, Chopin, and Gilman. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 383 American Literature: 1920 to 1950**
This course traces the development of the modern American writer from the post-World War I era through the Depression and to the period immediately following World War II. Authors include Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow, and others. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 384 American Literature: 1950 to Present**
This course examines significant developments in American fiction and poetry from the period immediately following World War II to the present. Authors include Salinger, Updike, Bellow, Vonnegut, Malamud, Barth, Pynchon, Ginsberg, Ferlinghetti, Sexton, and others. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 386 Native-American Literature**
This course focuses on novels, short stories, and poems written by Native-American writers during the 20th century. For purposes of background, the course also covers a number of significant works composed prior to this century. Students examine texts primarily for their literary value, but also consider the broad image of Native-American culture that emerges from these works. The course also examines the philosophical, historical, and sociological dimensions of the material. *This course meets the U.S. diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 387 The American Novel**
This course traces the American novel from its imitative beginnings to its development as a unique literary form, examining representative novels by Hawthorne, Melville, James, Faulkner, Bellow, and others. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 388 Jewish Literature**
Called the "People of the Book" by Mohammed, the founder of Islam, written narrative has been central to Jewish identity and the Jewish search for meaning since with the story of God giving the law to Moses on Mt. Sinai was first told. This course surveys Jewish literature (sacred and secular) from Torah (the Hebrew Bible) to the modern day, concentrating on modern writings, and focuses on the ethical, historical, imaginative, philosophical, and humorous richness of Judaism. Authors include Maimonides, Sholom Aleichem, Franz Kafka, I.D. Singer, Bernard Malamud, Philip Roth, Aharon Appelfield, and other American, European, and Israeli writers. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 389 Literature and Religion: The American Experience**
This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, American writers have manifested a persistent concern with religio-ethical matters and the impact religious institutions have in shaping our social and cultural environments. Using literary texts by major American writers, the course evaluates the critical perspective and relevance of the imaginative writer's treatment of religious questions. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 390 Modern Poets and Belief**
Students read Yeats, Hopkins, Eliot, Frost, and Stevens. These poets – important in themselves – adopt various strategies in confronting the modern industrial and technological world. Their individual beliefs offer a momentary stay against confusion and provide striking contrasts. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 392 The City in Literature**
This course explores literary evocations of the city, focusing on different material each semester, from an interdisciplinary perspective. In many ways, a city is as much a mental landscape as a physical one; books on the city refer to it as image, idea, metaphor, vision, myth, and catalyst. The course considers how these terms apply to a representation of a metropolis, as well as how the city can be viewed as artifact, fiction, construct. The course examines the traditional dichotomy of country versus city, the relationship between gender and urban representation, and the connections between literature and other fields. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 393 James Joyce's Ulysses**
This course analyzes and interprets James Joyce's comic novel, *Ulysses*, emphasizing intensive reading of the text and extensive reading of related criticism and scholarship. (Prerequisites: Reading of *Dubliners* and *Portrait of the Artist as a Young Man*, EN 12 or equivalent) Three credits.

**EN 395 The Adolescent in Literature**
This course focuses on readings that depict the lives of adolescents from an array of culturally diverse perspectives. In examining salient issues characteristic of this period of emerging adulthood, this course explores how differences in class, race, ethnicity, gender, sexual orientation, and physical appearance further complicate the already difficult "coming of age" process. Readings include works by Richard Wright, Toni Morrison, Jamaica Kincaid, Maxine Hong Kingston, Sandra Cisneros, Lucy Grealy, Khaled Hosseini, Marjane Satrapi, and Ishmael Beah. Students are encouraged to analyze works from interdisciplinary perspectives rooted in psychology and mythology as well as in race, gender, gay/lesbian, and disability studies. *This course meets the U.S. diversity requirement.* (Prerequisite: EN 12 or equivalent) Three credits.

**EN 396 Caribbean Women Writers**
This course explores the writing of women from a range of locations throughout the Caribbean, focusing primarily on contemporary fiction. Setting the novels in a context that begins with the Middle Passage or comparable forced migration to the Americas, a history marked by colonialism and enslavement, we examine the interconnections between those traumatic experiences and the arrangements of relation established and demanded by imperialism. Topics for discussion include the following: spaces and languages of resistance; genealogies, family trees, roots, and other ways to excavate the past and forge relationships; memory and exile; political activism and its consequences; forms of labor and socioeconomics; the role of education in colonialism and in immigrant life; and challenges to conventional categories of identity (such as those based on "race," gender, and sexuality). (Prerequisite: EN 12 or equivalent) Three credits.

**EN 397 Modernism in World Literature**
The comparative study of the period from roughly 1885 to 1940 focuses on fiction but also includes poetry and developments in the other arts (painting, architecture, music, film). The course considers various concepts of modernism and the avant garde, beginning with Baudelaire. Authors include Hamsun, Kafka, Proust, Gide, Woolf, Stein, Olesha, Barnes, Bulgakov, Beckett, Hurston, Pirandello, Nabokov, Ellison, Garcia Marquez, and Morrison. Discussion topics include changing views of time and space, experiments with narrative development and presentation of character, the role of technology in 20th-century culture, and new theories of language and the psyche. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 398 Women and Fiction: An International Perspective**
This comparative study of fictional works by women begins with a discussion of issues raised in Woolf's A Room of One's Own before focusing on 20th-century writers from a range of national literatures and cultural backgrounds. Authors may include Aleramo, Djebar, al-Shaykh, Aidoo, Maraire, Roy, Truong, Valenzuela, and Menéndez. Topics include women's creativity and their strategies in fiction, their roles in the family, love and/or marriage, work – whether domestic or public, women's relationship to the polis – community, city, state – and their contribution to its culture. (Prerequisite: EN 12 or equivalent) Three credits.

**EN 399 Independent Study**
See department chair for details. Three credits.

# WRITING COURSES

**EN/W 200 Creative Writing**
This course fosters creativity and critical acumen through extensive exercises in the composition of poetry and fiction. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 202 Creative Writing: Poetry I**
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. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 204 Creative Writing: Drama**
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. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 205 Creative Writing: Fiction I**

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. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 214 Professional Presentations: Writing and Delivery**

The ability to speak confidently and convincingly is an asset to everyone who wants to take an active role in his or her 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. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 220 News Writing**

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. (Can be taken simultaneously with EN12). Three credits.

**EN/W 222 Journalism Editing and Design**

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. (Prerequisite: EN/W 220 or permission of instructor) Three credits.

**EN/W 290 Writing and Responding**

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. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 295 Composition and Style**

This intermediate course in basic non-fiction prose expands the writing skills gained in EN 11, emphasizing cultivation of an individual style in short essays on everyday topics. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 302 Creative Writing: Poetry II**

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. (Prerequisite: EN/W 202) Three credits.

**EN/W 305 Creative Writing: Fiction II**

This advanced workshop further develops skills begun in EN/W 205 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. (Prerequisite: EN/W 205 or permission of instructor) Three credits.

**EN/W 309 Topics and Techniques for Women Writers**

In response to feminist commentaries on the problems encountered by women writers, students seek to understand those problems through selected readings from eminent critics and contemporary authors, and to overcome them in weekly writing assignments with a gender orientation. These may be familiar essays, personal memoirs, fictional vignettes, persuasive argument, or literary criticism. The seminar, consisting of workshop discussions in which peers evaluate each other and themselves in terms of their individual writing goals and their techniques for achieving them, encourages students to develop their special assets as writers on feminist topics. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 311 Advanced Composition for Secondary School Teachers**
This course helps candidates to develop mature writing skills through intense study of the essay and other non-fiction forms and introduces candidates to research in composition that will help them teach writing in their own classrooms. Candidates read and write a broad range of non-fiction forms, including personal narratives, "familiar" essays, argument, and humor. Candidates also read articles on composition theory. Three credits.

**EN/W 317 Traditional and Structural Grammar**
This course provides a solid background in traditional and structural grammar so that candidates can apply this background to what they write and how they write it. Therefore, candidates apply to their own writing what they learn about the parts of speech and about phrases, clauses, and sentences. To achieve greater linguistic sensitivity and mastery, candidates also learn how to analyze the smaller components of language (sounds and word segments) and the more complex and elusive elements of style. Three credits.

**EN/W 320 Writing the Feature Story**
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. (Prerequisite: EN/W 220 or permission of instructor) Three credits.

**EN/W 321 Broadcast and Web Writing**
Students will learn how to plan, write, and edit hard news and feature news stories for broadcast outlets. This course will also focus on story presentation on the Internet. Topics include basic broadcast news writing, copy preparation and style, broadcast terminology, and how to write to pictures to create broadcast news pieces. Students hear from broadcast professionals and visit news operations. Prerequisite of EN/W 220 News Writing is strictly enforced. Three credits.

**EN/W 323 Visual Journalism**
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. By semester's end, you will emerge with a portfolio of photojournalism assignments that you can use to help market yourself. EN/W 220 News Writing or photography experience recommended. Three credits.

**EN/W 324 Political and Government Reporting**
Students gain experience in reporting on campus and local government events, state and federal government activities, public opinion polls, and political campaigns. Guest speakers from politics and journalism help students deepen their understanding of the role of the press as a government watchdog. (Prerequisite: EN/W 220, comparable politics coursework, or permission of instructor) Three credits.

**EN/W 325 Environmental Reporting**
From land use disputes to problems with air, land, and water pollution, environmental concerns touch the lives of everyone. This course gives students experience in reporting and writing about the environment and related science and health concerns. Students meet with environmental reporters for newspapers and magazines, visit environmental sites, and write about environmental issues at the local, state, national, and possibly international level. Students also report on case studies of past environmental issues to examine the challenges of covering this field. Students interested in this course are encouraged to complete some coursework in journalism, the environment, or an environmental course in applied ethics prior to enrolling. (Prerequisite: EN/W 220, comparable environment coursework, or permission of instructor.) Three credits.

**EN/W 326 Contemporary Journalism**
This course sharpens student news-gathering, writing, and editing skills and prepares them for the demands of journalism jobs in the 21st century. Students write longer story packages in conventional print formats and in HTML language for World Wide Web distribution. Students cover on-campus and off-campus events and discuss libel and ethical concerns that can affect their writing and careers. (Prerequisite: EN/W 220 or permission of instructor) Three credits.

**EN/W 330 Literary Journalism**
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. There will be in-depth analysis of form and substance of the lieterary journalism genre with readings of works by such authors as Tom Wolfe and Hunter S. Thompson. While there are no formal pre-requisites beyond EN 11-12, students are encouraged to have completed EN/W 220 News Writing, EN/W 320 Writing the Feature Story, or have taken several literature courses. Three credits.

**EN/W 332 Business Writing**
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. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 335 Technical Writing**
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. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 336 Issues in Professional Writing**
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 international technical writing; gender, writing, and technology; and technical and professional editing. This course is suitable for advanced undergraduate students preparing for writing-intensive careers or graduate school, as well as professional writing practitioners who wish to plan, research, and write more effectively and efficiently. Students may take this course twice under different subtitles. (Prerequisite: EN 12 or the equivalent) Three credits.

**EN/W 338 Persuasive Writing**
This course sharpens student 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. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 339 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. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 340 The World of Publishing: Working on Fairfield's *Dogwood Magazine***
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 national literary magazine, *Dogwood*. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 345/346 Fall/Spring Internships**
The internship program allows students to gain on-site experience in the fields of journalism, publishing, literary archives and libraries, business writing, English education, non-profit agencies, 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. (Prerequisites: EN 12 or equivalent and permission of department intern supervisor) Three credits.

**EN/W 347/348 Fall/Spring**
**Independent Writing Project**
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. (Prerequisites: EN 12 or equivalent and permission of instructor) Three credits.

**EN/W 350 Special Topics:**
**Writing**
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. (Prerequisite: EN 12 or equivalent) Three credits.

**EN/W 397 Journalism Practicum**
Students apply journalism classroom experiences in a supervised, on-campus practicum conducted through the campus newspaper. Students work as reporters, editors, and online content supervisors in consultation with faculty and guest speakers, then reflect on their experiences and place them in wider context. Course allows students to take abstractions and theories from in-class assignments and apply them in real-world setting. May be taken twice for credit as long as student performs different roles. Can serve as capstone experience for journalism concentration. (Prerequisites: ENW 220, plus junior or senior status, plus one semester experience with campus newspaper. By permission of instructor.) Three credits.

**PROGRAM ON**
# THE ENVIRONMENT

## Faculty

**Director**
Downie (Politics)

**Advisory Board**
Bachelor (History)
Bayers (English)
J. Biardi (Biology)
Brousseau (Biology)
Franceschi (Economics)
Klug (Biology)
Lacy (Anthropology)
McEvoy (Management)
Newton (Philosophy)
Osier (Biology)
Petrino (English)
Poincelot (Biology)
Simon (English)
Steffen (Chemistry)
Walker (Biology)

**Lecturers**
Brown
Choly
A. Dew
C. Johnson

Understanding the natural environment, human impacts on the environment, and human perspectives on these relationships is more important than ever. The program on the environment centers on an interdisciplinary approach that combines study of the natural sciences, social sciences and the humanities. To understand today's complex environmental issues requires understanding of the diversity of ways we think about the environment.

An experience in the environmental arena would not be complete without an in-depth experience with some environmental issue. This experience will involve a capstone course or research experience that integrates knowledge gained in courses through an investigative or experiential approach.

## Requirements

### Program on the Environment

Students complete at least 6 courses, including a capstone experience.

**Program on the Environment Curriculum**

A. One course from each of the three major areas of study:
   1) Natural Sciences (one of the following):
      BI 76 Environmental Science
      CH 85 Chemistry, Energy, and the Environment
   2) Social Sciences (one of the following):
      BU 220 Environmental Law and Policy
      EC 120 Environmental Economics
      EC 225 Environmental Economics: Tools and Techniques
      PO 131 International Environmental Policy
   3) Humanities (one of the following):
      AE 275 Ethics and the Global Environment
      EN 274 American Literature and the Environment

B. Two elective courses from the list of elective courses below (can include courses from above).

C. One capstone course, (one of the following):
      EV 301 Environment Workshop
      EV 299 Independent Study
      EV 298 Internship

**Elective Courses:**

AE 271 The Sacred Balance
AE 275 Ethics and the Global Environment
AE 276 Ethical Dimensions of Global Business Practices
AE 283 Environmental Justice
AE 284 Environmental Ethics
AE 297 Eco-feminism
AE 384 Reflections on the Environment
AY 175 Sustainable Development: Anthropological Perspectives
BI 75 Ecology and Society
BI 76 Environmental Science
BI 78 Introduction to Marine Science
BI 79 Rainforest Ecosystems
BI 368 Plant Biology: Evolution, Diversity, and Environment
BI 370 Environmental Health and Safety
BU 220 Environmental Law and Policy
CH 85 Chemistry, Energy and the Environment
CO 345 Communication and the Environment
EC 120 Environmental Economics
EC 225 Environmental Economics: Tools and Techniques Applied to U.S. Policy
EN 274 American Literature and the Environment
ENW 325 Environmental Reporting
EV 150 Earth Environment: Introduction to Physical Geography
EV 298 Environment Internship
EV 299 Independent Study
EV 301 Environment Workshop
EV 302 Special Topics in the Environment
HI 287 A Green History of Latin America
HI 362 The Frontier: A Green History of North America
PO 131 International Environmental Policy
PO 260 Climate Change: Politics and Policy
PS 93 Energy and the Environment

Students may double-count courses with all core and major requirements. Students who study abroad in an environmental program can work with the director or their advisor in the Program to match courses taken overseas with Environment Program requirements.

Most courses in the environment program also count toward degree programs in other departments, including Anthropology, Applied Ethics, Biology, Business, Chemistry, Economics, English, History, Politics, and Physics. Therefore, descriptions for most of the environment courses listed above appear in those sections of this catalog.

## Course Descriptions

**EV 150 Earth Environment: Introduction to Physical Geography**

This course examines spatial patterns of the natural forces that build up and break down the earth's exterior and their impact on human life. It studies spatial patterns of human behavior and their impact on the earth. The course stresses the use and understanding of maps in considering continental drift, oceans, earthquakes, volcanoes, soil formation, weather systems, natural resources, and the impact of population growth, agriculture, urbanization, and mass migrations. Three credits.

**EV 298 Environment Internship**

Environment minors gain firsthand experience working off campus in fields related to environment science, policy, economics or education. Typically, an internship requires 8 to 12 hours per week on site. The internship requires a journal or summary report for credit. An on-site supervisor and an environment professor evaluate student work. (Prerequisites: 3.0 GPA, completion of three environment courses, and departmental approval.) Three credits.

**EV 299 Independent Study**

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 Environment Program. Requires prior approval by the Professor which whom the student will work as well as the Director of the

Environment Program (Prerequisites: 3.0 GPA, Junior or Senior status, three environment program courses, and approval by the Environment Program.) One to three credits.

**EV 301 Environment Workshop**
The Environment Workshop is a capstone course for students in the Program on the Environment but is also open to all juniors and seniors at the University. Students should have completed most of the requirements for the environment minor prior to enrolling in this course. This course centers on a semester long, interdisciplinary project in which the entire class works together to examine a particular environment-related issue and propose practical solutions. Students will work under close faculty direction on an issue of specific interest to a real-world "client"— a government agency, community group, University office, international organization, corporation, environmental group, or research institution – on a significant issue in environmental policy – who has developed the project topic in cooperation with the instructor. The client meets with students at the start of the term to brief them on the issue and the question on which it seeks answers, attends a final briefing, and receives a formal report from the workshop. Three credits.

**EV 302 Special Topics in the Environment**
Students and faculty explore a specific topic in environment science or policy in great detail. Three credits.

## Film

(see New Media Film, Television, and Radio)

## French

(see Modern Languages and Literatures)

## German

(see Modern Languages and Literatures)

## Greek

(see Classical Studies)

## Greek and Roman Studies

(see Classical Studies)

## Hebrew

(see Modern Languages and Literatures)

# DEPARTMENT OF HISTORY

## Faculty

**Professors**
von Arx, S.J.
Bucki*, chair & internship coordinator*
McFadden

**Associate Professors**
Abbott
Behre
Li
Rosenfeld
Williams

**Assistant Professors**
Bachelor
McKisick
Ruffini

**Visiting Assistant Professor**
Hohl

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's 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.

## Requirements

### Bachelor of Arts in History

For a 30-credit major in history students complete the following:

- HI 30 Europe and the World in Transition
- A minimum of nine upper-division history courses (200 level and above)
- Four upper-division courses must be designated advanced (300 level).
  - At least two of the advanced courses must involve a major research paper. The research seminar requirement may be fulfilled through HI 399 Independent Study.
- Two upper-division courses must be in European history; two must be in U.S. history; and two must be in non-Western history (Africa, Asia, Latin America, Middle East).
- At least one upper-division course must focus on a period prior to 1750.
- At least one upper-division course must focus primarily on a period after 1750.

### History Minor

For an 18-credit minor in history, students complete the following:

- For an 18-credit minor in history, students complete the following:
- HI 30 Europe and the World in Transition
- A minimum of five upper-division courses
  - Two upper-division courses must be designated advanced (300 level).
  - One upper-division course must be in European history, one must be in U.S. history, and one must be in non-Western history (Africa, Asia, Latin America, Middle East).

To ensure a well-planned and coordinated program, students are required to work closely with their history faculty advisor.

### Introductory Courses

All Fairfield University students take two history courses as part of their liberal arts core curriculum requirement. This requirement is fulfilled by HI 30 plus one 200-level course.

## Course Descriptions

**HI 30 Europe and the World in Transition**
The 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. Three credits.

**HI 203 European Society in the Middle Ages**
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. (Prerequisite: HI 30) Three credits.

**HI 205 Jews and Christians in Europe: A Social History**
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. (Prerequisite: HI 30) Three credits.

**HI 210 The Third Reich**
This course examines the origins and legacy of the Nazi dictatorship of 1933 to 1945. Students explore the wide range of factors that paved the way for Nazism by examining the long-term peculiarities of German history, the short-term crises of the years 1918 to 1933, and the pivotal role of Hitler and the German people in bringing the Nazis to power. Thereafter, students examine the social, economic, political, and cultural life of the Third Reich before turning to Hitler's unleashing of World War II and the Holocaust. The course concludes by surveying the lingering legacy of the Third Reich in postwar German and European memory. Formerly HI 310. (Prerequisite: HI 30) Three credits.

**HI 212 Modern Germany II**
This course examines the turbulent history of modern Germany from the Second German Empire, or Kaiser Reich, 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. (Prerequisite: HI 30) Three credits.

**HI 213 In the Wake of Destruction: Europe Since World War II**
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 the question of Europe's political future in an anxious, 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. (Prerequisite: HI 30) Three credits.

**HI 215 Ireland from the Middle Ages to the Present**
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. (Prerequisite: HI 30) Three credits.

**HI 216 Rise of the British Empire**
This course examines British overseas expansion between 1500 and 1815: 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; and the early phases of British rule in Canada, Australia, and South Africa. Students study the causes and effects of imperial expansion from the standpoints of British political development, British society, the English-speaking colonists, and the native peoples of the empire. (Prerequisite: HI 30) Three credits.

**HI 217 Britain and its Empire Since 1800**
This course examines 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. (Prerequisite: HI 30) Three credits.

**HI 218 The Renaissance and Reformation**
This course examines the invention of the individual in the Italian Renaissance and further developments by the great Northern humanists (Petrarch, Boccaccio, Castiglione, Erasmus, Montaigne, Cervantes). Topics include visions of society and the realities (Dante, Marsiglio of Padua, Machiavelli, More, Rabelais); God and man (Erasmus, Luther, Calvin, Trent, the Jesuits, the Radicals); and the expanded universe – the discovery of America and the new astronomy. (Prerequisite: HI 30) Three credits.

**HI 219 Italy from Renaissance to Revolution, 1559-1848**
In this class, we begin by studying the Renaissance, interrupted by wars on Italian soil between France and Spain, the culture of the counter-reformation Church, Austrian influence, and end with the impact and legacy

of Napoleon Bonaparte. We cover artistic currents in painting, architecture, music, decadence, regionalism, nascent nationalism, urban and rural economies, politics, rich and poor, and religion and science of Early Modern Italy. (Prerequisite: HI 30) Three credits.

**HI 220 History of the Ancient Near East and Egypt**
This course surveys the vast array of civilizations arising in the ancient Near East and Egypt from 3000 to 330 B.C.E. The course examines the history and culture of these fascinating peoples and, through the many texts recovered and translated from their myriad ancient languages, sees once again through their eyes the vivid and turbulent times in which they lived. (Prerequisite: HI 30) Three credits.

**HI 222 The Roman Revolution**
This comprehensive study of the political, social, artistic, literary, and military transformation of Rome from the middle of the second century B.C.E. 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. (Prerequisite: HI 30) Three credits.

**HI 230 Early Modern France: Passion, Politics, and the Making of National Identity**
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. (Prerequisite: HI 30) Three credits.

**HI 232 Jefferson's America: 1760 to 1850**
This course covers material from the coming of the American Revolution through the Age of Jackson, including the Constitutional Convention, the Federalist era, Jeffersonian republicanism, and Jacksonian democracy. The course emphasizes the development of political parties in this era of alternating cohesion and division, giving special attention to the religious and reform movements of the antebellum period, including Shakerism, transcendentalism, Mormonism, abolitionism, and feminism. The role of outsiders – free and enslaved Africans, women, and American Indians – is stressed. *This course meets the U.S. diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 237 The American Prophetic Tradition**
This Ignatian Residential College course explores the experiences of individuals and social movements throughout U.S. history, who from a variety of religious and philosophical traditions found meaning in their lives and made an impact on U.S. society. Individuals range from Mary Dyer and Roger Williams to Lucretia Mott, Walter Rauschenbusch, Dorothy Day, John Cardinal Murray, and Jonathan Kozol, from the abolitionists to the anti-war movement. (Prerequisite: HI 30) Three credits.

**HI 238 The United States, 1850 to 1900**
Participants study the major transformations in U.S. economy, society, and politics from the decade of the crisis that led to the Civil War until the beginning of the Progressive Era. The course analyzes forces of change in the United States - urbanization, industrialization, the maturation of corporate capitalism, and the growing importance of international affairs – and their effects on the way people lived, thought, and acted. The experiences of African-Americans, immigrants, and women receive special attention. (Prerequisite: HI 30) Three credits.

**HI 239 20th-Century United States**
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. *The course meets the U.S. diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 240 The Personal is Political: Women's Activism in the 1960s**
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. *This course meets the U.S. diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 241/TA 241 Examining the Sixties: History, Art, and Legacy**
This course, offered by two historians who specialize in 20th-century American history, explores the 1960s from the dual perspectives of history and the arts. Political and artistic change happened concurrently in this era, and was often instigated by people who promoted societal change via the creation of art. The course approaches the period as "the long '60s," beginning in the early 1950s and ending in 1975 with the U.S. withdrawal of forces from Vietnam. Class sessions combine lecture, discussion, and experiential events as a means of understanding how art and activism worked hand-in-hand. Students may choose to take this course for either visual and performing art or history core credit. Also listed as TA 241. *This course meets the U.S. diversity requirement.* Three credits.

**HI 243 American Constitutional and Legal History I, 1776 to 1900**
This course covers the origins of the American constitutional tradition, the manifold heritage of the American Revolution, Jeffersonian republicanism and federal judicial power, nationalism and the centralization of the Marshall court, the reaction on the Taney court, slavery and sectionalism, the Civil War, Reconstruction, the Second American Constitution, and the Gilded Age turn in American law. (Prerequisite: HI 30) Three credits.

**HI 244 American Constitutional and Legal History II, 1900 to Present**
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. (Prerequisite: HI 30) Three credits.

**HI 245 Feminism in America**
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. Formerly listed as HI 143. *This course meets the U.S. diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 246 Excellent Women, Deviant Women: The Female Experience**
This course surveys American women's history from the colonial era to the present, exploring the impact as well as the interdependence of gender, race, and class on experience. Although the term social history describes the course approach, it uses biography to illuminate key issues and enrich student perspectives. Through careful examination of primary and secondary sources, the course pursues two themes: the interplay of gender constructs through the myths and realities of women's lives, and the crucial role women played in transforming public and private space. The course views women as agents whose testimony and actions are vital to understanding our history. Formerly listed as HI 142. *This course meets the U.S. diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 250 America Enters the World: United States Foreign Relations, 1763 to 1900**
Students explore the foundation of U.S. foreign relations from independence in 1776 to the outbreak of World War I in 1914. This course looks closely at the interrelationship between ideals and reality as the new United States struggled to protect and confirm its independence, establish a constitutional basis for foreign policy, and expand its borders and influence across the North American continent and around the world. The course discusses such questions as manifest destiny, the Monroe Doctrine, the Mexican War, the displacement of Native Americans, southern expansionism and the Civil War, the Spanish American War, and the open door policy as the United States became a world power on the eve of World War I. (Prerequisite: HI 30) Three credits.

**HI 251 The American Century?: The United States and the World since 1900**
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. (Prerequisite: HI 30) Three credits.

**HI 253 Colonial America, 1584 to 1760**
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 also explores Native American/white relations and the development of white attitudes towards people of African American descent. (Prerequisite: HI 30) Three credits.

**HI 254 American Military History**
Through a study of America's wars from the 17th century to Vietnam, this course examines the role of the military in a democratic society and its effects on our nation's political, economic, social, cultural, and environmental institutions. Students analyze the changing nature of warfare through strategy and tactics, logistics, technology and weaponry and investigate geopolitics, the military-industrial complex, wars of national liberation, and counterinsurgency. Formerly HI 354. (Prerequisite: HI 30) Three credits.

**HI 255 The United States in World War II**
This course investigates the origins of World War II from the failures of the World War I peace settlements, the League of Nations, and collective security to the eruption of war in Europe and the Japanese attack on Pearl Harbor. The course examines important diplomacy of the wartime alliance; the major theaters of war; the military campaigns of Europe, Russia, North Africa and the Mediterranean, Asia, and the Pacific; use of the atomic bomb; and failure to make a satisfactory peace. Formerly HI 355. (Prerequisite: HI 30) Three credits.

**HI 257 Who Built America?**
**Working People in American History**
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. *This course meets the U.S. diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 260 American Indian History**
After a broad survey of prehistoric Indian cultures in North America as they existed before contact with Europeans, this course focuses upon European contact and its effects on Native-American culture. The course explores the Native American's role in the colonial period of eastern North American history and the ways in which Native American societies west of the Mississippi River responded to U.S. expansion in the 19th century and to that of the Spanish earlier. The evolution of federal Indian policy from the American Revolution to the late 20th century is a major topic. *This course meets the U.S. diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 262 African-American History, 1619 to 1865**
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. *This course meets the U.S. diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 263 Inventing Themselves:**
**African-American Women in U.S. History**
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. *This course meets the U.S. diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 264 African-American History,**
**1865 to Present**
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. *This course meets the U.S. diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 270 History of Global Humanitarian Action**
This course, an intermediate (second core) history course, surveys the history of global humanitarian action in the face of famine, war, plague, n 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. (Prerequisite: HI 30) Three credits.

**HI 271 Introduction to Russian History, Culture and Civilization**
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. (Prerequisite: HI 30) Three credits.

**HI 272 Russia, 700-1700: History and Myth**
This course is a survey of the eastern forest-steppe frontier of Europe (the territory of what is now Russia, Ukraine, and Belorussia) 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. *This course meets the world diversity requirement*. (Prerequisite: HI 30) Three credits.

**HI 273 History and Culture of Central and Eastern Europe since 1945**
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. (Prerequisite: HI 30) Three credits.

**HI 274/IL 260 Historical Perspectives on Contemporary Global Crises**
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. (Prerequisite: HI 30) Three credits.

**HI 275 Russia's Road to Revolution, 1689 to 1917**
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. *This course meets the world diversity requirement*. (Prerequisite: HI 30) Three credits.

**HI 276 St. Petersburg in Russian History**
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. *This course meets the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 277 Mexico: Cortés to NAFTA**
Topics in this course include Aztec society on the eve of the Spanish conquest; the nature and techniques of Spanish imperialism; Colonial society – church, state, *hacendados, castas, indios*; the revolutions for independence (1810-1821); the failure of liberalism in the mid-19th century and the subsequent dictatorship of Porfirio Diaz (1876-1911); the Mexican revolution, 1910 to 1940; and post-revolutionary Mexican society, 1940 to present. *This course meets the world diversity requirement*. (Prerequisite: HI 30) Three credits.

**HI 279 China from Classical Time to the 1800s**
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. *This course meets the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 280 The West and the Middle East**
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. *This course meets the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 281 Portrait of the Arab**
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. *This course meets the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 282 Social and Cultural History of China and Japan**
The course examines the traditional institutions of the classical and imperial ages of China and Japan to 1800. Topics include the Confucian basis of society, state, and education; the diffusion of Sinic culture among China's neighbors; arts and aesthetics; Japanese feudalism and the samurai tradition; early western contacts with China and Japan. *This course meets the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 284 20th-Century Russia**
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. Formerly HI 384. *This course meets the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 285 Modern China: 1800 to Present**
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. *This course meets the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 286 The Rise of Modern Japan: 1800 to Present**
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. *This course meets the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 287 A Green History of Latin America**
This course covers the understanding and treatment of human and natural resources in Latin America from the time of triumphant indigenous empires in the 1500s through the colonial Spanish and Portuguese empires, the unstable 19th-century independent republics, the modernizing 20th-century republics, and the neo-liberal empire of the new world order. The course examines how the ruling elites throughout these eras understood and used human and natural resources, how voices of dissent responded to the policies of those ruling elites, and how those voices fared under the elites. *This course meets the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 288 Colonial Latin America, 1492 to 1800**
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. *This course meets the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 289 Modern Latin America, 1800 to Present**
This course examines the successful overthrow of the colonial establishment from 1808 to 1826, two centuries of ensuing political, economic, social, and cultural instability, and the search for a viable social order, emphasizing the elusive search for reform in the 20th century – an age of revolution, counter-revolution, and persistent oligarchies. The failure of the revolutionary experience in Mexico, Chile, and Nicaragua; the current ascendancy of neo-liberalism; and the great cultural achievements of the 20th century receive special consideration. *This course meets the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 290 Central America: Conquistadores to Democracy**
Topics include the indigenous cultures of Central America in 1500; the conquest culture of the Spanish, 1524 to 1821; the failure of the Central American union after independence; the consolidation of old elites through liberal and conservative regimes; attempts at modernization in the late 19th century and the beginnings of U.S. hegemony; 20th-century modernization under U.S. auspices; failed revolutions in Guatemala, El Salvador, and Nicaragua; the 1990s peace accords; and attempts at reconciliation and creation of civic societies. (Prerequisite: HI 30) Three credits.

**HI 291 Africans in the New World, 1500 to 1800**
Topics include the experience of Africans in the colonies of the New World from 1500 to 1800; the economic origins of modern slavery; the traffic in African slaves; perceptions of Africans by Europeans; slave systems imposed on the Africans; the response of Africans to slavery and subjection; and the role of freed Africans in the Spanish colonies, Portuguese Brazil, the British West Indies, French St. Dominique (Haiti), and British America/ United States. Students make extensive use of primary sources. *This course meets the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 292 History of the African Diaspora**
This intermediate-level course considers how slaves were taken to Europe and the Americas where their knowledge, skills, and labor shaped Western social, cultural, and economic development. Africans were not merely enslaved to exploit their labor. Slaveholders targeted Africans who possessed knowledge and skills they wanted. This knowledge made slavery more profitable and successful than it otherwise would have been. Slaves carried African customs and beliefs with them to Europe and the Americas, which provided their lives with structure, meaning, and purpose. They also introduced these African customs and beliefs to their enslavers, transforming Western culture in the process. *This course meets either the U.S. diversity requirement OR the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 293 West Africa and the Making of the Atlantic World, 1444-1880**
Traditionally, historians have treated West Africans as passive or unwilling participants in the Atlantic slave trade and the development of the Americas. West Africans have been depicted as pawns who were manipulated and kidnapped into slavery by Europeans. However, since the 1970s, scholars have increasingly recognized the fallacies of these assumptions. Prior to European contact, numerous West African kingdoms, empires, confederations, and smaller polities had developed. These polities were militarily powerful enough to resist European imperial designs until the late 19th century, to prevent Europeans from kidnapping their citizens into bondage and control the slave trade. This course will explore how West Africa contributed to the cultural and economic development of the Atlantic world and consider how European contact and interaction contributed to West Africa's development and underdevelopment. This course engages several historiographical debates to explore how West Africa influenced the cultural and economic development of the Atlantic world. *This course meets the world diversity requirement.* (Prerequisite: HI 30) Three credits.

**HI 294 Social, Cultural and Economic Topics in the History of the Middle East during the Late Ottoman Era**
This course will trace the history of the Ottoman Empire from 1850 to 1918. It will focus on the social, cultural and economic topics in the history of the Middle East during the Late Ottoman Era. It will raise historical issues related to the Epidemics, Diseases, Natural disasters, Slave trade, Household slavery, Socio-Political role of women and the Intellectual, economic and social role for the ethnic and religious minorities in the Late Ottoman Era. (Prerequisite: HI 30) Three Credits.

**HI 298 Historical Cultural Geography**
Historical geography applies the tools of geography to the phenomena and events of the past. Maps, statistics, and an understanding of how people interact with the physical world allow the historical geographer to achieve a new perspective on historic events. The class will consider the general topics of history of place, change over time, the nature and uses of maps, and quantitative analysis. Students will receive a sufficient introduction to the geographic information system (GIS) software package ArcGIS so that they can, if they choose, make use of it for their research papers. (Prerequisite: HI 30) Three credits.

**HI 302 History and Memory: Coming to Terms with Traumatic Pasts**

Genuine historical understanding requires not only knowledge of what transpired in the past but an appreciation of how perceptions have changed over time. This course introduces students to the complex relationship between history and memory by examining how divisive pasts have been remembered, politicized and, if at all possible, come to terms with the 20th century. The pasts in questions are historical legacies that have been marked by extremity rather than normalcy. They include cases of genocide, such as the Nazi Holocaust and the decimation of Native Americans in the New World, as well as episodes of military conflict such as World War II and the American Civil War. Marked by war, criminality, and death, these historical events have left deep scars upon the collective memories of the nations involved. They are thus excellent case studies for understanding how the past has evolved into the present. (Prerequisites: HI 30 and one 200-level history course) Three credits.

**HI 303 What If? Alternate History and the Historical Imagination**

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 "alternate history" as a cultural phenomenon, we examine a wide range of counterfactual 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. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 304 The Holocaust in History and Memory**

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. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 314 Peasant Toil, Peasant Revolt: Daily Life in Rural Europe before 1900**

This course examines European peasant life from the Middle Ages until roughly 1900, with particular emphasis on historians' views of the topic. Based on historical studies of the peasantry, beginning with those of a pivotal group of 20th-century French scholars who transformed the study of European history and of history in general, the course considers how peasants lived, worked, and raised families; how they practiced religion; and how they related to political change in their communities. The course introduces students to various important scholars' treatments of peasant culture, and when and how peasants were moved to acts of violence. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 315 Ireland Since the Famine**

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. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 316 The French Revolution and Napoleon**

The course considers the causes of the Revolution, the move from moderate to radical change, the dynamics of the Terror, the roots of counterrevolution, and the reaction that led to military dictatorship. It also analyzes Napoleon's career, the basis of his empire and its relationship to the satellite kingdoms, and the effects of French hegemony upon Europe. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 317 Religious Outsiders in Early Modern France and Europe**

The course explores the role of religious minorities, including Protestants, Jews, and Catholic splinter groups, from 1492 to the French Revolution, with emphasis on the political and social aspects of each group's existence. Students examine images of religious minorities and forms of oppression and persecution to determine the boundaries of authority and the nature of belonging in European society, and how these aspects were changing during this period. Students use primary and secondary sources. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 323 Tudor-Stuart Britain, 1485 to 1714**
This course examines the changes in church, state, and society that took place in the British Isles from the accession of Henry VII to the death of Queen Anne. 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. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 331 Era of the American Revolution, 1763 to 1800**
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. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 342 Immigration, Ethnicity, and Race in U.S. History**
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. *This course meets the U.S. diversity requirement.* (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 348 Social Movements in 20th-Century U.S. History**
This research seminar explores the social history of grass-roots movements in the 20th-century United States and their effect on the contours of formal politics in American history. The course examines political processes such as pressure-group activity within the two-party structure, grass-roots political action, the rise of third parties and alternative ideologies, as well as the development, transmission, and change of popular political culture; the effects on politics of organization in other arenas; and the importance of racial and ethnic identities in American politics. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 356 History of the Cold War**
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. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 362 The Frontier: A Green History of North America**
This course considers the interaction of man and the American land from the earliest colonial settlements to the present and includes an analysis of the Turner thesis; a survey of regional evolution (New England and the Southwest, for instance); the westward movement; the experience of pioneer women; and mining, cattle, and farming frontiers. The course also examines changing attitudes toward the environment as reflected in the writing of American naturalists; man and the environment in different eras of the American past. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 366 Gender, Culture, and Representation: Women in China and Japan 1600 to Present**
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. *This course meets the world diversity requirement.* (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 367 East Asia in 20th-Century American Wars**
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. *This course meets the world diversity requirement.* (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 371 Arab-Israeli Conflict**
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; the rise of the Palestinian resistance; Israel's war in Lebanon; and prospects for the future. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 372 Terrorism in History**
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. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 385 Comparative Russian Revolutions**
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. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 391 The Meanings of History**
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. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 392 Fundamentals of Geographic Information Systems (GIS)**
A first course in Geographic Information Systems (GIS), emphasizing the development of computer skills and an appreciation of the spatial dimensions of problem-solving. Given that "spatial thinking" is a frequently desired and needed skill in many professional fields, including history, this course will offer regular examples of historical-geographical problems and solutions, and require the design and execution of a research project in each student's area of interest. The course will necessarily include a significant quantitative component, and some familiarity with statistical methods is recommended, though not required. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 395 History Internship**
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. Open to juniors and seniors as available, by permission of the department Internship Coordinator. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 397 Special Topics in History**
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. The course is limited to 15 junior- or senior-level students. (Prerequisites: HI 30 and one 200-level course) Three credits.

**HI 399 Independent Study**
Open to juniors and seniors only, 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. Students should obtain a copy of the "Department Policy for Independent Study" from the chairperson prior to applying. All independent study must have the concurrence of the department chairperson. Students may take only two independent studies. (Prerequisites: HI 30 and one 200-level course) Three credits.

# HONORS PROGRAM

## Faculty

**Director**
Thiel (Religious Studies)

**Associate Director**
Rakowitz (Psychology)

**Advisory Board**
Garvey (English)
Harriott (Biology)
Nantz (Economics)
Scheraga (Business)
Schwab (Visual and Performing Arts)

The Honors Program at Fairfield University is an interdisciplinary course of study open to invited freshmen 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 such as Broadway plays, guided museum tours, operas, and faculty-led colloquia on a variety of topics.

The Honors curriculum challenges students to achieve the following educational goals:

1. to become culturally literate in the Western tradition by studying some of its "great ideas" as expressed in the humanities, the arts, and the social and natural sciences;
2. to appreciate challenges to the Western intellectual tradition either by considering critical voices traditionally marginalized in that culture or by investigating the assumptions of a non-Western culture;
3. to learn to make connections between disciplines, and to learn to ask the larger questions that transcend any single discipline; and
4. to bring the honors experience to bear on the field of their chosen major at a high level of accomplishment through the completion of a research project appropriate to the particular discipline.

## Curriculum

The Honors Program comprises 23 credits. Twenty credits are earned through six Honors courses completed in the first three years of the program (HR 100, HR 101, HR 200 or HR 201, 2 sections of HR 202, HR 300); the program recognizes three credits earned through an independent study usually undertaken in the student's major during the senior year.

Students who complete the Honors Program are exempt from 21 credits in the core curriculum.

Students who enter the program as freshmen are exempt from the 3 English core courses (9 credits). They also may exempt themselves from 4 courses chosen from the following 6 areas or disciplines, with no more than 1 exemption claimed in any area or discipline: Natural Science, History, Social/Behavioral Science, Philosophy, Religious Studies, and Visual and Performing Arts (4 courses, 12 credits). In choosing to fulfill their remaining core requirements in Applied Ethics, History, Philosophy, and Religious Studies, Honors students may enroll in 200-level courses without having taken the stipulated prerequisites.

Students who enter the program as sophomores and who have completed EN 11 and EN 12 are exempt from the third English core course (3 credits). They are also exempt from 1 course in each of the following 6 areas or disciplines: Natural Science, History, Social/Behavioral Science, Philosophy, Religious Studies, and Visual and Performing Arts (6 courses, 18 credits). In choosing to fulfill their remaining core requirements in Applied Ethics, History, Philosophy, and Religious Studies, Honors students may enroll in 200-level courses without having taken the stipulated prerequisites.

The student's second year of Honors course work will satisfy either the U.S. diversity requirement (HR 200) or the world diversity requirement (HR 201) depending on the course the student completes. Apart from fulfilling 1 diversity requirement and replacing 7 core courses, Honors courses cannot be double-counted to satisfy any other curricular requirement.

Students who complete the Honors Program in good standing have their achievement noted on their final transcripts. Those who complete the program with an average grade of B+ in Honors courses receive the designation "University Honors Program Completed with Distinction." Those who complete the program with an average of A in Honors courses receive the designation "University Honors Program Completed with High Distinction."

## Fulbright Track in Honors

The Honors Program offers an alternative ordering of courses to support Honors students who apply for the prestigious Fulbright Scholarship. This "Fulbright track" in the Honors curriculum allows Fulbright applicants to complete their Senior Honors Projects in their junior year so that this research can provide a foundation for their Fulbright applications. Honors students who are interested in the Fulbright track should speak to the Honors Program Director.

# Course Descriptions

## FIRST YEAR: The Western Tradition

**HR 100 Ideas That Shaped the West**
This team-taught lecture/seminar course examines selected ideas or themes from Western intellectual history, focusing on developments in philosophy, society, science, and the arts. The ideas selected vary from course section to course section. Four credits.

**HR 101 Minds and Bodies**
This team-taught lecture/seminar course examines constructions of the human person, and the social reflections of these constructions, in Western culture. The ideas selected vary from course section to course section. Four credits.

## SECOND YEAR: Beyond the Western Paradigm

**HR 200 Challenges to the Western Tradition**
This course examines alternatives to the configuration of knowledge, art, power, and justice in the classical, majority culture of the West by considering critical voices traditionally marginalized in that culture. In the second year of honors coursework, students complete either HR 200 or HR 201. *This course meets the U.S. diversity requirement.* Three credits.

**HR 201 Non-Western Culture**
This course examines alternatives to the configuration of knowledge, art, power, and justice in the classical, majority culture of the West by investigating the history, worldview, and assumptions of a non-Western culture. In the second year of honors coursework, students complete either HR 200 or HR 201. *This course meets the world diversity requirement.* Three credits.

**HR 202 Honors Seminar**
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 six credits in HR 202 by completing one version of the seminar in their second year of honors coursework and another version of the seminar in their third year of honors coursework. A complete title, reflecting the seminar's particular subject matter, appears on the student's transcript. Students may not enroll in any section of HR 202 offered in a discipline in which they major or minor. Three credits.

## THIRD YEAR: Interdisciplinary Inquiry

**HR 300 Interdisciplinary Inquiry**
This team-taught course stresses the value of interdisciplinary approaches to scholarly inquiry by investigating a wide-ranging theme from the perspective of at least two disciplines. Possible themes treated in a given year are progress and its critics, genius and creativity, and the city in the American imagination. Three credits.

**HR 202 Honors Seminar**
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 six credits in HR 202 by completing one version of the seminar in their second year of honors coursework and another version of the seminar in their third year of honors coursework. A complete title, reflecting the seminar's particular subject matter, appears on the student's transcript. Students may not enroll in any section of HR 202 offered in a discipline in which they major or minor. Three credits.

**HR 399 Senior Honors Project: Independent Study**
The senior honors project provides an opportunity for students to engage in mature research under the supervision of a faculty mentor. The senior honors project is not a course in its own right but an independent study of three credits, typically conducted in the student's major field of study, which is recognized toward the completion of honors requirements. In the humanities, the project should be a paper of at least 25 to 50 pages in length. In studio art and creative writing, the project should take the form of a significant portfolio. In the natural sciences, mathematics, social sciences, nursing, and in the various areas of business, the finished project should conform to the discipline's acceptable format and length for publication. Three credits.

# INDIVIDUALLY DESIGNED MAJOR

The Individually Designed Major 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., Nineteenth-Century Europe).

Courses already taken may be included in the major, but the Individually Designed Major should be, as a whole, a planned endeavor, not simply the pulling together of courses already taken. For this reason application must be completed and approved by the Individually Designed Major Committee no later than the end of the student's second year.

## Course Requirements

The major requires a minimum of ten courses.

1. The major must be truly interdisciplinary. While there may be a primary department, at least four courses must be taken outside that department.
2. The major requires a suitable number of advanced courses.
3. Only language courses taken at the intermediate level or above may count toward the Individually Designed Major.
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 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 must also submit a final assessment of the major to the Individually Designed Major Committee as a requirement for graduation.

## Eligibility

To be eligible, the student must have a GPA of at least 3.0 at the time of application. 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 schedule an informational meeting with the Associate Dean of the College of Arts and Sciences at your earliest convenience.

PROGRAM IN
# INTERNATIONAL STUDIES

## Faculty

**Director**
Leatherman (Politics)

**Associate Director**
Griffin

**Adjunct Faculty**
Siscar

**Coordinating Committee**
Crawford (Sociology and Anthropology)
Franceschi (Economics)
Jones (Sociology and Anthropology)
Li (History)
McFadden (History)
Patton (Politics)
Poli (Accounting)
Ryscavage, S.J. (Sociology and Anthropology)
Strauss (Management)
Tellis (Information Systems and Operations Management)
Vasquez-Mazariegos (Economics)
Vinekar (Information Systems and Operations Management)

**Ex-officio**
Petraglia (Business)

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 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 in International Business with a complementary major or minor in the Dolan School of Business – see p. 250). The Program seeks to heighten global awareness in the ways we situate ourselves geographically, and encounter conflict, gender, race, class, nationality, the environment, and development.

## International Studies Major

**Requirements**
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. To prepare for this, they develop their own specialization drawing on courses in the thematic areas of Global Development; Conflict, Diplomacy and Peace Building; and Humaniarianism and Social Justice. 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 or foreign languages, and in the Dolan School of Business. Many students also pursue related interdisciplinary programs, such as environment, women's studies, peace and justice, and area studies. 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, internships, and study abroad opportunities, and through work with our faculty in research projects and as student teaching assistants.

**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, and nine hours towards the International Studies minor. Students with an overall GPA of 3.2 or greater and a GPA of 3.3 or higher in their International Studies/Business major, International Studies minor are nominated for membership.

## Requirements

**International Studies Major**

For a major in International Studies through the College of Arts and Sciences, students:

1. Complete the following foundational courses in the major:
   - IL 50 People, Places and Global Issues
   - IL 51 Challenges of Global Politics
   - IL 52 Culture and Political Economy
   - IL 53 Introduction to Economics (or EC 11 and EC 12, as required for International Business majors)
   - IL 300 Senior Capstone Seminar

2. Complete 15 credits of electives selected from any three thematic areas, with at least two theory and two applied courses, to develop a specialization in International Studies. 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. However, students are encouraged to complete IL 50, 51, 52, and 53 in their Freshman and Sophomore years, as described below. Students may also complete 15 credits of electives through a self-designed study, with approval of the director.

### Suggested Course of Study

**Freshman Year**
- IL 50

**Sophomore Year**
- IL 51 or 52 (take both in sophomore year if studying abroad in junior year)
- IL 53 (usually offered in the Fall Semester)

**Junior Year**
- IL 51 or 52
- Choose 5 electives from the thematic areas (at least two theory and two applied courses)

**Senior Year**
- IL 300 Capstone
- Complete any remaining electives from the thematic areas (at least 2 theory and 2 applied)

**International Studies Minor**

The College of Arts and Sciences offers a six-course, 18 credit minor in International Studies consisting of:

- IL 50 People, Places and Global Issues
- IL 51 Challenges of Global Politics
- IL 52 Culture and Political Economy
- IL 53 Introduction to Economics (or EC 11 and EC 12)
- Two electives from the thematic areas, with one theory and one applied course.

**International Business Major**

For B.S. in International Studies through enrollment in the Dolan School of Business, please see p. 250.

## Course Offerings

For students majoring in the new curriculum introduced in the 2008-2009 Catalog, please see these course listings below.

**Foundational Courses**

| | |
|---|---|
| IL 50 | People, Places and Global Issues |
| IL 51 | Challenges of Global Politics |
| IL 52 | Culture and Political Economy |
| IL 53 | Introduction to Economics |
| IL 300 | Capstone |

## Electives

**Global Development – Theory Courses**

| | |
|---|---|
| EC 230 | Comparative Economic Systems |
| EC 231 | International Trade |
| EC 233 | International Economic Policy and Finance |
| EC 235 | Economic Development of Third World Nations |
| MG 350 | International Law |
| PO 134 | Globalization: Who Rules the World? |
| PO 149 | Third World: Common Fate? Common Bond? |
| SO 190 | Globalization |
| SO 191 | Social Change in Developing Nations |

**Global Development – Applied Courses**

| | |
|---|---|
| AY 152 | Islamic Societies and Cultures |
| HI 284 | 20th Century Russia |
| HI 285 | Modern China: 1800 to Present |
| HI 289 | Modern Latin America, 1800 to Present |
| HI 366 | Gender, Cultures, and Representation: Women in China and Japan |
| IL 298 | Internship |
| IL 299 | Independent Study |
| PO 144 | Middle Eastern Politics |

**Conflict, Diplomacy, and Peace Building – Theory Courses**

| | |
|---|---|
| AE 293 | Ethics of War and Peace |
| AE 393 | Seminar on War, Peace, and Public Policy |
| IL 197 | UN Security Council Simulation |
| IL 295 | Seminar: Human Rights |
| IL 295 | Seminar: International Organizations |
| IL 295 | Seminar: Non-state Actors and Transnational Communities |
| PH 266 | The Concept of Human Rights |
| PO 130 | International Relations |

**Conflict, Diplomacy, and Peace Building – Applied Courses**

| | |
|---|---|
| HI 251 | The American Century? U.S. Foreign Relations since 1900 |
| HI 273 | Cultural and Historical Aspects of Post-Communist Transition |
| IL 260/ HI 274 | Historical Perspectives on Contemporary Global Crises |
| IL 298 | Internship |
| IL 299 | Independent Study |
| MG 360 | Negotiation and Dispute Resolution |
| PO 133 | U.S. Foreign Policy |
| PO 141 | African Politics |
| PO 147 | Northern Ireland: The Politics of War and Peace |

**Humanitarianism and Social Justice – Theory Courses**

| | |
|---|---|
| AE 288 | Ethical Dimensions of Global Humanitarian Policy |
| AY 163 | Culture and Inequality |
| IL 295 | Seminar: International Refugee Law |
| PH 266 | The Concept of Human Rights |
| PO 12 | Comparative Politics |
| PO 115 | Introduction to Peace and Justice |
| RS 235 | Liberation Theology |

**Humanitarianism and Social Justice – Applied Courses**

| | |
|---|---|
| AY 180 | International Research Practicum |
| EC 120 | Environmental Economics |
| HI 270 | History of Global and Humanitarian Action |
| IL 150 | International Operations of Non-Profits |
| IL 298 | Internship |
| IL 299 | Independent Study |
| LAC 300 | Justice and the Developing World |
| MG 385 | Managing People for Global Business |
| SO 185 | International Migration and Refugees |

# Course Descriptions

## Foundational Courses:

**IL 50 People, Places and Global Issues**
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. *The course meets the world diversity requirement.* Three credits.

**IL 51 Challenges of Global Politics**
Global politics is multifaceted and has many different kinds of players, ranging from states and international organizations, to transnational social movements and illicit networks. The course examines how these players work together or confront each other over issues in: (1) global development; (2) global justice and humanitarianism; (3) diplomacy and peace building. The course draws from international relations theories and related disciplines and methodologies to understand the challenges of shaping narrow or multidimensional solutions, and the ethical concerns, and consequences – both intended and unintended. Three credits.

**IL 52 Culture and Political Economy**
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. Three credits.

**IL 53 Introduction to Economics**
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. Three credits.

**IL 300 Senior Capstone Seminar**
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 offered the senior year after students have completed all core courses in international studies. Three credits.

## International Studies Electives

**IL 150 International Operations of Non-Profits**
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. Three credits.

**IL 197 United Nations Security Council Crisis Simulation**
This course gives students a hands-on learning experience in world diversity 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 geo-political regions of the world. A key goal of the course is to bring to light whether and how power disparities limit the global south's effective representation, and the stakes in reform of the Security Council. While the topic of the simulation will vary, the focus is on a crisis in a non-Western region of the world. *This course meets the world diversity requirement.* Three credits.

**IL 260/HI 274 Historical Perspectives on Contemporary Crises**
Using topical, geographic, and critical approaches, this course examines 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 includes an introduction to the history of U.S. foreign relations, international organizations, social change in the developing world, and world systems theory. Three credits.

**IL 295 Seminar in International Studies**
The course examines special topics in international studies. The specific topic for a given semester is announced at the time of registration. The course may be repeated with permission of the program director. Three credits.

**IL 298 Internship in International Studies**
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 a work log, and one paper. **Note:** Students complete the internship in addition to the basic requirements for the major or minor. (Prerequisites: junior or senior status and a 2.8 GPA) Three credits.

**IL 299 Independent Study**
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. Three credits.

Students completing the pre-2008-2009 curricular requirements for a major or minor in International Studies, are advised to consult with the director or the associate director of International Studies.

**PROGRAM IN**
# IRISH STUDIES

## Faculty

**Director**
Cassidy (Politics)

**Professors**
Abbott (History)
Baumgartner (Lecturer, English)
Cassidy (Politics)
Epstein (English)
Greenberg (Politics)
Mullan (English)
O'Connor (American Studies)
Pearson (English)
Rose (Art History)
M.M. White (Lecturer, English)
M.C. White (English)
Yarrington (Visual and Performing Arts)

**Advisory Committee**
Abbott (History)
Baumgartner (English)
Cassidy (Politics)
Epstein (English)
Greenberg (Politics)
Mullan (English)
O'Connor (American Studies)
Pearson (English)
Rose (Art History)
M.M. White (English)

The Irish Studies program explores various aspects of a culture that has produced the oldest vernacular literature in Europe, a rich tradition of Celtic art, and a devotion to scholarship that perhaps was crucial in saving Western civilization. As a nation, Ireland has had a long, turbulent, and fascinating history and politics. In the last fifty years, Ireland has changed from a conservative, agricultural country to a modern, technologically innovative one, from a colony of Great Britain to a free, democratic republic, and from one of the poorest nations in the world to one of its most prosperous.

Irish Studies at Fairfield affords students the opportunity to investigate the contributions of Ireland to the world in terms of its literature, history, politics, film, and art. Now affiliated with the National University of Ireland, Galway, the Irish Studies program, through study abroad, also allows students to take Irish-focused courses in archaeology, economics, the Irish language, music, sociology, and politics.

## Requirements

For a 15-credit minor in Irish studies, students:

Complete five three-credit courses including one of the following:

- EN 279 Irish Literature, HI 215 History of Ireland, Middle Ages to the Present, or HI 315 Irish History from the Famine to the Present.
- Those who choose EN 279 may take up to two additional English courses and must take the remaining two courses in different fields.
- Those choosing HI 215 or HI 315 may take up to three additional courses in English, with the remaining course in a field other than English or history. At least these courses must be taken at Fairfield.
- **Note:** Students may apply no more than two courses taken while studying abroad in Ireland during the fall or spring semesters toward the minor's requirements. This restriction does not apply, however, to English credits earned during Fairfield University's two-week Galway Summer Experience at the National University of Ireland, Galway (EN 369).

While studying abroad is not required for completion of the Irish studies minor, students are encouraged to do so.

Studies courses are offered in a variety of fields and disciplines. Please contact the program director for a course list and course descriptions. Some available courses are:

| | |
|---|---|
| AH 121 | Celtic and Early Irish Art |
| AS 327 | The Irish in American Film |
| EN 256 | Myths and Legends of Ireland and Britain |
| EN 268 | The Irish Short Story |
| EN 269 | Modern Irish Drama |
| EN 273 | Irish-American Literature |
| EN 278 | Irish Women Writers |
| EN 279 | Irish Literature |
| EN 393 | James Joyce's Ulysses |
| HI 215 | Ireland from the Middle Ages to the Present |
| HI 315 | Irish Since the Famine |
| PO 147 | Northern Ireland: The Politics of War and Peace |
| PO 151 | Politics of the Immigrant: The Irish Catholic and the East European Jewish Communitie |

# Italian

(see Modern Languages and Literatures)

PROGRAM IN
# ITALIAN STUDIES

## Faculty

**Director**
Carolan (Modern Languages and Literatures)

**Advisory Committee**
Eliasoph (Visual and Performing Arts)
Long (Philosophy)

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 University's campuses in Florence and in Siracusa.

## Requirements

To complete a 15-credit minor in Italian Studies students must demonstrate ability in the Italian language through the intermediate level.

The language of modern Italy is Italian. Inasmuch as cultural mores and concepts are reflected and communicated in language, students must achieve minimal proficiency in the language to begin to access the richness and complexity of Italy. Hence, all students pursuing the minor must meet this language expectation by successfully completing IT 211, Intermediate Italian, or by passing a placement test administered by University faculty that verifies competency through the intermediate level. Note: 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.

At least four of the five required courses must be Italy-focused (dealing exclusively with Italy) or Italian language and literature courses numbered 211 or higher. The fifth course may be another Italy-focused course or it may be an Italy-component course in which at least half of the course material deals with Italy. Note: No more than three of the five courses may be completed in a single discipline.

While study abroad is not required for completion of the minor, participation in the University's programs in Florence or Siracusa, Italy (fall, spring, or summer sessions) is strongly encouraged. Italian studies courses are offered in a variety of fields and disciplines. A complete list of Italy-focused and Italy-component courses is available from the program director.

## Course offerings:

**Modern Languages and Literatures**
IT 110-111 Elementary Italian
IT 210-211 Intermediate Italian
IT 223 Italian Composition and Oral Expression
IT 233 Creative Writing
IT 253 Contemporary Italian Culture
IT 262* Rome in the Cultural Imagination
IT 271*/FM 103 Italian Cinema
IT 289/EN 257* Dante
IT 330 Redefining the Cosmos: Voyages to the New World in the Italian Renaissance
IT 355 The Novella
IT 381/IT 382 Coordinating Seminar/Independent Study
IT 393* ** Italian American Experience
**Taught in English*
***Counts toward the U.S. diversity requirement*

**History**
HI 203 European Society in the Middle Ages
HI 218 The Renaissance and Reformation
HI 219 Italy from Renaissance to Revolution, 1559-1848

**Philosophy**
PH 212 Political Philosophy: Plato to Machiavelli

**Politics**
PO 123 Modern Political Ideologies
PO 140 European Politics

**Religious Studies**
RS 204 Voices of Medieval Women: Silent No More
RS 224 The Papacy

**Visual and Performing Arts**
AH 112 Etruscan and Roman Art and Archaeology
AH 130 Renaissance Art in Italy
AH 135 Renaissance and Baroque Architecture
AH 140 Baroque Art
AH 191 Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia

# Japanese

(see Modern Languages and Literatures)

PROGRAM IN
# JUDAIC STUDIES

## Faculty

**Director**
Umansky (Religious Studies)

**Faculty**
Behre, Bucki, Rosenfeld (History)
Eliasoph (Visual and Performing Arts)
Harkins (Religious Studie)

**Lecturers**
Dewan, Prosnit (Religious Studies)
Feigenson (English)
Shur (Modern Languages and Literatures)

Judaism is a fundamental study for all who wish to understand the roots of Western civilization. The Jewish religion is the oldest monotheistic faith and remains a vital tradition as well as the foundation for Christianity and Islam. In addition, the history of the Jewish people is a rich tapestry that extends almost 4,000 years in time and throughout most of the world.

The Judaic Studies minor is an interdisciplinary program, primarily based in the Department of Religious Studies. The Carl and Dorothy Bennett Center for Judaic Studies, which houses the office of the program director, a seminar room, and student lounge, serves as the program's physical locus.

## Requirements

For a 15-credit minor in Judaic studies, students:

- Complete five three-credit courses. At least two of these courses must be taken in the Department of Religious Studies; at least one course must be taken outside of the department.

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.

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 summer, and semester – or yearlong 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.

## Course Offerings:

**Religious Studies**

| | |
|---|---|
| RS 10 | Introduction to Religious Studies: Common Questions, Jewish Responses |
| RS 10 | Introduction to Religion: Sacred Writings and Their Representations |
| RS 100 | Introduction to Judaism |
| RS 101 | History of the Jewish Experience |
| RS 150 | Jewish Interpretations of Scripture |
| RS 203 | Women in Judaism |
| RS 242 | Jews and Judaism in America |
| RS 244 | Faith After the Holocaust |
| RS 251 | Old Testament/Hebrew Scriptures |
| RS 255 | Second Temple Judaism and the Dead Sea Scrolls |
| RS 256 | Religious Diversity in Early Judaism and Christianity |
| RS 340 | Modern Jewish Theology |

**English**

| | |
|---|---|
| EN 290 | Literature of the Holocaust |
| EN 388 | Jewish Literature |

**History**

| | |
|---|---|
| HI 205 | Jews and Christians: A Social History |
| HI 210 | The Third Reich |
| HI 212 | Modern Germany II |
| HI 304 | The Holocaust in History and Memory |
| HI 317 | Religious Outsiders in Early Modern France and Europe |
| HI 342 | Immigration, Ethnicity, and Race in U.S. History |

**Modern Languages and Literatures**

| | |
|---|---|
| HE 110 | Elementary Hebrew I |
| HE 111 | Elementary Hebrew II |
| HE 210 | Intermediate Hebrew I |
| HE 211 | Intermediate Hebrew II |

**Visual and Performing Arts**

| | |
|---|---|
| AH 109 | Jewish Art: Moses to Modernity (H) |
| AH 191 | Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems/Outcomes (H) |

# Latin

(see Classical Studies)

**PROGRAM IN**
# LATIN AMERICAN AND CARIBBEAN STUDIES

## Faculty

**Co-Directors**
Gil-Egui (Communication)
Walker (Biology)

**Liaison Faculty**
Bachelor (History)
Buss (Economics)
Campos (Modern Languages and Literatures)
Candelario (Modern Languages and Literatures)
Dew (Politics)
Franceschi (Economics)
Gordon (Philosophy)
Griffin (International Studies)
Lopez (English)
Maldonado, S.J. (Modern Languages and Literatures)
Jones (Sociology and Anthropology)
Sourieau (Modern Languages and Literatures)
Tellis (Information Systems and Operations Management)
Torres (GSEAP)
Vasquez-Mazariegos (Economics)

Fairfield University's commitment to a humanistic perspective and to the concept of social justice requires that Fairfield students be introduced to the "other" Americans who inhabit this hemisphere. The vibrant cultures of the Caribbean and Central and South American nations, blending indigenous, European and African influences, provide a rich field of study that can be approached from many points of view.

The Program in Latin American and Caribbean Studies offers students an interdisciplinary approach to the study of the multifaceted aspects of the Latin American and Caribbean countries, including the political and economical involvement of the United States. The pre-Columbian indigenous cultures, the systems of African slavery, economic dependency, 20th-century revolutions in politics, poetry, painting, literature, the churches, and the reassertion of negritude and Indian rights are some of the themes considered in the courses offered in the program.

## Requirements

The 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 Latin American and Caribbean Studies minor, students (1) complete four three-credit courses and one capstone seminar, and (2) must demonstrate proficiency in one of the following languages: Spanish, French, or Portuguese. The four courses, from a range of eleven disciplines, must be exclusively or substantially concerned with Latin American and/or the Caribbean. A team-taught Capstone Seminar selected from LAC 300, 301, 302, or 384 is required of all minors in their junior or senior year.

### Language Proficiency
Student may demonstrate language proficiency when they pass SP 211, FR 211, or PG 211.

### Language Electives
Students may count one course of Spanish or French culture and literature among the courses listed in the offerings. 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 UA-Managua, or in Brazil through our FIPSE funded program at Universidad Estadual do Notre Fluminense and UNISINOS. Other countries include: Argentina, Chile, Costa-Rica, Mexico, and Turks and Caicos.

Students are also encouraged to do an internship in a Latin American or Caribbean country (see LAC 373) description in Course Offerings).

**Note:** While the majority of courses taken abroad should count towards a LACSP minor, in some cases, based on content, an abroad course may not be awarded credit towards the LACSP minor.

## Course Offerings:

**Biology**
BI 235 Coral Reef Seminar

**Economics**
EC 230 Comparative Economic Systems
EC 235 Economic Development of Third World Nations

**English**
EN 295/ FR 295 Caribbean Literature: History, Culture, and Identity
EN 396 Women Caribbean Writers

**History**
HI 277 Mexico: Cortés to NAFTA
HI 287 A Green History of Latin America
HI 288 Colonial Latin America, 1492 to 1810
HI 289 Modern Latin America
HI 290 Central America: Conquistadores to Democracy
HI 291 Africans in the Americas, 1500 to 1800

**International Studies**
IL 295 Seminar in International Studies

**Latin American and Caribbean Studies**
LAC 300 Justice and the Developing World
LAC 301 Latin America and the United States
LAC 302 The Human Condition in Latin America
LAC 373 Internship in Latin America and the Caribbean
LAC 384 Reflections on the Environment: Focus on Latin America and the Caribbean

**Music**
MU 122 World Music and Ensemble

**Politics**
PO 142 Latin American Politics
PO 143 Caribbean Politics

**Religious Studies**
RS 235 Liberation Theology

**Sociology and Anthropology**
AY 130 Societies and Cultures of Africa and Latin America
SO 185 Introduction to International Migration
SO 191 Social Change in Developing Nations
SO 192 Contemporary Latin American and Caribbean Society

**Spanish** (Only one from courses below)
SP 253 Spanish American Civilization
SP 271 Hispanic Film
SP 303 From Empire to Modernization in Spanish Literature
SP 305 Popular Culture in Latin America
SP 353 Spanish American Narrative
SP 359 Culture, Civilization, and Literature in the Spanish-American Caribbean Region
SP 360 Dictatorship and Revolutionary Movements in Contemporary Latin America
SP 363 Literature and Culture of the Hispanic Caribbean Migration and Diaspora
SP 371 Images of Latin American Indians

See departmental listings for course descriptions.

## Course Descriptions

**LAC 300 Justice and the Developing World**
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. Significant to the course is a one-week immersion in one country, which is not required but strongly encouraged. Students plan and carry out a research project asking the critical questions and using the research methodologies of their academic major or minor. The immersion trip provides students with an intensive field research opportunity, the findings from which they incorporate into their papers. *This course meets the world diversity requirement.* Four credits.

**LAC 301 Latin America and the United States**
This interdisciplinary course is NOT a course in diplomatic relations. Rather it considers the ways in which Latin Americans have perceived, analyzed, depicted, reacted to, and dealt with the United States. The course considers essayists, poets, film makers, social scientists, statesmen, journalists, revolutionaries, artists, vendepatrias, and diplomats. This course, which fulfills the requirement for the capstone seminar in Latin American and Caribbean studies and counts as a history course, includes research papers and oral presentations. Three credits.

**LAC 302 The Human Condition in Latin America**
This seminar presents the human condition in Latin

America through a multidisciplinary approach that combines history, sociology, anthropology, politics, literature, economics, and the arts. The central theme of "community" serves as the base for the exploration of a variety of topics, such as tensions between rural and urban; struggles over land; gender roles; the place fantasy; spirit; and obsession with music, dance, sport, religion, etc. The countries studied vary depending on the expertise of the seminar leader and invited guests. The most recent seminar focused on Mexico and Brazil, but other likely choices include Colombia, Haiti, and Cuba. The course includes research papers and oral presentations. Three credits.

**LAC 373 Internship in Latin America and the Caribbean**

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. Three credits.

**LAC 384/AE 384 Reflections on the Environment: Focus on Latin America and the Caribbean**

This seminar examines environmental, ethical, and socioeconomic issues of Latin America and the Caribbean. It integrates the hard sciences (biology, chemistry, physics, and physical geography), the social sciences (sociology, politics, economics, and business), and the humanities (history, ethics, theology, and literature). The capstone experience provides students with an overview of multiple perspectives on the environment of Latin America and the Caribbean with a focus on some specific countries and issues. Students conduct independent research projects that demonstrate their mastery of at least one component of each disciplinary group. This seminar counts for the capstone requirement for the minor in Applied Ethics and the minor in Latin American and Caribbean Studies. *This course meets the world diversity requirement.* Three credits.

# DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

## Faculty

**Professors**
Bernhardt
Coleman, *chair*
Dennin
Fine
Mulvey
Sawin
Weiss

**Associate Professors**
King
McSweeney
Spoerri

**Assistant Professors**
Cherepinsky
Demers
Lasseter
Rafalski
Staecker
Striuli

**Lecturers**
Capobianco
Cron
Danaher
DiCenzo
Grant
Joannon-Bellows
Levai
Michailidis
Nocturne
O'Dowd
Pappano
D. Ryan
Vangor
Wakin
Williamson

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 Department of Mathematics and Computer Science offers majors and minors in both areas. Information about computer science can be found in the computer science section of this catalog.

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.

## Requirements

The typical mathematics major curriculum consists of 39 courses and 122 credits, although a student may, instead, take a 4-credit free elective, reducing the totals to 38 and 120, respectively. The typical major must take:

- 14 mathematics courses: MA 171, 172, 231, 235, 271, 272, 334, and 371, along with six 300-level mathematics electives;
- CS 141
  (students who can demonstrate proficiency in a computer programmng language can have this requirement waived by the department chair);
- Two semesters of a laboratory science (this also fulfills the natural science core);
- The mathematics comprehensive examination.

Although physics is the usual science taken by majors in mathematics and computer science, another laboratory science may be substituted with permission of the chair.

All mathematics majors take the mathematics comprehensive examination in their senior year as a capstone experience. A grade of Passed with Distinction, Passed, or Failed is recorded on their transcripts.

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.

Because graphing calculators and computer software are integrated as much as possible into the mathematics curriculum, mathematics majors are required to have a graphing calculator at least as powerful as a TI-83.

**Honors Seminar**
Students who take the MA 390 or MA 391 Honors Seminar receive three credits for one of their mathematics electives upon completion of one semester of MA 390-391. Students who complete two semesters of MA 390-391 earn six credits: the first semester counts as a 3-credit math elective, while the second counts as a 3-credit free elective.

**Student Teaching**
Students who take ED 381 Directed Observation and Supervised Student Teaching and ED 382 Student Teaching Seminar may have one mathematics elective waived if they also have taken MA 383 Modern Geometry. Those planning a career in secondary education should consult with the chair, and with the coordinator of the program in education, as early as possible.

**Internships**
The intern program provides mathematics majors with opportunities to gain practical, career-related experience in a variety of supervised field settings. Internships may be available in actuarial science, financial analysis, statistics, or other areas. Students may complete one or two semesters of internships. Interns work a minimum of 10 hours per week at their placement site and complete the required academic component specified by the faculty advisor. An internship may not replace a mathematics elective to fulfill the requirements for a major.

The curriculum given below represents a typical option for completing the major in mathematics.

**Bachelor of Science – Major in Mathematics (122 credits)**

| | Credits | |
|---|---|---|
| **First Year** | *Fall* | *Spring* |
| MA 171 Differential Calculus | 4 | |
| MA 172 Integral Calculus | | 4 |
| CS 141 Introduction to Computer Science and Programming I | 4 | |
| Core courses | 9 | 12 |
| **Sophomore Year** | | |
| MA 231 Discrete Mathematics | 3 | |
| MA 235 Linear Algebra | | 3 |
| MA 271 Multivariable Calculus I | 3 | |
| MA 272 Multivariable Calculus II | | 3 |
| Core courses (including science) | 10 | 10 |
| **Junior Year** | | |
| MA 334 Abstract Algebra | 3 | |
| MA 371 Real Analysis | 3 | |
| Mathematics electives | | 6 |
| Core courses | 6 | 6 |
| Elective courses | 3 | 3 |
| **Senior Year** | | |
| Mathematics electives | 6 | 6 |
| Mathematics comprehensive exam | | |
| Core course | 3 | |
| Elective courses | 6 | 6 |
| **Totals** | **63** | **59** |

**Bachelor of Science – Double Major in Mathematics and Computer Science**

A specific curriculum has been developed in order to allow students to double major in mathematics and computer science. This curriculum is designed to allow the student to complete the double major in four years. If you are interested, please speak with the chair of the department or the director of the computer science program.

**Bachelor of Science – Double Major in Mathematics and Physics**

A specific curriculum has been developed in order to allow students to double major in mathematics and physics. This curriculum is designed to allow the student to complete the double major in four years. If you are interested, please speak with the chair of either of these two departments.

**Minor in Mathematics**

For a 15-credit minor in mathematics, students:

- Complete two mathematics courses at the 100 level; and
- Complete three mathematics courses at the 200 level or higher.

The specific selection of courses must have the approval of the chair of the Department of Mathematics and Computer Science.

# Course Descriptions

## Mathematics Courses for Non-Majors

**MA 10 Mathematics for Liberal Arts**
This course presents major mathematical concepts in an historical and cultural setting. Topics include geometry, set theory, logic, and differential and integral calculus. Students explore the interplay between mathematics, philosophy, and the arts in addition to the more traditional relationship between mathematics and the physical sciences. The course treats mathematics as an art for its aesthetic beauty and as a science, providing a mathematician's view of the subject rather than preparing students for a specific application of mathematics. Three credits.

**MA 17 Introduction to Probability and Statistics**
This introduction to the theory of statistics includes measures of central tendency, variance, Chebyshev's theorem, probability theory, binomial distribution, normal distribution, the central limit theorem, and estimating population means for large samples. Students who have received credit for any mathematics course at the 100-level or higher may not take this course for credit without the permission of the department chair. Three credits.

**MA 19 Introduction to Calculus**
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 course presents the basic concepts numerically, algebraically, and geometrically, using graphing calculators to illustrate many of the underlying geometrical ideas. MA 19 is not a prerequisite for any other course; students who have received credit for one of MA 19, MA 121 or MA 171 may not take the others for credit. Three credits.

**MA 27 Intermediate Statistics**
This course covers the tools and techniques of statistics most commonly seen in business applications and meets the third semester of the Dolan School of Business' quantitative requirement. Topics include (multi)linear regression and correlation; inference, including t-tests and chi-square tests; and analysis of variation. Students who have taken MA 121-122, MA 125-126 or MA 171-172 should take MA 217 instead of MA 17 and MA 27. Students who have received credit for MA 217 may not take MA 27 for credit. Please note that students interested in majoring in the Dolan School of Business should take the MA 121-122-217 sequence. (Prerequisite: MA 17) Three credits.

**MA 121 Applied Calculus I**
Topics in this course include: plane analytic geometry; foundations of the calculus; differentiation of algebraic, exponential and logarithmic functions; extrema and curve sketching; and applications of derivatives. MA 121 is not a prerequisite for MA 171; students who received credit for MA 19 or for MA 171 may not take MA 121 for credit. Three credits.

**MA 122 Applied Calculus II**
Topics in this course include antiderivatives; the Fundamental Theorem of Calculus; integration of algebraic, logarithmic, and exponential functions; differentiation and integration of trigonometric functions; techniques of integration; and applications of the definite integral. MA 122 is not a prerequisite for MA 171; students who have received credit for MA 122 or MA 172 may not take the other for credit. (Prerequisite: MA 121 or equivalent) Three credits.

**MA 125 Calculus I: Engineering and Physics Majors**
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, and applications of derivatives and antiderivatives. Three credits.

**MA 126 Calculus II: Physics and Engineering Majors**
This course covers exponential and logarithmic functions, their derivatives and their integrals; the Fundamental Theorem of Calculus; applications to area, arc length, and volumes of revolution; hyperbolic functions, inverse trigonometric functions; methods of integration by substitution and parts; and indeterminate forms and improper integrals. (Prerequisite: MA 125 or MA 171 or equivalent) Three credits.

**MA/CS 141 Introduction to Computer Science and Programming I**
Please see description under CS/MA 141 in the computer science section of the catalog. Students may take this course to satisfy the non-calculus portion of the mathematics core curriculum. (See also below, under Mathematics Courses for Majors) Four credits.

**MA 211 Applied Matrix Theory**
Students majoring in the sciences, economics, and business learn techniques and applications of linear algebra and solve linear equations, determinants, linear geometry, eigenvalues, and eigenvectors. Closed to mathematics majors. Students may receive credit for only one of MA 211 and MA 235. Mathematics majors may not take this course as a mathematics requirement or elective. Three credits.

**MA 217 Accelerated Statistics**
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 one of MA 217 and 352 may not take the other for credit. (Pre- or co-requisite: MA 122 or MA 126 or MA 172 or equivalent) Three credits.

**MA 225 Applied Calculus III**
This course covers partial differentiation, multiple integrals, infinite series, and first order differential equations. (Prerequisite: MA 122 or MA 126 or MA 172 or equivalent) Three credits.

**MA 227 Calculus III: Physics and Engineering Majors**
Topics include infinite series, tests for convergence, power series, Taylor series; geometry in three-space; partial differentiation of continuous functions; chain rule, exact differentials, maxima and minima; multiple integration; application to volumes, center of gravity; and polar, cylindrical, and spherical coordinates. (Prerequisite: MA 126 or MA 172 or equivalent) Three credits.

**MA 228 Calculus IV: Physics and Engineering Majors**
Topics in this course include: 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. (Prerequisite: MA 227 or MA 271 or equivalent) Three credits.

**MA 321 Ordinary Differential Equations**
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 may receive credit for only one of MA 321 and MA 331. (Prerequisite: MA 225 or MA 227 or MA 271 or equivalent) Three credits.

**MA 332 Partial Differential Equations**
For the description of MA 332, see below, under "Mathematics Courses for Majors." This course may be taken by non-majors as well. (Prerequisites: MA 228 or MA 272 or equivalent, and MA 321 or MA 331 or equivalent, or permission of the department chair) Three credits.

## Mathematics Courses for Majors and Other Interested and Qualified Students

**MA/CS 141 Introduction to Computer Science and Programming I**
Please see description under CS/MA 141 in the computer science section of the catalog. Mathematics majors are required to take this course. However, as mentioned above, it is open to non-majors and is one option for satisfying the non-calculus portion of the mathematics core. Four credits.

**MA 171 Differential Calculus**
MA 171-172 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. Students who have received credit for MA 121 or MA 125 or MA 171 may not take any of the others for credit. Four credits.

**MA 172 Integral Calculus**
This course is the continuation of MA 171. 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'Hopital'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 MA 122 may not take MA 172 for credit. (Prerequisite: MA 125 or MA 171 or equivalent) Four credits.

**MA /CS231 Discrete Mathematics**
Topics in this course include logic; sets; functions; equivalence relations and partitions; mathematical induction; and countability. Three credits.

**MA 235 Linear Algebra**
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 receive credit for only one of MA 211 and MA 235. (Prerequisite: MA 231 or permission of the department chair) Three credits.

**MA 271 Multivariable Calculus I**
Topics in this course include polar coordinates, vectors in the plane and in three-space; parametric equations; equations of lines and planes; vector functions; arc length and curvature; functions of several variables, limits, continuity, differentiability and partial derivatives, the gradient, directional derivatives; tangent planes, normal lines. (Prerequisite: MA 126 or MA 172 or equivalent) Three credits.

**MA 272 Multivariable Calculus II**
This course covers relative and absolute extrema, Lagrange multipliers; multiple integration and volume and surface integrals in cartesian, cylindrical, and spherical coordinates; the Jacobian; vector fields; line integrals; Green's theorem; divergence and curl, Stokes's theorem, the divergence theorem. (Prerequisite: MA 227 or MA 271 or equivalent) Three credits.

**MA 331 Applied Mathematics**
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 may receive credit for only one of MA 321 and MA 331. (Prerequisites: MA 235 and MA 272, or permission of the department chair) Three credits.

**MA 332 Partial Differential Equations**
For the description of MA 332, see below, under "Mathematics Courses for Majors." This course may be taken by non-majors as well. (Prerequisites: MA 228 or MA 272 or equivalent, and MA 321 or MA 331 or equivalent, or permission of the department chair) Three credits.

**MA 334 Abstract Algebra**
Students study group theory, rings and ideals, integral domains, and fields. (Prerequisites: MA 231 and MA 235 or permission of the department chair) Three credits.

**MA 337 Number Theory**
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 one-function, and Diophantine equations. Students consider the influence number theory has had on the development of algebra and the interplay between the two. (Prerequisite: MA 231 or permission of the department chair) Three credits.

**MA 341 Linear Programming and Operations Research**
Topics in this course include convex sets, extreme points, theoretical basis of the simplex method for linear programming, the simplex computational procedure, duality theory, and sensitivity analysis. The course also covers the transportation problem and network applications as time permits. (Prerequisites: MA 235 and MA 272, or permission of the department chair) Three credits.

**MA/CS 342 Theory of Computation**
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. Also listed as CS 342. (Prerequisite: MA 231 or permission of the department chair) Three credits.

**MA 351 Probability and Statistics I**
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. (Prerequisites: MA 231 and MA 227 or MA 271, or permission of the department chair) Three credits.

**MA 352 Probability and Statistics II**
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. (Prerequisite: MA 351 or permission of the department chair) Three credits.

**MA 361 Topics in Algebra**
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. (Prerequisite: MA 334 or permission of the department chair) Three credits.

**MA 371 Real Analysis**
This course examines the set of real numbers as a complete, ordered, archimedean field; R as a linear vector space equipped with inner product and norm; metrics, particularly Euclidean, on R, topological concepts: continuity, connectedness, and compactness; the intermediate value, extreme value, monotone convergence, Bolzano/Weierstrass and Heine/Borel theorems; convergence and uniform convergence of sequences of continuous functions; differentiation: the mean value, implicit and inverse function theorems. (Prerequisites: MA 231 and MA 272 or permission of the department chair) Three credits.

**MA 373 Complex Analysis**
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. (Prerequisite: MA 371 or permission of the department chair) Three credits.

**MA/CS 377 Numerical Analysis**
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. Also listed as CS 377. (Prerequisites: MA 172, MA 235 and proficiency in a computer language, or permission of the department chair) Three credits.

**MA 383 Modern Geometry**
Topics in this course include: foundation for plane geometries; theorems of Menelaus, Ceva, Desargues, Pascal, Brianchon, and Feuerbach; inversion and reciprocation transformations; projective, Riemannian and Lobachevskian geometries; and Poincarè model. (Prerequisites: MA 231 and MA 235 or permission of the department chair) Three credits.

**MA 385 Point Set Topology**
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. (Prerequisite: MA 371 or permission of the department chair) Three credits.

**MA 390/391 Honors Seminar**
Participation is open to senior mathematics majors with a 3.50 or higher GPA in mathematics 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 reports on their findings before a group of peers. The seminar's subject matter varies each semester. Three credits.

**MA 397/398 Internship in Mathematics**
The internship program provides senior mathematics majors with opportunities to gain practical, career-related experience in a variety of supervised field settings. Student interns select from a variety of placements, especially those requiring applications of mathematics, numerical methods, and statistics. Interns spend a minimum of 10 hours per week working at the placement site and complete the required academic component specified by their faculty advisor. Internship credits vary; interns may register for a summer session and/or one or two semesters for an overall maximum of six credits. In addition, an internship must satisfy the requirements outlined in the University Internship Policy, which is available from the Career Planning Center. An internship may not take the place of a mathematics elective. (Prerequisites: senior standing, completed application form, acceptance by the field placement supervisor, and approval by the Department of Mathematics and Computer Science.) One to three credits per semester/session.

**MA 399 Independent Study in Mathematics**
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. Three credits.

**DEPARTMENT OF**
# MODERN LANGUAGES AND LITERATURES

## Faculty

**Professors**
Campos
Sourieau, *chair*

**Associate Professors**
Carolan
Goldfield

**Assistant Professors**
Candelario
J. Johnson
Maldonado, S.J.
Xiao

**Visiting Instructors**
Arango-Martin
Coller
Erotopoulos
Meizoso
Wagner
Wilkinson

**Lecturers**
Aliaga
Avery
Beccalli
Branson
Y. Eliasoph
Gerety
Hamed
Joosten
Knight
Morrissette
Nadkarni
Ortiz
Pavon
Poulos
Quaglia
Skubly
Syssoeva
Tauro

The study of modern foreign languages, as well as cultures and literatures in their original languages, is an intellectual experience that offers students another point of view on life. Knowledge of a language other than English frees students from the restraints of seeing but one reality, and the new perspectives gained from understanding the expression of another people are the essence of a liberal education.

The Department of Modern Languages and Literatures stresses proficiency in all language skills to prepare students for careers in business, communication, education, government, health sciences, social work, and related professions.

The department offers instruction in the following languages: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish. Currently, majors and minors are available in French, German, Italian, and Spanish.

In addition to its own programs, the Department of Modern Languages and Literatures participates in the International Studies program and the minor programs in Asian Studies, Italian Studies, Judaic Studies, Latin American and Caribbean Studies, Russian and East European Studies, and Women's Studies.

Select language courses may count toward those programs. A limit of one course taught in English and approved by the Department may count toward the major or minor. Several courses are cross-listed with the English Department. See separate catalog entries for details.

The 300-level courses are conducted in the language, and students are encouraged to consult with a member of the department when selecting them.

**Note:** Education minors need a minimum of 30 credits in the language area, of which at least three credits must be in literature and three in culture/civilization.

## Language Core Requirements

Core requirements may be fulfilled by successfully completing two semesters at the intermediate level of any language listed among the offerings of the Department of Modern Languages and Literatures.

**Core mission statement**
The study of languages is a key element in working and learning across cultures and geographical boundaries. Language in the Core Curriculum focuses on the acquisition of the skills of reading, listening, speaking, and writing, though the emphasis varies according to the chosen language. Students in core language study acquire knowledge about other cultures, literatures, and historical periods. It is expected that students will use the skills and knowledge acquired in language courses in practical and intellectual pursuits.

Through their study of foreign languages, students will:

- be able to read a passage of moderate difficulty in their chosen language and be able to communicate with a native speaker;
- learn grammatical and syntactical rules which will facilitate oral and written expression in the language;
- become acquainted with the life, customs, and cultural traditions where the language is spoken.

## Requirements

### French Major
French majors elect a minimum of 24 upper-division credits in French (i.e., eight three-credit courses at the 200 and 300 level). Students select their course of study from a variety of offerings including courses on composition and conversation, creative writing, France's culture, francophone culture, literature, film. Students may select one course, taught in English, which counts towards the major, with the approval of their advisor. French majors also have the opportunity to apply for internships that count towards the major. Students are encouraged to study abroad in France or in a francophone country either during the 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, as soon as possible, with an advisor of their choice to plan a program.

### French Minor
Students seeking a minor in French complete 15 credits in the language beyond the intermediate 210 level. Students select their courses in consultation with a departmental advisor.

**Special credit notes:**
FR 211 with a grade of B+ or better counts towards the minor.

### German Major
German majors elect a minimum of 24 upper-division credits in German (i.e., eight three credit courses at the 200 and 300 level). Students select their course of study from a variety of offerings including courses on composition and conversation, German culture, and literature. Students may select one course, taught in English, which counts towards the major, with the approval of their advisor. Students also have the opportunity to apply for internships that count towards the major. German majors also are encouraged to study abroad in Germany with Fairfield's Baden-Württemberg exchange program either during the junior year or in the summer. The final course for the German major must be taken at Fairfield University.

### German Minor
Students seeking a minor in German complete 15 credits in the language beyond the intermediate (210) level. Students select their courses with a departmental advisor.

**Special credit notes:**
GM 211 with a grade of B+ or better counts towards the minor and major.

### Italian Major
Italian majors elect a minimum of 24 upper-division credits in Italian (i.e., eight three-credit courses at the 200 and 300 level). Students select their course of study from a variety of offerings including courses on composition and conversation, creative writing, contemporary culture and film, the short story, literature of the New World, and Dante (which is offered in translation; majors are encouraged to do their written work in Italian). In addition, students may select one course, taught in English, which counts towards the major. Those courses examine the Italian American experience, Rome in the cultural imagination, and Italian cinema. Italian majors also have the opportunity to apply for internships that count towards the major. Students are encouraged to study abroad at our affiliates in Siracusa, Sicily, or Florence either during the 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.

### Italian Minor
Students seeking a minor in Italian complete 15 credits in the language beyond the intermediate 210 level. Students select their courses in consultation with a departmental advisor.

**Special credit notes:**
IT 211 with a grade of B+ or better counts towards the minor in Italian.

### Spanish Major
A total of 30 credits is required for the Spanish major. Students who wish to major in Spanish must complete ten courses at the 200-300 level.

The required courses for the major are in the following order:

- SP 221 Composition
- SP 222 Conversation
- SP 245 Analysis and Interpretation of Hispanic Literature (prerequisite for all advanced Literature courses. This course may be taken at Fairfield University or abroad.)
- SP 251 Spanish Civilization and Culture and/or SP 253 Spanish-American Civilization and Culture
- SP 381 Exit Research Study. Students must take this course during their senior year.
- Electives to reach 30 credits.

Some requirements may be waived with permission of the Chair of the department.

**Notes:**

- SP 221 and SP 222 are prerequisites for all subsequent Spanish classes.
- Native and Heritage speakers are not allowed to take SP 222 (Conversation). They will still need to take 10 classes to reach 30 credits, however.
- SP 245 is a prerequisite for all advanced literature courses. (This course may be taken at Fairfield University or abroad.)
- Once all prerequisites have been fulfilled (SP 221, SP 222, SP 245), all other requirements (SP 251, SP 253) and electives can be taken at any time with the exception of SP 381, which must be taken in the spring semester of the senior year.
- **Study 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; and 2) the content is related to some aspect of Latin American or Spanish culture, history, politics, or literature.

### Spanish Minor

Students who wish to minor in Spanish must complete five courses (15 credits) at the 200-300 level.

The required courses are:

- SP 221 Composition
- SP 222 Conversation (Native and Heritage speakers are ineligible and therefore exempt from taking this course.)
- SP 245 Analysis and Interpretation of Hispanic Literature (prerequisite for all advanced Literature. This course may be taken at Fairfield University or abroad.)
- SP 251 Spanish Civilization and Culture or SP 253 Spanish-American Civilization and Culture
- Any elective

Some requirements may be waived with permission of the Chair of the department.

**Notes:**

- SP 221 and SP 222 are prerequisites for all subsequent Spanish classes.
- Native and Heritage speakers are not allowed to take SP 222 (Conversation). They will still need to take five classes to reach 15 credits.
- Once all prerequisites have been fulfilled (SP 221, SP 222, SP 245), all other requirements (SP 251 or SP 253) and an elective can be taken at any time.
- **Study abroad:** Students are encouraged to study abroad in a Spanish speaking country. For courses taken abroad to count toward the Spanish major or minor two conditions must be met: 1) the courses are taught entirely in Spanish; and 2) the content is related to some aspect of Latin American or Spanish culture, history, politics or literature.

# Course Descriptions

## Arabic

**AR 110-111 Elementary Modern Standard Arabic**

This 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. Four credits per semester.

**AR 210-211 Intermediate Modern Standard Arabic**

Designed for students who have completed AR 110-111 or whose placement scores are in the range of this course level. This 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. Prerequisite: AR 111 or permission of instructor.) Four credits per semester.

**AR 215 Intermediate Intensive Modern Standard Arabic**

This intensive second-year course is designed to build upon skills of listening, speaking, reading and writing developed in earlier elementary courses. Students will acquire a broader range of vocabulary and be introduced to more complex grammatical structures. Students will learn to recognize and understand a wider range of cultural and linguistic components. Students will also increase their proficiency in Arabic script and sound system, and practice more conversation and dictation. Weekly Oral Practice Sessions (OPS) are mandatory (Prerequisite: AR 111 or permission of instructor.) Six credits.

## Chinese

**CI 110-111 Elementary Chinese**
Designed for students with no prior experience with Chinese or whose placement scores are in the range for this course level. This 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. Four credits per semester.

**CI 210-211 Intermediate Chinese**
Designed for students who have completed CI 110-CI 111 or whose placement scores are in the range for this course level. This 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. Four credits per semester.

## French

**FR 110-111 Elementary French**
Designed for students with no prior experience with French or whose placement scores are in the range for this course level. This 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. Four credits per semester.

**FR 210-211 Intermediate French**
Designed for students who have completed FR 110-FR 111 or whose placement scores are in the range for this course level. This 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. Four credits per semester.

**FR 221 Grammar and Composition**
This course emphasizes improved proficiency in the written language. Students build vocabulary and improve grammar through readings and exercises designed to prepare them for weekly compositions. These readings and exercises expose students to a variety of genres. Following peer review and instructor's comments, students rewrite compositions, incorporating them into a final portfolio project. Three credits.

**FR 222 French Conversation and Phonetics**
This course emphasizes developing language skills for self-expression and communication. A wide range of authentic cultural materials, such as press articles, films, short stories, television broadcasts, etc., forms the basis for class discussions. Students write weekly oral assignments to improve grammar and vocabulary. The course introduces the phonetic alphabet and stresses pronunciation exercises. Three credits.

**FR 251-252 Culture and Civilization of France and the Francophone World**
This two-semester sequence explores France and French people in a cultural, social, and historical context. The exploration moves into regions that comprise the francophone world in the second semester Students use multimedia, Internet, and audio-visual resources extensively and submit frequent oral and written reports. *This course meets the world diversity requirement.* Three credits per semester.

**FR 265 French Translation Workshop**
In this course, students develop expertise in the art and craft of translation. The course presents terminology 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. (Prerequisite: FR 221 or permission of instructor) Three credits.

**FR 267 French Commercial Culture**
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. Three credits.

**FR 271 Contemporary French Press and Media**
Students read and discuss articles from representative magazines and newspapers in French, and 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. Three credits.

**FR 295 Caribbean Literature: History, Culture, and Identity**
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/Surinam. No prerequisite for French majors. Cross-listed with EN 295. *This course meets the world diversity requirement.* (Prerequisite for English: EN 12 or its equivalent) Three credits.

**FR 301-302 Survey of Literature in French**
The two-semester sequence presents a chronological view of French literature, emphasizing the most important writers and major literary movements and themes. The first semester considers varied genres from the Middle Ages through the 17th century. The second semester studies the forces unleashed by the Revolution and considers the development of modern French literature. Three credits per semester.

**FR 305 French and Francophone Women Writers**
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. Three credits.

**FR 321 18th-Century Literature**
Students undertake readings and discussions of works by Voltaire, Marivaux, Diderot, Rousseau, Beaumarchais, and others. The course emphasizes class discussion and student participation, and requires frequent papers. Three credits.

**FR 337 Novels of the 19th Century**
This course examines the important novelists of the 19th century: Balzac, Stendhal, George Sand, Flaubert, Zola, and others, and requires frequent oral reports and critical papers. Three credits.

**FR 346 Modern French Theatre**
This course introduces students to the history of French theatre and its various genres, and to the theory and practice in contemporary France. Participants study full-length works by major modern dramatists from France and the francophone world, viewing these works on videos or in local theaters. The course requires frequent oral reports and critical papers. Three credits.

**FR 347 Modern French Novel**
Students in this course read and discuss important modern novelists such as Mauriac, Malraux, Sartre, Beauvoir, Camus, Duras, Le Clezio, and others. The course requires frequent oral reports and critical papers. Three credits.

**FR 366-367 Film and Literature in French**
This two-semester sequence 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. Three credits per semester.

**FR 377-378 Internship**
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. Three credits per semester.

**FR 381-382 Coordinating Seminar**
Students undertake readings and studies in a specialized area of French, 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. Hours by arrangement. Three credits per semester.

## German

**GM 110-111 Elementary German**
Designed for students with no prior experience with German or whose placement scores are in the range for this course level. This 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. Four credits per semester.

**GM 210-211 Intermediate German**
Designed for students who have completed GM 110-GM 111 or whose placement scores are in the range for this course level. This 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. Four credits per semester.

**GM 221 Stylistics and Composition**
This course emphasizes improved proficiency in the written language. Students build vocabulary and improve grammar through readings and exercises designed to prepare them for weekly compositions. These readings and exercises expose students to a variety of genres. Following peer review and instructor's comments, students rewrite compositions, incorporating them into a final portfolio project. Three credits.

**GM 222 German Conversation**
This course develops and improves student conversational abilities. The course provides students with opportunities to sound their knowledge and opinions, and to share their ideas as they learn from their peers in non-threatening, small-group discussions on contemporary topics. Three credits.

**GM 251-252 German Culture and Civilization**
In the first semester, 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. During the second semester, the 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. The first semester is conducted in German; the second semester is conducted in English. Both semesters require frequent oral and written reports. Three credits per semester.

**GM 261-262 Survey of German Literature**
This two-semester sequence 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. Three credits per semester.

**GM 271 18th-Century German Literature**
This course covers the development of German literature from the Sturm und Drang movement through the classic period of Goethe and Schiller, including Henrich von Kleist and an analysis of the Romantic literary theory (Eichendorff, Novalis, Hoffmann). Three credits.

**GM 281 19th-Century German Literature**
This course focuses on fairy tales. We explore the tales by the Brothers Grimm, but also meet such suspenseful writers as E.T.A. Hoffmann, Hauff, and others. Numerous stories have been written and filmed that enable us to connect 19th-century tales with life today. We immerse ourselves in these stories by listening, telling, reading, writing about, and watching them. Three credits.

**GM 291 Modern German Literature**
This course introduces students to a variety of German literature and genres (novel, short story, and poem) written in the 20th century. All works are heavily influenced by the two world wars. The literary canon includes a text by Kafka, portraying hope and despair, and Anna Seghers' novel written in exile, poems and short stories portraying the various social and political changes in West Germany, and the essays by the East German writer Christa Wolf that deals with loyalty and dissidence. The course also addresses narrative strategies and the challenges faced by the translator. Furthermore, we talk about the different roles literature can play, including the influence and value in furthering the understanding of material to contextualize the readings. Particular interest is the portrayal of social and political issues. This course is also offered as EN 282. Three credits.

**GM 377-378 Internship**
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. Three credits per semester.

**GM 381-382 Coordinating Seminar**
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. Hours by arrangement. Three credits per semester.

## Hebrew

**HE 110-111 Elementary Hebrew**
Designed for students with no prior experience with Hebrew or whose placement scores are in the range for this course level. This 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. Four credits per semester.

**HE 210-211 Intermediate Hebrew**
Designed for students who have completed HE 110-HE 111 or whose placement scores are in the range for this course level. This 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. Four credits per semester.

## Italian

**IT 110-111 Elementary Italian**
Designed for students with no prior experience with Italian or whose placement scores are in the range for this course level. This 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. Four credits per semester.

**IT 210-211 Intermediate Italian**
Designed for students who have completed IT 110-IT 111 or whose placement scores are in the range for this course level. This 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. Four credits per semester.

**IT 223 Italian Composition and Oral Expression**
This course improves proficiency in written and oral expression in Italian. 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), allow students to identify and correct grammatical mistakes. Students present speeches in class and conduct situational dramas (job interviews, television reporting, courtroom trials) in Italian. Various films and cultural artifacts (comic strips, proverbs, music) familiarize students with idiomatic Italian. (Prerequisite: IT 211 or equivalent) Three credits.

**IT 233 Creative Writing**
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. (Prerequisite: IT 211 or equivalent) Three credits.

**IT 253 Contemporary Italian Culture**
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. (Prerequisite: IT 211 or equivalent) Three credits.

**IT 262 Rome in the Cultural Imagination**
The city of Rome has been a source of wonder and amazement throughout recorded history. This course examines the foundation myths of the Eternal City in contrast with the historical accounts, discusses early accounts of the life of the city, evaluates the reasons for its decline and fall, considers the riches of Renaissance and Baroque periods, reads poetry by the Roman people, and examines Rome's centrality for the world of art. This course also focuses on the political importance of the city from its inception through the Risorgimento (Italian Unification), to Fascism and World War II, to present day. Three credits.

**IT 271 Italian Cinema**
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 '80s and '90s. Students analyze the works of Rossellini, De Sica, Fellini, Visconti, Germi, Antonioni, Wertmüller, Leone, Pasolini, Moretti, Benigni, and others. The course is conducted in English. Three credits.

**IT 289/EN 257 Dante**
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. Three credits.

**IT 330 Redefining the Cosmos: Voyages to the New World in the Italian Renaissance**

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. (Prerequisite: IT 223 or permission of instructor) Three credits.

**IT 355 The Novella**

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. Three credits.

**IT 381-382 Coordinating Seminar/ Independent Study**

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. Hours by arrangement. Three credits per semester.

**IT 393 The Italian-American Experience**

This course analyzes the concept of nationality and national identity in literature, film, and critical essays by and about Italian-Americans. The course also discusses the concept of ethnicity together with the phenomenon of emigration and the difference in roles for men and women in this subgroup of American society. The success of Italian-Americans in various sectors of society reveals the vitality and determination of this particular ethnic group in the face of prejudice and economic hardship. Students examine the contributions of Italians who left their native land for a new beginning and discuss the perception and reality of America as the "promised land" in the Italian-American community. The course is conducted in English. *This course meets the U.S. diversity requirement*. Formerly IT 293. Three credits.

## Japanese

**JA 110-111 Elementary Japanese**

Designed for students with no prior experience with Japanese or whose placement scores are in the range for this course level. This 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. Four credits per semester.

**JA 210-211 Intermediate Japanese**

Designed for students who have completed JA 110-JA 111 or whose placement scores are in the range for this course level. This 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. Four credits per semester.

## Portuguese

**PG 110-111 Elementary Brazilian Portuguese**

Designed for students with no prior experience with Portuguese or whose placement scores are in the range for this course level. This 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. Language. 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. Four credits per semester.

**PG 210-211 Intermediate Brazilian Portuguese**

Designed for students who have completed PG 110-111 or whose placement scores are in the range of this course level. This 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 and writing skills, as well as the development of cultural literacy. Cultural emphasis is placed on the regions of Brazil and Luso-Brazilian cultures, human ecology and resource management. Four credits.

## Russian

**RU 110-111 Elementary Russian**
Designed for students with no prior experience with Russian or whose placement scores are in the range for this course level. This 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. Four credits per semester.

**RU 210-211 Intermediate Russian**
Designed for students who have completed RU 110-RU 111 or whose placement scores are in the range for this course level. This 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. Four credits per semester.

## Spanish

**SP 110-111 Elementary Spanish**
Designed for students with no prior experience with Spanish or whose placement scores are in the range for this course level. This 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. Four credits per semester.

**SP 115 Elementary Intensive Spanish**
This is an intensive course for near beginners aiming to develop in one semester the language skills expected of students after two semesters in a regular Spanish course. It is offered in the fall semester. This course 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 1 hour and 40 minute classes per week and do mandatory online work. After completion of this course, students are expected to take SP 215 to fulfill the language requirement. Six credits.

**SP 208 Intermediate Spanish for Health Professionals**
This course covers the same language skills as the first part of Spanish Intermediate (SP 210) with an emphasis on vocabulary and content related to the medical field. Participants will continue the study of Spanish language on a more advanced level and will review essential points of grammar, vocabulary, and regular practice in speaking and writing. The course will provide the necessary language skills to deal with Spanish speaking patients in health care delivery in hospitals and doctor's offices, for the reception, general examination, symptoms, and prognosis. This course will also explore the diversified Spanish cultures through a variety of materials (Spanish health magazines, literature, or Internet) and their role in health idioms and phraseology. Students attend three classes per week. **Note:** This course does not fulfill any part of the language requirement. (Prerequisite: SP 111 or equivalent) Three credit.

**SP 210-211 Intermediate Spanish**
Designed for students who have completed SP 110-SP 111 or whose placement scores are in the range for this course level. This 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. Four credits per semester.

**SP 215 Intermediate Intensive Spanish**
This is an intensive course designed as a continuation of Elementary Intensive Spanish, SP 115. It is offered in the spring semester. This course aims to develop in one semester the language skills expected of students after two semesters in a regular Intermediate Spanish course. This course 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. (Prerequisite: SP 115) Six credits.

**SP 221 Spanish Composition**
Students improve their proficiency in the written language in this course, which provides opportunities for practice in accurate use of vocabulary, grammar, and syntax. Three credits.

**SP 222 Spanish Conversation**
This course develops and improves student conversational abilities via classroom discussion on a variety of contemporary topics. The course includes opportunities to improve pronunciation, increase vocabulary, and correctly use grammar. Three credits.

**SP 231 Career-Oriented Spanish**
This course, for students who wish to acquire a skill that provides a career asset and who want to continue their work in written and spoken Spanish, uses papers and classroom discussion to emphasize Spanish vocabulary that relates to business, law, medicine, social work, and other professions. (Prerequisite: SP 221 or SP 222 or equivalent) Three credits.

**SP 245 Analysis and Interpretation of Hispanic Literature**
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. (Prerequisite: SP 221 or permission of instructor) Three credits.

**SP 251 Spanish Civilization and Culture**
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. Three credits.

**SP 253 Spanish-American Civilization**
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. *This course meets the world diversity requirement.* Three credits.

**SP 271 Hispanic Film**
This course examines and analyzes film by Spanish and Latin-American directors (Buñuel, Saura, Littin, Sanjines, etc.). Students initially study films as an independent genre using specific structural form as the means of analysis (close-up, soundtrack, frame, etc.). Students then begin to formulate interpretations that move between the formal, technical composition of films and the concrete socio-historic and cultural reality to which each film refers. Course activities include screening of films, discussion of articles that deal with literary theory and analysis of film, and writing short papers. *This course meets the world diversity requirement.* (Prerequisite: SP 221 or permission of the instructor) Three credits.

**SP 285 Introduction to Spanish Linguistics**
This course is an introduction to the scientific study of language, with a focus on Spanish. It particularly aims at the descriptive level, that is at the understanding of the mechanisms of the language in the 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 operate at different levels (semantics). It explores such basic fields of linguistic analysis within the context of current linguistic theories. It also explores the notion of linguistic variation, both geographical and social. Taught in Spanish. Three credits.

**SP 301 Love, Life, and Death in Spanish Literature**
This course, open to juniors and seniors only, presents a thematic view of Spanish literature from its origins to the end of the 18th century. When possible, students analyze and discuss complete works in class. Students are advised to complete SP 245 or a course similar to the content of SP 245 prior to enrolling in SP 301. (Prerequisite: permission of instructor) Three credits.

**SP 303 From Empire to Modernization in Spanish American Literature**
This critical study of the principal authors and works from European contact with indigenous cultures to the end of the 19th-century provides students with an understanding of the origins and some of the preoccupations of Spanish-American literature through critical analysis of documents of travel, discovery, descriptions of the struggles for independence, rural versus urban life, and modernismo. The course may require critical papers and oral reports. Open to juniors and seniors only. Students are advised to complete SP 245 or complete a study abroad course similar to the content of SP 245 prior to enrolling in SP 303. (Prerequisite: permission of the instructor) Three credits.

**SP 305 Popular Culture in Latin America**
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 folletin (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 Troba, and Rock Latino; artistic movements such as Mexican muralist; traditional and popular crafts; cooking; popular dance; and film. Open to juniors and seniors only. (Prerequisites: SP 253 and permission of the instructor) Three credits.

**SP 311 Glory, Splendor, and Decay: Spanish Golden Age Literature**
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. Open to juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

**SP 331 Love and Deception in 19th-Century Spanish Literature**
Students study and analyze representative works of the romantic and realist movements. The course emphasizes theatre and poetry, or the novel, depending on students' needs. Juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

**SP 341 20th-Century Spanish Literature**
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. Open to juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

**SP 353 Spanish-American Narrative**
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. (Prerequisite: permission of the instructor) Three credits.

**SP 355 Short Prose Fiction of Spain**
This course explores the development of short prose fiction in Spain from translations of Hindu fables in the beginnings of the Middle Ages to the Golden Age (Cervantes' Novelas ejemplares) and through its full development in the 19th and 20th centuries. Open to juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

**SP 357 The Spanish Novel**
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. Open to juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

**SP 359 Culture, Civilization, and Literature in the Spanish-American Caribbean Region**
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. Juniors and seniors only. *This course meets the world diversity requirement.* (Prerequisite: permission of the instructor) Three credits.

**SP 360 Dictatorships and Revolutionary Movements in Contemporary Latin America**
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 XXI Century Latin America since the end of the Socialist Block (1990's), 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.). *This course meets the world diversity requirement.* (Prerequisite: SP 245 and SP 253 or SP 359) Three credits.

**SP 363 Literature and Culture of the Hispanic Caribbean Migration and Diaspora**
This course explores the overlapping experiences of migrations and diaspora in the Hispanic Caribbean. The course reviews the history of Caribbean migrations and the experiences of Caribbean migrants in the United States through major literary works of Puerto Rico, Dominican Republic and Cuba. With its complex racial, cultural and linguistics mixture, the Caribbean is where today's globalization began, over 500 years ago. Students will draw on an interdisciplinary approach: historical, sociopolitical, ethnic, multi-linguistic and global contexts. Films and oral presentations are part of the course. This course is taught in Spanish. (Prerequisites: SP 245 and SP 253) Three credits.

**SP 371 Images of Latin American Indians**
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. Open to juniors and seniors only. *This course meets the world diversity requirement.* (Prerequisite: permission of the instructor) Three credits.

**SP 377-378 Internship**
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. Open to juniors and seniors only. Three credits per semester.

**SP 381 Coordinating Seminar: Exit Research Study**
Students in the spring of their senior year must complete a research study paper for the major. The student chooses from a list of topics or books offered by professors from the Spanish section. (Prerequisite: permission of the instructor) Three credits.

**SP 382 Coordinating Seminar/Independent Study**
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. Hours by arrangement. Open to juniors and seniors only. Three credits per semester.

## Music

(see Visual and Performing Arts)

## New Media Film, Television, and Radio

(see Visual and Performing Arts)

**PROGRAM IN**
# PEACE AND JUSTICE STUDIES

## Faculty

**Director**
Boryczka (Politics)

**Coordinating Faculty**
Cassidy (Politics)
J. Johnson (Modern Languages and Literatures)
Leatherman (Politics)
Pearson (English)
Sealey (Philosophy)

**Contributing Faculty**
Bucki (History)
Garvey (Engish)
Gordon (Philosophy)
Gorman (Religious Studies)
Lakeland (Religious Studies)
Li (History)
Patton (Politics)
McFadden (History)
Newton (Philosophy)
Rodrigues (Sociology and Anthropology)
R. White (Sociology and Anthropology)

The Peace and Justice Studies program is an expression of the Jesuit educational commitment, which is fundamentally identified with the promotion of 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 providing a decent and dignified life for all. The program gives focus and substance to concerns about troubling social and political issues while providing the academic and real-world skills to address them.

Accordingly, the minor provides students with an opportunity to study systematically a variety of issues in world peace and social justice, including how religions and philosophical traditions approach these values, and the ways in which people from across the globe engage to create positive change for the future.

For a 15-credit minor in peace and justice studies, students complete:

- PO 115 Introduction to the Study of Peace and Justice,
- Three electives from the University curriculum chosen in consultation with the director of the minor, and
- PJ 398 Capstone Research Seminar.

Students pursuing a peace and justice studies minor may also elect PJ 298 Internship in Advocacy and Community Organizing. 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.

The introductory course, PO 115, and the concluding seminar, PJ 398, are required for the minor. Students select three electives, with approval of the director, from courses in the University curriculum relevant to the study of peace and justice.

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.

| | |
|---|---|
| AE 276 | Ethical Dimensions of Global Business Practices |
| AE 283 | Environmental Justice |
| AE 284 | Environmental Ethics |
| AE 297 | Eco-feminism |
| EN 290 | Literature of the Holocaust |
| EN 295 | Caribbean Literature: History, Culture, and Identity |
| EN 339 | African American Literature and Culture, 1900 to 1940 |
| HI 257 | Who Built America? Working People in American History |
| HI 274 | Historical Perspectives on Contemporary Global Crisis |
| IL 51 | Challenges of Global Politics |
| PH 266 | The Concept of Human Rights |
| PH 288 | Social and Political Philosophy |
| PO 116 | Utopian Politics |
| PO 147 | Northern Ireland: The Politics of War and Peace |
| PO 153 | The Politics of Race, Class and Gender |
| RS 235 | Liberation Theology |
| RS 282 | Catholic Social Teaching |
| SO 161 | American Class Structure |
| SO 162 | Race, Gender and Ethnic Relations |
| SO 179 | Death Penalty in America |
| SO 181 | AIDS in the United States |

## Course Descriptions

Below are descriptions of PO 115 and PJ 398. Both courses are required for the minor in Peace and Justice Studies.

**PO 115 Introduction to the Study of Peace and Justice**

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, which is compared to the poverty in developing nations. In both cases, the course views poverty as the effect of 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, according to the principles of Marxism, liberalism, and Catholicism, provides a theoretical basis for the study. Each of these traditions has its own perspective for understanding these problems and for responding to them. 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. Three credits.

**PJ 298 Internship in Advocacy and Community Organizing**

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 organizations in the greater Bridgeport area and some placements include advocacy work in the state legislator 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. (Prerequisite: permission of the program director). Three credits.

**PJ 398 Capstone Research Seminar**

This course creates a context for integrating and reflecting on experiences and knowledge acquired in the program by providing the 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. Three credits.

# DEPARTMENT OF PHILOSOPHY

## Faculty

**Professors**
DeWitt
Gordon
D. Keenan, *chair*
Long
Newton

**Associate Professors**
Bayne
Brill
Dykeman
Im
Naser

**Assistant Professors**
Drake
Sealey

**Lecturers**
Albrecht
Duncan
Freeman
Fulton
Gomeau
Lew
Macomber
Munkelt

Philosophy is a quest for truth, for ultimate values. The objective of this program, then, is to develop in students a philosophic habit of mind by which they seek to discover these values. The quest and the values are interdependent; the mind feeds on value, but values do not submit themselves except through critical evaluation of individual experience. Although there is no one prescribed methodology by which this critical attitude is developed, the emphasis in this program is placed on a blend of the thematic and the historical. Only in the light of their evolution and cultural context can values be thoroughly understood.

Philosophy is delimited and defined today by three major schools: analytic philosophy, existentialism and phenomenology, and speculative or traditional philosophy. Each tradition is represented in Fairfield University's philosophy program. This variety of perspectives gives a broad outlook to the student. The rigor of the program develops confidence and skill within the student.

To further these aims, the department annually sponsors a series of lectures and, on occasion, seminars for the development of its faculty. Moreover, in recognition of the highest scholastic average in philosophy annually attained by a philosophy major, the department awards the Carl J. Levantino Award for excellence in the study of philosophy.

The department offers a major and a minor in philosophy. It is the judgment of the department that the best introduction to philosophy for the undergraduate is a study of the four major periods of Western thought – namely, the classical, the medieval, the modern, and the contemporary. Reflected here, moreover, is a division that is more than chronological; the courses represent markedly different approaches to the philosophic enterprise, each of which demands detailed and careful treatment. An acquaintance with dominant themes of each of these periods is fundamental for advanced study in any field and for a liberal education in general. Such a program, finally, accords with the special identity of Fairfield University, its tradition and values.

## Requirements

### Philosophy Major

For a 30-credit major in philosophy, students:

- complete PH 10 Questions in Ancient and Medieval Philosophy;
- complete one 100-level philosophy course;
- complete two courses that provide an intensive study of a major philosopher such as Plato, Aristotle, Augustine, Kant, Aquinas, or Nietzsche, and that emphasize primary sources;
- complete PH 203, Logic
- complete five philosophy or applied ethics courses numbered 200 or greater.

### Philosophy Minor

For a 15-credit minor in philosophy, students:

- complete PH 10 Questions in Ancient and Medieval Philosophy;
- complete one 100-level philosophy course; and
- complete three philosophy or applied ethics courses chosen with guidance and some concentration (e.g., art, politics, history, ethics, etc.).

# Course Descriptions

**PH 10 Questions in Ancient and Medieval Philosophy**
This introductory course considers the philosophical questions of several significant thinkers from the dawn of Western philosophy to the 17th century. The course introduces students to the vocation of incessant questioning by acquainting them with the rich and stimulating variety of ancient and medieval philosophical thinking and by developing their own thinking, reading, and critical writing skills. Three credits.

**PH 150 Questions in Modern and Contemporary Philosophy: Descartes to Derrida**
This introductory course considers the philosophical questions of several significant thinkers from the 17th century to the present. It introduces students to new ways of thinking ushered in by the revolutionary era of scientific reasoning and the enlightenment, as well as the reaction to modernism by contemporary thinkers. The course also introduces students to the vocation of incessant questioning by acquainting them with these new ways of philosophical thinking while continuing to develop their own thinking, reading, and critical writing skills. (Prerequisite: PH 10) Three credits.

**PH 155 Questions in Modern and Contemporary Philosophy: Philosophy of Science**
This introductory course considers the philosophical questions of several significant thinkers from the 17th century to the present. It introduces students to new ways of thinking ushered in by the revolutionary era of scientific reasoning and the enlightenment, as well as the reaction to modernism by contemporary thinkers. The course focuses on the philosophy of science (both natural and social) within the context of modern and contemporary philosophy. It also introduces students to the vocation of incessant questioning by acquainting them with these new ways of philosophical thinking while they continue to develop their own thinking, reading, and critical writing skills. (Prerequisite: PH 10) Three credits.

**PH 156 Questions in Modern and Contemporary Philosophy: Ethical Theory**
This introductory course considers the philosophical questions of several significant thinkers from the 17th century to the present. It introduces students to new ways of thinking ushered in by the revolutionary era of scientific reasoning and the enlightenment, as well as the reaction to modernism by contemporary thinkers. The course focuses on ethical theory and a comparative study of the various schools of ethical theory in modern and contemporary philosophy. It also introduces students to the vocation of incessant questioning by acquainting them with these new ways of philosophical thinking while they continue to develop their own thinking, reading, and critical writing skills. (Prerequisite: PH 10) Three credits.

**PH 157 Questions in Modern and Contemporary Philosophy: Political Philosophy, Ethics, and Human Rights**
The course addresses ethical theories, including utilitarianism, deontological ethics, and postmodern ethics. It addresses themes from political philosophy, including rule by divine right, social contract theory, Marxism, and twentieth century analytic and continental political thought. This course also explores the early ideas of international law, the concept of a community of nations, and the tension between idealism and political realism. Finally, the course looks at human rights by touching on different forms of dehumanization: colonization of the indigenous population in the western hemisphere; enslavement of Africans and the history of African-Americans; and the treatment of gays and lesbians. (Prerequisite: PH 10) Three credits.

**PH 203 Logic**
This course provides a basic acquaintance with prevailing systems and methods of logic, notably traditional (Aristotelian) and modern (standard mathematical) logics. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 206 20th-Century Philosophy**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 207 Aesthetics**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 209 Augustine, Pascal, and Camus**
This course takes as its focus the rich and enduring philosophical synthesis of the Bishop of Hippo as compared with two of his modern/contemporary disciples, Blaise Pascal and Albert Camus. These three thinkers came from three very different eras, and these differences should not be minimized. However, students discover a common strain in their thinking during this course. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 211 Knowledge**
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? (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 212 Political Philosophy: Plato to Machiavelli**
This course considers the evolution of political thinking from the golden age of Athenian democracy to the dawn of the modern period. It takes as its focus the changing views of the body politic from Plato through Augustine, Thomas Aquinas, and Marsilius to Renaissance thinkers like More and Machiavelli. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 214 The Problem of God**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 215 Metaphysics**
This course concerns itself with being and our knowledge of being, developing in student minds an operative habit of viewing reality in its ultimate context. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 217 Mysticism and Western Philosophy**
This course studies and compares the sometimes conflicting, sometimes complementary traditions in the history of Western thought: the intellective and the affective or mystical. One stresses the ability of the reason to know, even something of the divine; the other abandons the reason for the "one thing necessary." Philosophers include Plotinus, Augustine, Pseudo-Dionysius, Bernard, Bonaventure, Thomas d'Aquino, Eckhart, and Dante. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 219 Aquinas**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 225 The Question of Religion**
Nineteenth- 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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 230 Philosophy and Biology of Evolutionary Theory**
This course explores the question of evolutionary theory from the perspectives of philosophy and biology. From the biological perspective, the course focuses on Mendelian inheritance, natural and sexual selection, speciation, and human evolution. From the philosophical perspective, the course focuses on questions such as essentialism vs. population thinking, Cartesianism vs. dialectical thinking, the developmental systems critique, self-organization, complexity theory, thermodynamics, human nature, and theology.(Prerequisites: PH 10 and one 100-level philosophy course)Three credits.

**PH 231 Hume**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 233 Introduction to Asian Philosophies**
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. *This course meets the world diversity requirement.* (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 234 Hegel**
The philosophy of G.W.F. Hegel, the most famous of the German idealists, directly spawned the philosophy of Karl Marx. Hegel is considered the father of existentialism and influenced contemporary schools of critical theory, continental philosophy, and post-structuralism. This course focuses on Hegel's most famous work, Phenomenology of Spirit. Students learn the mechanics of dialectical reasoning by examining Hegel's reflections upon time and space, perception, scientific reasoning, the concepts of life and death, the master-slave dialectic, and self-consciousness. The course works through this text in detail, and pays particularly close attention to how Hegel interprets the philosophy of Immanuel Kant. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 235 Immanuel Kant**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 236 Plato**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 237 Aristotle**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 238 Descartes**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 240 G.W. Leibniz**
Can everything in the world be rationally explained? Even the existence of the world itself? G. W. Leibniz (1646-1716) thought so. Together with his understanding of the nature of truth, this led him to some startling conclusions, such as nothing causally interacts with anything else, everything internally reflects everything else, and even though evil exists this is the best of all possible worlds. In this course we examine these conclusions as well as Leibniz's theories about such puzzling topics as the nature of the mind, body, God, freedom, and space. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 245 Confucianism**
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. *This course meets the world diversity requirement.* (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 247 Philosophical Daoism and Zen Buddhism**
This course explores writings and philosophical influences of Daoism and Zen Buddhism in East Asia and in the West. The key philosophical themes covered are the related ideas of non-action (wuwei) and empty-mind (mushin). Emphasis is given to philosophical exegesis of these themes and their potential application to ideals of personal, moral, and professional integrity. The course includes reading and discussion of historical and contemporary texts. It may also involve exploratory, reflective engagement in Dao and Zen associated activities such as breathing meditation, T'ai Chi exercises, brush-calligraphy, haiku composition, or archery. *This course meets the world diversity requirement.* (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 250 Philosophy of Mind**
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! (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 266 The Concept of Human Rights**
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. Formerly PH 293. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 275 Bergson**
This course explores the work of Henri Bergson (1859-1941). The course primarily takes the form of a close reading of Time and Free Will (1889), Matter and Memory (1911), and The Two Sources of Morality and Religion (1932). The course will also explore the influence of Bergson's work on contemporary philosophy, psychology, science, and religion. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 280 Heidegger**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 283 Ethical Theories in America**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 284 Critical Race Theory**
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). (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 285 Philosophy of Literature**
This course examines the philosophy "of" literature (the general nature of poetry and prose) and philosophy "in" literature (specific works that harbor philosophical ideas). (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 286 Philosophy and Tragedy**
This course explores various works on tragedy by, for example, Plato, Aristotle, Hegel, Kierkegaard, Nietzsche, Freud, Heidegger, Lacan, Derrida, and Irigaray, which are read alongside various tragedies such as Sophocles' Oedipus the King and Antigone, and Shakespeare's Hamlet. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 287 Philosophy of Religion**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 288 Social and Political Philosophy**
This course analyzes the writings of leading social and political thinkers, with special consideration of the movements of protest and dissent. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 289 Philosophy of Law**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 291 Field Being**
The emergence of the field concept of being and its closely allied "non-substantialistic turn" is the one common thread running through the whole spectrum of 20th-century thought. This course explores the multi-dimensional character of this exciting intellectual phenomenon from a global physiological perspective through an in-depth articulation of the basic concepts of field-being thinking and its applications in contemporary science and philosophy. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 294 American Philosophy**
This course examines the origin and development of the American philosophical tradition and its culmination in pragmatism, including the relation of philosophical ideas in America to literature, religion, and politics. The course emphasizes the writings of Jonathan Edwards, Ralph Waldo Emerson, Charles Sanders Peirce, William James, and John Dewey. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 295 19th-Century Philosophy**
This course examines the representative philosophers of the 19th century, notably Kant, Fichte, Schelling, Hegel, Schleiermacher, Schopenhauer, Nietzsche, Kierkegaard, and Marx. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 297 Evil**
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 his or her understanding of the human being, of God, and of religion? What is our responsibility in the face of evil? (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

**PH 298 Independent Study**
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. (Prerequisites: PH 10 and one 100-level philosophy course, junior or senior status, and permission of professor) Three credits.

**PH 299 Special Topics**
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. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

## Applied Ethics Courses

See course descriptions under the Applied Ethics section of this catalog.

AE 262 Ethics and the Community *(USD)*
AE 265 Ethics in Education *(USD)*
AE 270 Ethical Dimensions of Global Violence *(WD)*
AE 271 The Sacred Balance
AE 275 Ethics and the Global Environment *(WD)*
AE 276 Ethical Dimensions of Global Business Practices *(WD)*
AE 281 Ethics of Communications
AE 282 Ethics and Computers
AE 283 Environmental Justice
AE 284 Environmental Ethics
AE 285 Ethics of Healthcare
AE 286 Ethics of Research and Technology
AE 287 Engineering Ethics
AE 288 Ethical Dimensions of Global Humanitarian Policy *(WD)*
AE 289 Global Health Care Policy *(WD)*
AE 290 Ethics in America: The Telecourse
AE 291 Business Ethics
AE 293 Ethics of War and Peace
AE 294 Ethics of Media and Politics
AE 295 Ethics in Law and Society
AE 296 Ethics in Government
AE 297 Eco-feminism
AE 298 Ethics and Feminist Perspectives
AE 299 Special Topics in Applied Ethics
AE 384 Reflections on the Environment: Focus on Latin America and the Caribbean *(WD)*
AE 391 Seminar in Business Law, Regulation, and Ethics
AE 393 Seminar in War, Peace, and Public Policy
AE 395 Seminar in Legal Ethics
AE 396 Seminar in Ethics and Government
AE 397 Seminar in Bioethics I: Ethical Issues in Health Care Practice *(USD)*
AE 398 Seminar in Bioethics II: Ethical Issues in Biomedical Research and Resource Allocation
AE 399 Special Topics in Applied Ethics

# DEPARTMENT OF PHYSICS

## Faculty

**Professors**
Beal
Hadjimichael
Winn, *chair*

**Assistant Professors**
Biselli
Schaffer
Xu

**Lecturers**
Kuhn
Norvell
M. Simon

The science of physics is concerned principally with physical laws that determine the nature and interactions of matter and energy that underlie all physical phenomena. It is the fundamental science for most branches of engineering and technology, and has innumerable applications in medicine, industry, and everyday life.

The educational objectives of the Department of Physics are: (1) to prepare students for entrance into and successful completion of a graduate education in physics or related fields, and (2) 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 are trained 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 microprocessors. Physics majors automatically earn a minor in mathematics.

The applied component of the physics curriculum focuses on laser technology, digital electronics, electro-optics, and materials science. Students learn the fundamental physical processes that constitute the basis of modern technology. As a result, physics graduates can pursue graduate studies in any subfield of physics, follow industrial careers in research and development in corporate or industrial environments, or pursue professional careers in such fields as health, physics, computer science, medicine, biostatistics, architecture, patent/high-tech law, and science teachingg.

## Requirements

**Bachelor of Science – Major in Physics (128 credits)**

| | Credits | |
|---|---|---|
| **First Year** | *Fall* | *Spring* |
| PS 15-16 General Physics I and II | 3 | 3 |
| PS 15L-PS 16L Physics Laboratory | 1 | 1 |
| MA 125-126 Calculus I and II | 3 | 3 |
| EN 11-12 English | 3 | 3 |
| Foreign language core requirement | 4 | 4 |
| Core requirements | 3 | 3 |
| Total | 17 | 17 |
| **Sophomore Year** | | |
| PS 285 Modern Physics | 3 | |
| PS 226 Theoretical Mechanics | | 3 |
| PS 211 Digital Electronics | | |
| **OR** | | |
| PS 212 Analog Systems | 4 | |
| MA 227-228 Calculus III and IV | 3 | 3 |
| CH 11-12 General Inorganic Chemistry I and II | 4 | 4 |
| Social Science core | | 3 |
| PH 10 Questions in Ancient and Medieval Philosophy | 3 | |
| RS 10 Introduction to Religious Studies | | 3 |
| Total | 17 | 16 |
| **Junior Year** | | |
| PS 271 Electricity and Magnetism I | 3 | |
| PS 371 Electricity and Magnetism II | | 3 |
| PS 222 Modern Optics | | 3 |
| PS 203 Optics and Laser Laboratory | | 1 |
| PS 390 Special Topics | 3 | |
| MA 321 Ordinary Differential Equations | 3 | |
| MA 322 Partial Differential Equations | | 3 |
| English and philosophy core requirements | 3 | 3 |
| HI 30 Europe and the World in Transition | 3 | |
| One intermediate-level history course | | 3 |
| Total | 15 | 16 |
| **Senior Year** | | |
| PS 204 Modern Experimental Physics Laboratory | 1 | |
| PS 205 Modern Experimental Physics Laboratory | 1 | |
| PS 241 Thermal and Statistical Physics | 3 | |
| PS 386 Quantum Physics | 4 | |
| PS 388 Nuclear Physics | | 3 |
| PS 391-392 Independent Study; credit by arrangement | | |
| Religious studies and philosophy core requirements | 3 | 3 |
| Arts elective | 3 | |
| Social science elective | | 3 |
| Electives | | 3 |
| PS 215 Computational Physics | | 3 |
| Total | 15 | 15 |

**Minor in Physics**

Students who major in an area other than physics can earn a 15-credit minor in physics by completing the following minimum requirements of two courses and an advanced lab beyond the introductory physics sequence:

- Introductory sequence: PS 15-16 General Physics I and II with lab (eight credits)

**OR**

- Two one-semester three-credit courses chosen among the 200- and 300-level physics courses, with the chairman's approval (six credits). PS 285 Modern Physics is recommended.
- One semester of laboratory course chosen among PS 203 to PS 206, with the chairman's approval (one credit)

**Note:** Biology, chemistry, and mathematics majors can minor in physics by taking two lecture courses and one laboratory course beyond the requirements of their major.

**Physics Major with a Minor in Education**

Physics majors who elect a minor in education may count ED 382 Student Teaching Seminar as their Physics Independent Study project. Students in this program must pay special attention to double-counting of courses so as to complete graduation requirements in four years. Careful scheduling in junior and senior years is needed to complete the Physics courses and the requirements for the Education Minor. Physics majors with an Education Minor should consult with Dr. Jack Beal, education advisor.

# Course Descriptions

**PS 15 General Physics I**
This introductory course – for students concentrating in physics, mathematics, chemistry, or engineering – covers mechanics, heat, and fluid dynamics. It also includes rigorous mathematical derivations using integral and differential calculus. Topics include velocity and acceleration, Newton's laws of motion, work, energy, power momentum, torque, vibratory motion, elastic properties of solids, fluids at rest and in motion, properties of gases, measurement and transfer of heat, and elementary thermodynamics. Three credits.

**PS 15L Lab for General Physics I**
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 PS 15. Specific experimental measurements include accelerated motion, periodic motion, gravitational force, ballistics, conservation of energy and momentum, rotational dynamics, and measurements of the coefficient of linear expansion and the heat of fusion. Students complete a weekly lab report. One credit.

**PS 16 General Physics II**
This continuation of PS 15 covers electricity and magnetism, light and optics, and sound. Topics include magnetism and electricity; simple electric circuits; electrical instruments; generators and motors; characteristics of wave motion; light and illumination; reflection; refraction, interference; polarization of light, color, and the spectrum; and production and detection of sound waves. Three credits.

**PS 16L General Physics II Lab**
This laboratory provides students with a greater understanding of electromagnetic phenomena, wave phenomena, and optics, and supports PS 16. 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 manipulation and analysis, error analysis, deductive thinking, and instrumentation. Students complete a weekly lab report. One credit.

**PS 65 Introduction to Computational Methods in Physics and the Sciences**
This course presents an introduction to computational methods in physics and other sciences. Topics covered are problem solving, modeling, and algorithm design. Problem solving techniques are illustrated through iteration, Monte Carlo, and finite difference techniques. These problem solving techniques are applicable in upper division physics and science courses to solve advanced problems. Languages used in this course may include Basic, Mathematical, and Excel. This course does not count as a core course. Two credits.

**PS 71 Physics of Light and Color**
This course, intended for students who are not majoring in the physical sciences, covers the particle-wave duality of light and the relationship of light to other electromagnetic waves. Additional topics include polarization, vision, color and the perception of color, optical phenomena in nature and in biological systems, color and light in art, simple optical instruments, sources of light and their spectra, lasers, and holography. Three credits.

**PS 75 Physics of the Human Body**
Designed for the non-science major, this course examines the functionality of the human body from a physics perspective. The course introduces introductory level physical principles and applies them to various body systems. Topics include the mechanical efficiency of the body and its heat management; fluid pressures; flow processes; forces and muscles; skeleton, bones, and lever systems; lungs and breathing; cardiovascular system; sound, speech, and the hearing system; and optical imaging and the vision system. The course, offered in common vernacular language, emphasizes conceptual understanding. Three credits.

**PS 76 Physics of Sound and Music**
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. Three credits.

**PS 77 The Science and Technology of War and Peace – The Way Things Work**
Designed for the non-science major, this course includes critical discussion and descriptive exposition of the swords and plowshares dilemma, of the concept that science and technology have been used to build up – and tear down – civilization, and of the forces of civilization driving and being driven by the dual nature of our technological heritage. The course begins with the first lever and club and ends with laser surgery and Star-Wars lasers, taking a historical and a thematic approach where appropriate. The course describes, in the simplest terms, the way important real devices (television, telephones, lasers, gas turbines, thermonuclear weapons, etc.) work, examining their illustration of and limitations by scientific principles at a qualitative level. The course also considers the technical future from a past, present, and future perspective, asking: What can, could, didn't, might, and can we not do? The course illustrates the moral and ethical implications of science where appropriate. Knowledge of no more than high school algebra is required. Three credits.

**PS 78 The Nature of the Universe**
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. Three credits.

**PS 87 Fundamentals of Astronomy**
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. Three credits.

**PS 89 Physics of Sport**
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. Three credits.

**PS 93 Energy and Environment**
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 use arithmetic and simple algebra. Three credits.

**PS 203 Optics and Lasers Lab**
In this companion lab course to PS 222, students investigate classical optical experimental methods including experiments in geometrical optics, optical instruments, optical materials, velocity of light, interference, Fraunhofer and Fresnel diffraction, Michelson and Fabry-Perot interferometers, and polarization. The course includes an introduction to spectroscopy, fiber optics, and lasers, and requires comprehensive lab reports. One credit.

**PS 204 Modern Experimental Methods Lab**
PS 204 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. One credit.

**PS 206 Modern Optics Lab**
In this lab course, student experiments include measurement of the photoelectric effect, electro-optic phenomena, diffraction phenomena, spectroscopy, interferometry, interference effects, and optical heterodyning. Students may – and are encouraged to – develop relevant experiments. The course requires comprehensive lab reports. (Prerequisite: PS 222 or permission of instructor) One credit.

**PS 211 Digital Electronics and Microprocessors**
Cross-listed in engineering as EE 245, this lecture and lab course trains students in the practical aspects of digital electronics, beginning with simple digital circuits and advancing to the design and development of microprocessor circuits. Topics include number systems (decimal, binary, octal, hexadecimal, BCD); Boolean algebra; integrated circuits versus discrete components; logic gates; AND/OR/NAND/NOR/XOR circuits; flip-flops; multiplexers and decoders; counters; registers; memory devices; arithmetic and logic units; programmable logic devices; and analog/digital and digital/analog conversion techniques. (Prerequisites: PS 15-16) Three credits.

**PS 211L Laboratory for Digital Electronics and Microprocessors**
Students learn the use of basic laboratory test equipment such as the digital volt-ohm-amp meter, function generator, and oscilloscope. Breadboard techniques are utilized to assemble and test various digital circuits. Simulation software is introduced. (Corequisite: PS 211) One credit.

**PS 212 Circuit Analysis and Analog Systems**
Cross-listed under engineering as EE 213, this lecture and lab 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. (Prerequisites: PS 15-16) Three credits.

**PS 212L Laboratory for Circuit Analysis and Analog Systems**
Students learn the use of basic laboratory test equipment such as the digital volt-ohm-amp meter, function generator, oscilloscope, and frequency counter. Breadboarding techniques are utilized to assemble and test various linear/analog circuits. Simulation software is introduced. (Corequisite: PS 212) One credit.

**PS 215 Computational Physics**
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. (Prerequisite: PS 15-16 or equivalent) Three credits.

**PS 220 Pollution in the Environment**
Cross-listed under chemistry as CH 220, this lecture/lab course introduces students to a range of physical and chemical techniques used to monitor and assess the sources, level, and flux of pollutants in the environment. The course considers the specific pollution sources, pathways by which pollutants travel through the ecosystem, the deleterious effects of pollution, and approaches to pollution prevention and remediation. The lectures present a review of the relevant physical and chemical processes whereby pollutants enter and affect the ecosystem. The lab component gives students hands-on experience in environmental sample collection, analysis, and data interpretation, and features the use of sophisticated analytical instrumentation. (Prerequisites: CH 11-12) Four credits.

**PS 222 Modern Optics**
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. It stresses the application of theory to devices and observations, and requires completion of the complementary lab course, PS 203. (Prerequisite: PS 271) Three credits.

**PS 226 Theoretical Mechanics**
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. (Prerequisite: PS 15-16) Three credits.

**PS 241 Thermal and Statistical Physics**
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. (Prerequisite: PS 285) Three credits.

**PS 271 Electricity and Magnetism I**
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 scaler 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. (Prerequisites: PS 15-16 and MA 125, MA 126, MA 227, MA 228) Three credits.

**PS 285 Modern Physics**
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. (Prerequisite: PS 15-16) Three credits.

**PS 371 Electricity and Magnetism II**
This lecture course continues PS 271, covering additional topics in electric and magnetic phenomena. Topics include Farady's laws and induced electromotive force; electric and magnetic fields in matter; methods of solving boundary value problems; Maxwell's equations in integral and differential form; electromagnetic radiation and wave propagation; and Einstein's Special Theory of Relativity for electrodynamics. (Prerequisite: PS 271) Three credits.

**PS 386 Quantum Physics**
This course introduces students to the physical concepts and mathematical formulations of nonrelativistic quantum mechanics. Topics include the Schrodinger wave equation, Fourier techniques and expectation values, operator formalism, angular momentum, central forces, matrix representations, and approximation methods. (Prerequisites: PS 285, PS 226, MA 228, MA 321, MA 332) Four credits.

**PS 390 Special Topics**
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. (Prerequisites: PS 15-16, PS 285) Three credits.

**PS 391-392 Theoretical/Experimental Independent Study**
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. Credit by arrangement.

**PS 399 Independent Study**
This independent study, primarily for scientists and engineers, focuses on developing student computer skills. Students select from study projects such as introduction to computer-aided design, Web page design, and computer programming for technical problem solving. No prerequisites. One or two credits.

## DEPARTMENT OF POLITICS

# Faculty

**Professors**
Cassidy
E. Dew
Leatherman
Patton

**Associate Professors**
Downie
Greenberg

**Assistant Professors**
Boryczka
Jung

The Department of Politics offers a balanced and diversified curriculum that covers the major subfields of this discipline. While very much aware of the perennial questions of government and society that puzzled political philosophers such as Aristotle and Plato, the department is concerned that its students be well versed in the affairs and contending theories of the contemporary world. It is also committed to the development of rigorous analytical skills, the arts of communication (spoken and written), and experiential learning. Professors are closely involved with the programs in international studies, Asian studies, peace and justice, and Latin American and Caribbean studies. Thus, while it is designed to provide a broad liberal education, the politics curriculum is also appropriate for many career orientations, especially law, government, the media, teaching, and business.

# Requirements

**Major in Politics**

For a 30-credit major in politics, students:

- complete PO 11 Introduction to American Politics;
- complete PO 12 Introduction to Comparative Politics;
- complete PO 14 Introduction to Political Theory; and
- complete seven upper-division (100-level or greater) politics courses. Majors complete one upper-division course in each of the following areas: political theory, comparative politics, international relations, and American politics.

**Minor in Politics**

For an 18-credit minor in politics, students:

- complete PO 11 Introduction to American Politics;
- complete PO 12 Introduction to Comparative Politics;
- complete PO 14 Introduction to Political Theory; and
- complete three upper-division (100-level or greater) politics courses taken in any politics subfield or as internships or independent study offered by the department.

## Course Descriptions

**PO 11 Introduction to American Politics**
Students examine the American political system and the American political culture; consider the major political institutions in relation to policy perspectives; examine the ability of the political system to deal with societal problems; and analyze proposals for reform of the political system. Three credits.

**PO 12 Introduction to Comparative Politics**
This course surveys selected industrialized and non-industrialized nations, exploring the relationship between cultural and socioeconomic conditions and political behavior, and illustrating some of the basic concepts and methods of comparative political analysis. *This course meets the world diversity requirement.* Three credits.

**PO 14 Introduction to Political Theory**
This course introduces students to the field of Western political theory. It analyzes the liberal political theories of Thomas Hobbes, John Locke, and J.S. Mill, and compares and contrasts them to a variety of communitarian, socialist, and anarchist political theories. Three credits.

### Political Theory Courses

**PO 112 Western Political Thought II: Modern**
This course focuses on the modern tradition of Western political theory. It carefully examines the work of four thinkers: Karl Marx, Max Weber, Friederich Nietzsche, and Michel Foucault. Each of these theorists presents a critical assessment of the nature and value of modern society's cherished ideals of social and economic progress, secularization, and scientific reason, and individual autonomy and liberty. This course explores and evaluates these controversial critiques of life in the modern age. Three credits.

**PO 115 Introduction to the Study of Peace and Justice**
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, which is compared to the poverty in developing nations. In both cases, the course views poverty as the effect of 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, according to the principles of Marxism, liberalism, and Catholicism, provides a theoretical basis for the study. Each of these traditions has its own perspective for understanding these problems and for responding to them. 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. Three credits.

**PO 116 Utopian Politics**
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, dystopian, and anti-utopian themes from utopian fiction, political theory, science fiction, and popular culture. The course includes an investigation into the possibilities and limitations of some recent attempts to build communities in the United States. Three credits.

**PO 118 American Political Thought**
This course considers the philosophical roots of American political thought and the influence of the American revolutionaries, constitution-makers, Federalists, Jeffersonians, Jacksonians, Tocqueville, Civil War-makers, examiners of the welfare state, pragmatists, and new frontiersmen on the contemporary American mind and institutions. The course also covers challenges and reform of the American political system within the scope of political science through an application of the concepts of human nature, idealism, constitutional power, and nationalism. Three credits.

**PO 119 Introduction to Feminist Thought**
This course examines the development of U.S. feminist theory from the 1960s to the present. Students explore the similarities and differences among several approaches to feminist theorizing that emerged from the U.S. women's movement, including liberal, radical, socialist, and postmodernist feminism, and the feminisms of women of color. *This course meets the U.S. diversity requirement.* Three credits.

**PO 123 Modern Political Ideologies**
This course primarily examines the political belief systems in the United States including conservatism, liberalism, democratic socialism, and the idea of industrial policy. It analyzes these "isms" with reference to democracy's ability to deal with the contemporary problems of American society. It also explores Marxism in terms of the basic political and economic ideas of Marx and Engels as well as the modifications made in their system by Lenin; discusses the basic concepts of racism; and briefly analyzes the meaning of totalitarianism. Three credits.

**PO 124 Marxist Political Thought**
This course provides a careful treatment and evaluation of the social and political thought of Karl Marx. In addition, the course examines the intellectual environment in which Marx worked and concludes with some discussion of contemporary approaches to Marxist thought. Three credits.

**PO 153 The Politics of Race, Class, and Gender**
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 concludes by assessing whether or not the contemporary Hip Hop movement can overcome the barriers of race, class, and gender. *This course meets the U. S. diversity requirement.* Three credits.

**PO 220 Seminar on Feminist Theory**
This course explores advanced topics in feminist theory, examining a number of trends in contemporary feminist theory. Topics include conceptions of the female body in Western culture, feminist theories of the family, Third World feminisms, theories of feminist subjectivity and gender performativity, and the intersections among gender, race, class, and sexuality. *This course meets the U.S. diversity requirement.* (Prerequisite: PO 119 or WS 101, or permission of instructor) Three credits.

## International Relations Courses

**PO 130 International Relations**
This course views the experience of conflict and cooperation among the nations of the modern world in terms of the principles of realpolitik, morality, international law, and international organization, giving special attention to the dynamics of the so-called "new world order" that followed the Cold War. The class simulates possible future conflicts. Three credits.

**PO 131 International Environmental Policy**
This course examines current, critical issues in 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; History, Trends and Actors; Key Current Issues including climate change, biodiversity, toxic pollution, water, trade and the environment, globalization, sustainable development, and environment and security, among others; and, Factors that Assist Effective Policy. Three credits.

**PO 133 United States Foreign Policy**
This course reviews U.S. involvement in world affairs from the 1930s to the present, with special attention to the rigors and logic of the Cold War. Students discuss constitutional and other factors in the making of foreign policy and debate major contemporary policies and commitments. Three credits.

**PO 134 Globalization: Who Rules the World?**
In a globalizing world, understanding the link between wealth and power is increasingly important. This course seeks to explore the international and global context of the intersection of politics and the economy today. It examines the impact of globalization on states, markets, societies, businesses, and people by posing such questions as "in whose interest?" and "who benefits?" Three credits.

**PO 135 Peace and War in the Nuclear Age**
This course analyzes the nuclear arms race and efforts to end it. It focuses on the major weapons systems, nuclear strategies, and comparative strengths of the two superpowers. The course re-examines American attitudes toward the Soviet Union including its history and its security concerns; evaluates and debates the various arms control and disarmament proposals; and examines other implications of the arms race including the morality of nuclear weapons policies and the economic impact of large-scale military expenditures. Students consider the role citizens can play in attempting to reverse the arms race and establish peace. Formerly listed as PO 114; closed to students who have taken PO 114. Three credits.

**PO 146 Vietnam and the American Experience**
This course explores the roots of American involvement in Vietnam, analyzes conflicting theories surrounding America's involvement, and investigates the clash of cultures raised by the war and the war's impact on American and Southeast Asian societies. Three credits.

**PO 149 Third World: Common Fate? Common Bond?**
This course introduces a comparative approach to studying the forces affecting development in the Third World. Examples are selectively drawn from Asia, Africa, Latin America, and the Middle East. It examines the roots of wealth and poverty, obstacles to development, responses to globalization, and current debates over the development prospects of the Third World. *This course meets the world diversity requirement*. Three credits.

**PO 269 Climate Change: Politics and Policy**
This course provides an important opportunity to examine key political, scientific and economic issues surrounding global climate change. Topics include: the causes and impacts of climate change; policy-making under uncertainty; climate policy at the global, national, state and local levels; technology and energy options; the economics of climate change; ethical issues; and evaluating options for individual action. Students will gain the ability to understand and analyze climate policy options at the global, national and local levels. Three credits.

## Comparative Politics Courses

**PO 140 European Politics**
This analysis of political institutions and dynamics of Great Britain, France, Germany, and Italy emphasizes the relationship between the political culture and the political system and analyzes alternate methods of dealing with societal problems. Three credits.

**PO 141 African 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 considers prospects for Africa's political. *This course meets the world diversity requirement.* Three credits.

**PO 142 Latin American Politics**
Building a strong political system seems an impossibility in a setting of economic underdevelopment and socio-cultural disunity. This course studies the political systems of selected countries of mainland Latin America such as Mexico, Guatemala, Nicaragua, Venezuela, Colombia, Peru, Chile, Argentina, and Brazil. In particular, it examines the revolutionary method of change; reviews the policy dilemmas of land reform, industrialization, and control of natural resources; and reviews U.S. foreign policy toward the area – past and present. Students complete research projects. *This course meets the world diversity requirement.* Three credits.

**PO 143 Caribbean Politics**
Racism and ethnic conflict, colonialism and neocolonialism, grating poverty and bustling tourism all have their impact on the politics of these struggling countries. This course examines migration across the first world's borders in countries that include Cuba, Puerto Rico, the Dominican Republic, Haiti, Jamaica, Trinidad, Guyana, and Suriname. Students complete a research project. *This course meets the world diversity requirement.* Three credits.

**PO 144 Middle Eastern Politics**
This course offers an overview of important thematic issues in Middle Eastern politics, economy, and society. Themes and concepts, not country studies, structure this course, which makes sense of the modern Middle East by familiarizing students with the most significant contemporary problems and controversies in the region. Students examine the process of state formation and the impact of colonialism in the Middle East; study topics pertaining to religion, family, and sexuality; and analyze the international relations of the region (war and peace), patterns of economic development (economic reforms, migration), and structures of power and prospects for democratization. *This course meets the world diversity requirement.* Three credits.

**PO 145 Asian Politics: East Asia**
This course analyzes politics in contemporary China (including Taiwan), Japan, and Korea, emphasizing the relationship between each nation's political culture and political system and giving considerable time to the different paths to modernization taken by each nation. *This course meets the world diversity requirement.* Three credits.

**PO 147 Northern Ireland: The Politics of War and Peace**
This course focuses on the troubles in Northern Ireland from 1969 to the present. The course provides historical background, with an emphasis on Great Britain's role from the 16th century through the current period. It examines the 20th-century conflict primarily as a national liberation struggle against a sectarian regime established in the North and supported by Great Britain, and discusses

cultural, economic, and religious theories of the conflict. It follows a chronological format starting with the civil rights marches in the late 1960s before moving to the state repression that followed and the subsequent community responses to the state, including hunger strikes and electoral politics campaigns. In the process, the course assesses the roles played by political parties, paramilitaries, the churches, and community organizations as well as government bodies. The course examines the peace process as a struggle reflecting the conflict and as a possible resolution of it. Three credits.

**PO 221 Seminar on Britain**
This seminar course uses an interdisciplinary approach, political science, sociology, and modern British drama and novels to look at the structure and changing nature of British society and politics. It focuses on the role of class, racial problems, declining economy, devolution, and secessionist problems, as well as solutions offered to these problems by contemporary Labour and Conservative governments. (Prerequisite: permission of the instructor) Three credits.

**PO 246 Seminar on China**
This course examines the major problems of contemporary Chinese society, with a particular emphasis on political socialization and the Chinese political culture, and the role(s) of such groups as students, peasants, and women. The seminar analyzes political philosophy, short stories, novels, plays, and biographies by Chinese writers and Western scholars and observers. *This course meets the world diversity requirement.* (Prerequisite: permission of the instructor) Three credits.

**PO 249 Seminar on Russia**
This survey of Russian political, economic, and social developments under Communism sets the scene with a review of conditions that preceded the Revolution. The course then examines changes wrought by the Revolution and some of their unanticipated consequences, giving special attention to the dilemmas in Mikhail Gorbachev's and Boris Yeltsin's efforts to restructure and open the society. The course reviews United States/ Soviet relations. *This course meets the world diversity requirement.* (Prerequisite: permission of the instructor) Three credits.

**PO 344 Seminar on Middle East Politics**
At the beginning of the 21st century, the affairs of the Middle East continue to engage a great deal of international attention. This course offers the opportunity to examine a significant problem or issue concerning politics in the Middle East conducted in a seminar format. In various semesters the seminar may be taught with a different focus. (Prerequisite: PO 144 or permission of the professor) Three credits.

**PO 346 Seminar on Vietnam**
This seminar analyzes the role of traditional Vietnamese culture in Vietnam's many wars: with China for 1,000 years, with France from 1946 to 1954, with America from 1962 to 1973, and with Cambodia after 1975. Much of the seminar focuses on America's war with Vietnam and the impact of American society on that war. The course also analyzes the effect of the events of 1962 to 1973 on America and on those who fought in that conflict. *This course meets the world diversity requirement.* (Prerequisite: PO 146 or permission of the instructor) Three credits.

## American Politics Courses

**PO 115 Introduction to the Study of Peace and Justice**
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, which is compared to the poverty in developing nations. In both cases, the course views poverty as the effect of 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, according to the principles of Marxism, liberalism, and Catholicism, provides a theoretical basis for the study. Each of these traditions has its own perspective for understanding these problems and for responding to them. 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. Three credits.

**PO 150 Urban 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. Three credits.

**PO 151 Politics of the Immigrant: The Irish Catholic and the East European Jewish Communities**
This course explores how two immigrant groups – the Irish and the Jews – adapted politically in the United States. The Irish mobilized locally and were, until late in the 20th century, a major force in big city politics; the Jews largely eschewed local politics and concentrated their efforts on national politics. By examining the two groups, students learn about ethnicity and political mobilization in the United States. Three credits.

**PO 155 Public Administration**
The course focuses on the role of the bureaucracy within the political process, examining the problems of efficiency and accountability, and studying the classic models of bureaucratic organization and function in juxtaposition to the reality of bureaucratic operation. It analyzes proposed reforms to determine the viability of change. Three credits.

**PO 161 The American Presidency**
Participants study the role of the President in the political system, considering the origins, qualifications, and limitations of the office as the President functions as chief executive, legislative leader, and link with the Courts. The course examines obtaining presidential powers and the President's roles as party leader and politician as a means of evaluating presidential achievement of domestic and foreign policy goals. The course also reviews questions of reform. Three credits.

**PO 162 United States Congress**
This study of Congress within the context of the political system analyzes its constitutional powers, historical development, processes of recruitment, formal organization, committee system, social make-up, folkways, political leaders, and constituency and interest group influences, and considers its domestic and foreign policy outputs. The course also considers chances for reform and evolution. Three credits.

**PO 163 Supreme Court I**
This examination of the politics of the Supreme Court analyzes the relationship between the Court and the remainder of the political system; examines the Court's treatment of government power including commerce clause, taxing power, and relations between the branches; and emphasizes the political consequences of Court decisions. Three credits.

**PO 164 Supreme Court II**
This examination of the individual and the Court pays direct attention to 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. Three credits.

**PO 165 Political Parties, Interest Groups, and Public Opinion**
This course examines various linkage models that describe representation of citizens by leaders. Moreover, it examines political parties, interest groups, and public opinion in terms of their contributions to popular control of American politics. What mechanisms do citizens have to gain compliance for their policy preferences? How responsive are decision makers in the American system to citizens' demands? The course considers these and other questions. *This course meets the U.S. diversity requirement.* Three credits.

**PO 166 American Public Policy**
This course examines the policy process in the United States by assessing a variety of contemporary policy issues. Students investigate different policy domains to uncover the politics and societal myths affecting different stages of the complicated policy process, paying special attention to people and institutions that formally and informally influence public policy in the United States, including media, elected officials, bureaucrats, consumers, private citizens, workers, political activists, corporations, interest groups, lobbyists, and political parties. Three credits.

**PO 167 Media and Politics**
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. Three credits.

**PO 168 Politics of Mass Popular Culture**
This course surveys the political aspects of American popular culture by examining the relationship between sports and politics, the politics of rock music, political humor, and satire of American politics. Mass popular culture often serves as a regime-maintaining diversion. What values and political positions do organized sports in the United States convey? What is the political impact of American popular music? How have citizens used political humor and satire of American politics to develop an outlook toward government? The course explores these and other questions. Three credits.

## Internships, Independent Study Courses, and Special Topics

**PO 290 Special Topics in Politics**
This course offers a focused examination of a significant political issue or topic chosen from the areas of American Politics and Public Policy, Political Theory, Comparative Politics, and International Relations. Content will vary in successive offerings of this course. May be repeated for credit when topic varies. (Prerequisite: six hours of politics credits or permission of instructor) Three credits.

**PO 296 State Legislature Internship**
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. (Prerequisites: 3.0 GPA, completion of PO 11 and two other politics courses, and departmental approval) Six credits.

**PO 297 Washington Semester Internship**
Politics majors work full-time 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 earn nine credits for working as an intern, three for a course taken in Washington, D.C., and three credits for a major research paper. (Prerequisites: 3.0 GPA, completion of PO 11 and two additional politics courses, and departmental approval) 15 credits.

**PO 298 Politics Internship**
Politics majors gain firsthand experience working off campus in fields related to their major. Typically, an internship requires 10 to 12 hours per week on site. The internship requires a journal and a term paper. An on-site supervisor and a politics professor evaluate student work. (Prerequisites: 3.0 GPA, completion of three politics courses, and departmental approval) Three credits.

**PO 390 Politics Seminar**
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. The course is limited to 15 students. Open only to juniors and seniors by permission of the instructor. Three credits.

**PO 398 Independent Study/Research**
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. (Prerequisites: 3.0 GPA, completion of PO 11, two additional politics courses, and departmental approval) Three credits.

# Portuguese

(see Modern Languages and Literatures)

## DEPARTMENT OF PSYCHOLOGY

## Faculty

**Professors**
Braginsky
Gardner, *emeritus*
Primavera
Salafia

**Associate Professors**
Harding
Henkel
McCarthy, *chair*

**Assistant Professors**
Andreychik
Heitzman
Rakowitz

The Department of Psychology introduces students to the content and methods of the science of psychology. 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 Department offers two degrees (a B.A. and a B.S. degree). Beyond the requirements of the major, students are also given opportunities to develop their interests through specific concentrations that prepare them for graduate work in specific areas of psychology, or prepare them 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.

**Description of concentrations:**
Students who wish to develop their interests within a specific concentration have the opportunity to follow one of four distinct tracks: Mental Health Research and Practice; Behavioral/Cognitive Neuroscience; Social/Developmental Research and Policy; and General Psychology. These concentrations are described below:

- *Mental Health Research and Practice:* For psychology majors who wish to concentrate on the fields of clinical psychology, school psychology, counseling, I/O psychology, or clinical social work.
- *Social/Developmental Research and Policy:* For psychology majors who wish to concentrate on issues related to child and family studies, social cognitive studies, group processes, social justice, multiculturalism, and law.

- *Behavioral/Cognitive Neuroscience:* For psychology majors who wish to concentrate on the biological mechanisms of behavior and/or cognition.
- *General Psychology:* For students who wish to develop their own program by mixing concentrations or by taking advantage of Fairfield's liberal arts curriculum, filling electives with courses from other disciplines.

With guidance from their advisors, students develop a program of study relevant to their concentration from a list of courses both within and outside of the psychology department.

## Requirements

**B.A. With a Major in Psychology**

The curriculum for a B.A. degree in psychology is:

| *Required Courses* | | *Suggested Time* |
|---|---|---|
| PY 101 | General Psychology | Semester 1 or 2 |
| PY 261 | Biological Bases for Behavior | Semester 2 or 3 |
| PY 263/4 | Developmental Psychology for Majors with or without Lab | Semester 2 or 3 |
| PY 203 | Statistics for the Life Sciences | Semester 3 or 4 |
| PY 209 | Research Methods | Semester 4 or 5 |
| One Senior seminar | | Semester 7 or 8 |

Students must also complete four elective courses including at least one from each of the two groups listed below.

**Group I**

| | |
|---|---|
| PY 248 | Social Psychology |
| PY 251 | Abnormal Psychology for Majors |
| PY 284 | Theories of Personality |

**Group II**

| | |
|---|---|
| PY 250 | Sensation and Perception |
| PY 265 | Conditioning, Learning, and Applied Behavior Analysis |
| PY 285 | Cognitive Psychology |

Permission of instructor is required prior to taking PY 294-295 and PY 398. Students are allowed a maximum of two applied internships and one teaching internship. Students may take PY 298 only once and PY 398 only once.

In their senior year, psychology majors may be required to participate in a departmental assessment, such as an exit questionnaire, interview, focus group, or Major Field Test in Psychology.

**Core Course Recommendations**

- *Mathematics:* MA 121-122 in the first and second semesters is recommended.
- *Science:* Biology is strongly recommended.

**B.S. with a Major in Psychology**

The curriculum for a B.S. degree in psychology is:

| *Required Courses* | | *Suggested Time* |
|---|---|---|
| BI 170-171 | General Biology | Year 2 |
| CH 11-12 | General Inorganic Chemistry I and II | Year 1 |
| CH 211-212 | Organic Chemistry I and II | Year 2 |
| MA 121-122 | Applied Calculus I and II | Year 1 |
| PS 15-16 | General Physics I and II | Year 3 |
| PY 101 | General Psychology | Semester 1 |
| PY 263/4 | Developmental Psychology for Majors with or without Lab | Semester 2 or 3 |
| PY 203 | Statistics for the Life Sciences | Semester 3 or 4 |
| PY 261 | Biological Bases of Behavior | Semester 2 or 3 |
| PY 209 | Research Methods | Semester 4 or 5 |
| One Senior Seminar | | Semester 7 or 8 |

Students must also complete four elective courses including at least one from each of the two groups listed below.

**Group I**

| | |
|---|---|
| PY 248 | Social Psychology for Majors |
| PY 251 | Abnormal Psychology for Majors |
| PY 284 | Theories of Personality |

**Group II**

| | |
|---|---|
| PY 250 | Sensation and Perception |
| PY 265 | Conditioning, Learning, and Applied Behavior Analysis |
| PY 285 | Cognitive Psychology |

Permission of instructor is required prior to taking PY 294-295 and PY 398. Students are allowed a maximum of two applied internships and one teaching internship. Students may take PY 298 only once and PY 398 only once.

## Minor in Psychology

For a 15-credit minor in psychology, students in other majors:

- complete PY 101 General Psychology
- complete four additional psychology courses (two of these courses also fulfill the behavioral and social science core requirement.)

Students contemplating a minor are urged to consult with a member of the psychology faculty regarding course choices.

# Course Descriptions

**PY 101 General Psychology**
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? Three credits.

**PY 132 Introduction to Industrial/Organizational Psychology**
This course introduces the field, contributions, and methods of industrial/organizational psychology. It covers the history of this branch of applied psychology and the psychologist's role, along with other scientist-practitioners concerned with the world of work, in developing and maintaining human work performances and work environments. The course explores current concepts and methods in several specialties within this field: personnel, organizational behavior and development, counseling, labor relations, consumer, and engineering/ergonomic psychology. Topics include recruitment, selection, training and development, and appraisal of individuals and groups; development and change of organizational cultures; and relations between organizations and their stakeholders. The course emphasizes the unique contributions of psychological science to understanding human work skills, interests, attitudes, motivations, satisfactions and stresses; work careers, management, leadership, communication, group processes, and organization. Three credits.

**PY 138 Psychology and the Law**
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 (the mentally ill, mentally retarded, homeless) by the justice system in contrast to that received by normal people; 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. Three credits.

**PY 148 Fundamentals of Social Psychology**
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. Students who have taken PY 248 may not take this course. Three credits.

**PY 151 Abnormal Psychology for Non-Majors**
This course introduces students to the field of abnormal behavior, presenting the classic behavior patterns in the classification system and discussing the possible causes and remediation of such. Students who have taken PY 251 may not take this course. Three credits.

**PY 162 Psychology of Death and Dying**
Recent biomedical research, psychological theory, and clinical experience provide the foundation for this life-cycle study of death, dying, and bereavement. Some topics include the funeral process, cultural differences, suicide, the hospice approach, end-of-life issues, and euthanasia. Three credits.

**PY 163 Developmental Psychology for Non-Majors**
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. Students who have taken PY 263 or PY 264 may not take this course. *Designated sections meet the U.S. diversity requirement*. Three credits.

**PY 186 Group Dynamics**
This course gives students a basic knowledge of the most important theories and research on groups. The course combines sociological and psychological perspectives to give a more integrated picture of the way groups function. Students make use of experiential as well as classroom methods of learning. Three credits.

**PY 187 Applications of Industrial/Organizational Psychology**
This course reviews selected issues in the characteristics and dynamics of contemporary organizations, and examines, in the context of such issues, contemporary applications and emerging needs for approaches, constructs, research, and methods in industrial/organizational psychology. The course examines the roles and contributions in this field in the context of issues and changes in workforce demographics, diversity, and motivations; regulatory and litigating environments; organizational ethics; organizational values and cultures; management and leadership; globalization; international alliances and competition; environmentalism and consumerism; and technological change. The course is open to students in any discipline related to the study of organizations in the world of work. (Prerequisite: PY 132) Three credits.

**PY 203/BI 203 Statistics for the Life Sciences**
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 using calculators and computers. **Note:** this course does not fulfill any core requirements. Four credits.

**PY 209 Research Methods in Psychology**
Building on PY 203 Statistics, 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. (Prerequisites: PY 101, PY 203) Four credits.

**PY 248 Social Psychology**
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. Students who have taken PY 148 may not take this course. (Prerequisite: PY 101) Three credits.

**PY 250 Sensation and Perception**
How do we see, hear, touch, taste, and smell? What about individual differences? This course deals with basic sensory mechanisms and with perceptual processing. Students examine color, depth, pattern, and motion perception and complete an integrative final project. Students may do experiential learning to enrich their understanding of individual differences in sensation and perception. (Prerequisite: PY 101) Three credits.

**PY 251 Abnormal Psychology for Majors**
This advanced course in abnormal behavior offers an in-depth analysis of current research and theories of psychopathology. Building upon the student's knowledge of developmental psychology, the course examines the biological and psychological antecedents of abnormal behavior. The course emphasizes oral and written analysis. (Prerequisite: PY 101) Three credits.

**PY 252 Tests and Measurements**
This course offers an introduction to the principles of psychological test construction, administration and interpretation, and reviews the roles that these tests have in a 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. (Prerequisite: PY 101, PY 203/BI 203) Three credits.

**PY 261 Biological Bases of Behavior**
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. **Note:** This course can be used by non-psychology majors to fulfill one of the core natural science requirements. Three credits.

**PY 263 Developmental Psychology for Majors**
Using a research-oriented approach, this course focuses on the principal themes, processes, and products of human development from conception through adolescence. Students who have taken PY 163 or PY 264 may not take this course. (Prerequisite: PY 101) Three credits.

**PY 264 Developmental Psychology for Majors with Lab**
Although the content of this course is identical to PY 263, it offers psychology majors the opportunity to participate in a laboratory experiential learning component in preschool Head Start classrooms. Specific hands-on assignments complement course material. Students who have taken PY 163 or PY 263 may not take this course. *Designated sections meet the U.S. diversity requirement.* (Prerequisite: PY 101) Four credits.

**PY 265 Conditioning, Learning, and Applied Behavior Analysis (CL&ABA)**
CL&ABA 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 (a.k.a. behavior modification) that is, how these learning concepts and principles can be successfully applied to education, parenting, therapy, medicine, and everyday life. During this part, which is run seminar style, each student makes a PowerPoint presentation of one aspect of ABA, from methods to the ethics. (Prerequisite: PY 101) Three credits.

**PY 271 Psychobiology Laboratory**
This technique-oriented course provides training in the basic elements of small-animal brain surgery including aspirated lesions, stereotaxic procedures, behavioral testing, perfusion, and histological techniques. The course requires a written mini-neurobehavioral report. Three lectures, one lab. (Prerequisite: PY 261 and permission of instructor) Four credits.

**PY 272 Hormones and Behavior**
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 / 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. (Prerequisite: PY 261 or BI 213) Three credits.

**PY 284 Theories of Personality**
The advanced presentation, analysis, and evaluation of theories of personality from Freud through Skinner broadens student understanding of the normal human personality in terms of theoretical structure, function, and dynamics, while enriching theoretical and historical understanding of the topic. (Prerequisite: PY 101) Three credits.

**PY 285 Cognitive Psychology**
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. (Prerequisite: PY 101) Three credits.

**PY 290 Drugs and Behavior**
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 the controlled and uncontrolled environments. (Prerequisite: PY 261 or permission of instructor) Three credits.

**PY 291 Cognition, Culture, Race, and Identity**
Racism, sexism, classism, and their attitudinal and behavioral corollaries, bias, prejudice, and discrimination are characteristics of American culture that have plagued society and compromised America's democratic ideals throughout its history. The course explores the notion of race as a social construct and the development of individual cultural and racial identities, as well as ethnocentrism, racism, and ways to counter racism. All cognition takes place in the context of culture. The course also explores the influence of culture on cognition, between people in monocultural race/ethnic groups and within bicultural groups. An experiential component offers multicultural exposure. *This course meets the U.S. diversity requirement.* (Prerequisite: PY 101) Three credits.

**PY 293 Human Neuropsychology**
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 life-span 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. (Prerequisites: PY 163, PY 263 or PY 264; or PY 285; or PY 261; or permission of instructor) Previously listed as PY 397. Three credits.

**PY 294-295 Internship in Applied Psychology**
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. (Prerequisites: completed application form, acceptance by the field placement supervisor, and approval by the psychology department's internship program director) Three credits.

**PY 296-297 Internship in the Teaching of Psychology**
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. Interns observe participating faculty engaged in the profession of teaching and share in some instructional activities (Prerequisite: permission of instructor) Three credits.

**PY 298 Supervised Research**
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. (Prerequisites: PY 101, PY 209, and permission of instructor) Three credits.

**PY 299 Theories in Psychotherapy**
This course explores similarities and differences across a wide range of psychotherapeutic endeavors by means of lectures, films, and tapes. The course covers traditional psychoanalytic techniques and more recent innovations. (Prerequisites: PY 101 and PY 251 or permission of instructor) Three credits.

**PY 300 Modern Psychology Senior Seminar: History and Current Issues**
This seminar introduces students to the major historical perspectives in psychology; encourages critical thinking and the generation of creative ideas; and helps students engage in thoughtful questioning of the theory and knowledge base that constitutes the science of psychology. Open to senior psychology majors. Permission of the instructor is required for junior psychology majors. Three credits.

**PY 350 Seminar in Psychology of Race and Ethnicity**
This seminar explores a variety of aspects of the psychology of race and ethnicity. We study the development of stereotypes, prejudice, and discrimination, how to measure them, and methods to counter them. We also learn about the influence of race and ethnicity in judicial and other settings. Students read current literature on these topics and write a review paper. In addition, they design and carry out group projects with an emphasis on changing attitudes and behavior. Open to senior psychology majors; permission of the instructor is required for junior psychology majors. *This course meets the U.S. diversity requirement.* Three credits.

**PY 363 Senior Seminar: Psychosocial Problems of Childhood**
This course examines the aspects of a child's social environment of family, peers, community, and culture that are related to common problems and deviations in development. Emphasis is placed upon evaluating children's maladjustment within an ecological context. The questions of how developmental theory and research can be used to prevent disorders and to inform effective social policy are explored. Open to senior psychology majors. Permission of the instructor required for junior psychology majors and non-majors. (Prerequisites: PY 163, PY 263, or PY 264) Three credits.

**PY 364 Abnormal Child Psychology Senior Seminar**
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 and non-majors. (Prerequisites: PY 163, PY 263, or PY 264) Three credits.

**PY 385 False Memories Senior Seminar**
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, we will explore research addressing confusions between real and imagined memories, the reliability of eyewitnesses 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. Three credits.

**PY 394 Seminar in Health Psychology**
This course provides an in-depth survey of the discipline of health psychology framed within the context of socio-cultural factors such as ethnicity, gender and socio-economic 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. Three credits.

**PY 395 Senior Seminar on Aging**
Students explore multiple aspects of aging and aging people in a seminar that blends reading with community experience and reflection. The course discusses the psychological and physiological causes and consequences of aging from a variety of perspectives. Students explore an aspect of aging and present it to the seminar as an independent final project. Open to senior psychology majors. Permission of instructor is required for junior psychology majors. (Prerequisite: PY 101) Three credits.

**PY 398 Independent Research**
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. Four credits.

## Radio

(see New Media Film, Television, and Radio)

# DEPARTMENT OF RELIGIOUS STUDIES

## Faculty

**Professors**
Benney
Davidson
Dreyer
Humphrey
Lakeland
Thiel
Umansky

**Associate Professors**
Dallavalle, *chair*
Hannafey, S.J.

**Assistant Professors**
Harkins
Nguyen

**Lecturers**
Burns, *emeritus*
Dewan
Gorman
Lang, *emeritus*
Prosnit

The Religious Studies curriculum presents a critical but sympathetic 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 religious themes – scripture, spirituality, ethics, the problem of faith, etc.

Students, with or without a faith commitment, have the opportunity to acquire an informed appreciation of the motivations and values given expression in religious 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 minor or major program in religious studies under the direction of a departmental advisor.

## Core Curriculum Options

Area III of the core curriculum, described on page 35 of this catalog, requires students to take a minimum of two religious studies courses. All students must take RS 10 Introduction to Religious Studies. Students select the second required course based on their interests, keeping in mind that it may not be a second section of RS 10. A third course may also be chosen in religious studies to complete the five-course requirement of Area III.

## Requirements

Students interested in a minor, a major, or a double major should contact the religious studies department chair.

### Religious Studies Major

For a 30-credit major in religious studies, students:

- complete RS 10 Introduction to Religious Studies,
- complete no more than seven courses at the intermediate (100 to 200) level, and
- complete no fewer than two courses at the advanced (300) level.
- ensure that the intermediate and advanced courses selected include at least one course in each of the five distribution areas: Sacred Texts, Theology and Ethics, History and Tradition, Religion and Society, and Islam and Asian Religions.

Credits earned as a religious studies major satisfy the requirements of the core curriculum. In a comprehensive program of studies, concentration in one of the five distribution areas is possible. The department encourages majors to pursue independent study in their senior year.

### Religious Studies Minor

For a minor in religious studies, students complete a minimum of 15 credits in religious studies courses. Courses taken toward a minor satisfy the requirements of the core curriculum. Through consultation with a departmental adviser, religious studies minors may structure programs of study that complement their major fields of study.

## Course Descriptions

**RS 10 Introduction to Religious Studies**
This introduction to the religious achievements of humanity considers the meaning and aims of religion and its dimensions and functions in society and the individual. Employing the principles and methods of the humanities and social sciences, the course examines religious faith, values, and experience, as evidenced in the scriptures, traditions, doctrines, and histories of various religions. The course is offered in sections that each focus on a different aspect of religious achievement. Section subtitles and descriptions follow. Three credits per section.

- *Religion and the Critical Mind:* This section offers a comparative analysis of several understandings of religion – its nature, function, and purpose – presented in the works of well-known scholars. Through an in-class conversation with these scholars through their writings and in multimedia presentations, students develop a thoughtful, critical appreciation of religion and its role in human life.

- *Religion, Culture, and Community:* This section explores the role of religion in human culture and community through three test cases: Christianity's movement from a community of believers to a religious institution, the experiences of women in the religions of the world, and the phenomenon of American civil religion.

- *Asian Religions:* This section 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. *This section of RS 10 meets the world diversity requirement.*

- *The Search for the Just Society:* This section investigates the religions of Judaism, Christianity, and Islam by focusing on the understandings of a just society that is woven into their central beliefs.

- *A Model of Religion and Religions:* This section offers a description of the human condition, disclosing the limits and absurdity to which religions respond. The course describes the ways people come to religious faith and the consequences of their commitment in a model that is applicable to many religions.

- *Prophecy and Mysticism:* This section focuses on the two fundamental drives of religious sensibility, namely, the urge toward unity with the holy and the concern to make a difference in the world.

- *Religious Autobiography:* This section considers the themes, issues, and methods of religious studies through a reading of first-person narratives from several religious traditions, and engages students in the task of writing their own religious autobiographies.

- *Jerusalem as a Metaphor for the Faith of the West:* This section examines the faith traditions of Jews, Christians, and Muslims in contemporary Jerusalem in order to appreciate the richness of their religious heritage and to understand the problems that continue to divide them.

- *Christianity and Buddhism:* This section examines different kinds of religious experience, doctrine, and practice through a comparison of the Western tradition of Christianity and the Asian tradition of Buddhism.

- *Christianity and Islam:* This section considers major themes of religious thought and practice in Christianity and Islam. Through the study of scripture, religious texts, autobiographical writings, and film presentations, the course examines concepts and images of God, the human person, evil and human suffering, and the experience of the transcendent in these two religious traditions. Drawing on these themes, the final project engages students in the writing of their own religious histories.

- *Issues in Religion:* This section examines some of the classical themes in the study of religion. Topics include religion as a search for meaning; how extensively religions differ in their beliefs; the truth in religion; strange beliefs and practices and what they might mean; critiques of religion; and the religious imagination in many expressions.

- *Signs of the Sacred:* This section engages students in a study of the primary building blocks that make up religion in its theoretical and practical dimensions. In addition to learning about the various methods employed in the study of religion, students gather, analyze, and interpret data from a variety of sources such as interviews, attendance at rituals, reading, discussion, and group projects.

- *Common Questions, Jewish Responses:* This course explores the major questions addressed by most world religions, with special emphasis on how they are answered in Judaism. It discusses but is not limited to the following topics: the nature of the Divine and its relationship to humankind; the problem of evil and innocent suffering; social responsibility as a concomitant of religion; Sacred Time and Space and the nature and function of ritual; death and what lies beyond.

- *Peoples of the Book: Christianity, Judaism, and Islam*: This section examines the relationship between sacred text and community in these three scriptural traditions. By focusing on shared narratives, such as Adam and Eve in the Garden, the course illustrates the different ways that texts are interpreted and used in early Christianity, medieval Judaism and modern Islam. The course also examines the various roles that Scripture plays in these communities.

- *Major Themes in Islam:* This section examines the basic ideas within Islam by exploring its two main axes: the relationship between God and humankind; and the relationship between and among people. Topics include: the nature of God; ritual practices; ethics; and the quest for a just society.

- *Sacred Writings and their Representations:* This course is an introduction to the academic study of religion. During the first half of the semester, we will establish a working vocabulary and conceptual framework for the study of religion, both of which will prove useful in our semester-long conversation about the nature of the sacred. While there will be some discussion of a number of religious traditions throughout the semester, the last month of this course will focus on the experience of sacred writings within the traditions of Judaism, Christianity, and Islam.

## Sacred Texts

**RS 150 Jewish Interpretations of Scriptures**
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. Three credits.

**RS 162 The Good News of the Gospels**
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. Three credits.

**RS 251 Old Testament/Hebrew Scriptures**
This course investigates the religious perspectives of the major biblical units, Torah, prophets, and writings as they embody themes that define Judaism and Christianity, employing all contemporary methods of biblical criticism. This course helps students define a form of spirituality from an understanding of these classic texts. Three credits.

**RS 254 Prophetic and Apocalyptic Voices**
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. Three credits.

**RS 255 Second Temple Judaism and the Dead Sea Scrolls**
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 archeology of the Dead Sea Scrolls will begin with a study of the Second Temple Period (520 BCE – 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. Three credits.

**RS 256 Religious Diversity in Early Judaism and Christianity**
This course examines the emergence of Early Judaism during the ancient and late antique period (450 BCE-650 CE) and the many different expressions that it had, many of which did not survive into the modern period. Among the groups that will be studied are the Samaritans, Sadducees, Zealots, Pharisees, Essenes, and Christians. This course will consider how different Jewish communities, both inside and outside the land of Judea, constructed images of the "other" as they sought to develop distinct religious identities. In addition to a focus on primary texts from this time period, secondary readings will be introduced that contextualize these groups in antiquity. Three credits.

**RS 257 From Judaism to Christianity: A Socio-Literary Study**
The course explores Christianity's emergence from an evolving Judaism during a historical period when Greek influence was intense, factions struggled for ascendancy, and new forms of literature captured the prevailing moods. Study begins with the Maccabean movement (167 B.C.E.) and traces the pattern of events and thought to the year 90 C.E. by examining the culture and distinctive literature of that period. The course studies the teachings of Jesus and those who followed him, understood in this cultural context, through the gospels they produced, giving particular emphasis to the study of the gospel of Luke as reflective of a new openness to the gentiles of the contemporary Greco-Roman world. Formerly listed as RS 157. Three credits.

**RS 260 The Writings of Paul**
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. Formerly listed as RS 160. Three credits.

**RS 264 The Writings of John**
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. Formerly listed as RS 164. Three credits.

**RS 266 The Reinterpretation of the New Testament**
This introduction to the critical study of the New Testament and its Christologies reviews the varying titles for Jesus, comparing them with the original Jewish or Greek usage. The course considers the process of reinterpretation of Jesus in the New Testament as a possible model for interpretation today. Three credits.

## Theology and Ethics

**RS 117 Jesus Christ Yesterday and Today**
A systematic treatment of the person and work of Jesus Christ, this course examines different interpretations of the meaning of the Christ event from the scriptural sources to contemporary developments. Three credits.

**RS 122 Grace and the Christian Life**
This course develops a theology of the everyday life by examining the themes in the New Testament, early monasticism, the Middle Ages, and the Reformation. The course then surveys current explorations of grace, holiness, and the working life, drawing from the insights of psychology and gender studies and attending to concerns for economic and social justice. Three credits.

**RS 123 The Church**
A study of the development and present-day understanding of the idea of the Church in Roman Catholic theology, this course examines the roots of the concept in scripture and the earlier traditions of the Church, and presents a contemporary ecclesiology through a critical discussion of the First and Second Vatican Councils. Three credits.

**RS 126 The Sacraments in Christian Life**
A theological investigation of the sacraments as the source of Christian character, involvement, and witness, this course proposes an anthropological theology as a basis for understanding faith and develops a process/model view of the Christian's relationship with God. The course presents the Eucharist as the focus of Christian self-awareness; baptism, confirmation, and penance as sacraments of reconciliation; and considers special sacramental questions. Three credits.

**RS 130 Last Things: The Catholic Belief in Life After Death**
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. Three credits.

**RS 170 Theological Ethics: The Foundations of Virtue**
Ethicians have long realized that a proper understanding of moral character requires a right view of the fundamental human experiences known as the passions – hope, despair, anger, love, and hate. This course initially presents a brief historical overview of various thinkers' reflections on these human qualities, drawing on scientific and philosophical investigations of affectivity. Building on this introductory material, the course considers the moral life from a theological perspective, discovering how theology attempts to define a framework for understanding the affective life's relation to virtue, and how attention to the affective life in turn profoundly influences theological anthropology. Three credits.

**RS 172 Contemporary Morality: Basic Questions**
This course introduces the fundamental concepts in moral theology, drawing on major traditions in contemporary Christian thought. The course examines the moral foundations of conscience, freedom and responsibility, virtue and character, and methods of moral decision-making. To deepen the study of basic questions in Christian morality, the course concludes by examining selected applied issues in contemporary morality. Three credits.

**RS 175 Contemporary Moral Problems**
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. Three credits.

**RS 197 Evil**
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? Three credits.

**RS 220 Contemporary Christian Anthropology**
This course rests on the premise that religion and culture create tools for thinking about what it means to be a self. The course considers the value of process models for understanding Christian suppositions about the nature of the human person and for investigating how human work and play, love and sexuality, and suffering and death contribute toward defining a Christian view of the self. Formerly listed as RS 120. Three credits.

**RS 232 Theology and the Problem of Culture**
This course offers a theological examination of the relationship between Christian faith and secular culture since the late 18th century. After exploring the Enlightenment criticism of Christianity, the course pursues a historical and constructive study of two divergent directions in modern theology: cultural theology and the theology of culture. The course investigates this typology in the writings of Lessing, Schleiermacher, Barth, Bonhoeffer, and Metz; in the papal encyclicals of Pius X and John Paul II; and in the documents of Vatican I and II. Formerly listed as RS 132. Three credits.

**RS 235 Liberation Theology**
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 Third World theologies and on North American and European theological reflection. The course proceeds to a constructive proposal for a contemporary political theology. *This course meets the U.S. diversity requirement.* Formerly listed as RS 135. Three credits.

**RS 237 Christian Feminist Theology**
Participants examine some of the key issues being raised in religion by contemporary feminist thinkers. After a brief examination of the history of patriarchy in the Christian tradition and earlier responses by pre-modern feminists, the course considers issues such as feminist methodology, feminist perspectives on traditional Christian doctrines of God, creation, anthropology, Christology, and eschatology. The course concludes with a discussion of the nature of authority and an examination of a feminist theology. *This course meets the U.S. diversity requirement.* Formerly listed as RS 137. Three credits.

**RS 238 American Catholic Theologians**
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. Formerly listed as RS 138. Three credits.

**RS 276 The Morality of Marriage in Christian Perspective**
This course explores marital commitments by exploring the many phases of partnership – courtship, marriage, intimacy, parenting, death – and the specialized skills or virtues these phases require. The course considers questions such as: What kinds of communities, especially faith communities, support marital commitments? What are the forces of society and culture that might threaten them? How might vices, such as physical or sexual abuse, alcoholism, and addiction, erode commitments? The course concludes by assessing how virtuous families might promote peace and justice, and developing an integrated theological account of the moral project we call marriage. Formerly listed as RS 176. Three credits.

**RS 280 Morality and Law**
This course examines the relationship between law and morality, of rights and justice, with illustrative reference to special topics such as racism; sexism; and political, business, and communication ethics. Formerly listed as RS 180. Three credits.

**RS 340 Modern Jewish Theology**
This course explores ways in which selected 19th- and 20th-century Jewish theologians (Buber, Rosenzweig, Heschel, Hartman, Fackenheim, Blumenthal, Greenberg, Plaskow) attempt to meet challenges of faith and Jewish self-identity. Topics include the nature of the covenant, the role of human autonomy, liturgical images of divinity, and faith after Auschwitz. Formerly listed as RS 240. Three credits.

## History and Tradition

**RS 100 Introduction to Judaism**
This course examines Jewish faith and community from the biblical period through the present, paying particular attention to the concepts of God, revelation, religious authority, divine election, and personhood; the celebration of holidays and observances; contemporary religious movements; and organizations and institutions that continue to support Jewish life. Three credits.

**RS 101 History of the Jewish Experience**
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. Formerly listed as RS 100. Three credits.

**RS 112 The Problem of God**
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. Three credits.

**RS 115 Introduction to Catholicism**
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. Three credits.

**RS 202 Finding God in All Things: The Spiritual Legacy of Ignatius of Loyola**
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. Three credits.

**RS 204 Voices of Medieval Women: Silent No More**
As scholars work to recover the history of women in the Western Christian tradition, they are discovering that medieval women were neither as silent nor as invisible as previously thought. In this class, students read and interpret the works of select medieval women in a critical yet appreciative way. Students gain familiarity with recent discussions on women's spirituality; a mastery of methods used in the critical analysis of medieval texts (that date from approximately 200-1500); a basic understanding of the social and historical context of these texts; a grasp of the texts' religious content and meaning; and analyze how this material might be relevant to contemporary interests and concerns. Three credits.

**RS 207 The Reformation Era**
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, Munzer, 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 Counterreformation. Formerly listed as RS 107. Three credits.

**RS 224 The Papacy**
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. Formerly listed as RS 124. Three credits.

**RS 242 Jews and Judaism in America**
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. *This course meets the U.S. diversity requirement.* Three credits.

**RS 350 The Quest for the Historical Jesus**
This course examines the increasingly public debate over whether an adequate basis exists for reconstructing a description of the life of Jesus of Nazareth. It examines the evidence available from all sources, the criteria by which that evidence has been interpreted, and the resulting, often contradictory, portrayals. The course also discusses the relationship between this "historical Jesus" and the subsequent faith tradition of Christianity. Three credits.

## Religion and Society

**RS 203 Women in Judaism**
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. Formerly listed as RS 103. Three credits.

**RS 205 Selected Topics in the Catholic Tradition**
This course examines particular themes, events, or individuals in the Catholic tradition, with special regard for their historical contexts and the ways in which they contribute to the self-identity of the Catholic tradition. The course includes close reading of primary sources; the subject matter changes from semester to semester. Students should consult the University registrar's listing of new courses to determine the specific material treated when the course is offered. Formerly listed as RS 105. Three credits.

**RS 236 African-American Religious Strategies**
This course takes a historical and theological journey through various religious strategies and practices employed by African-Americans during the last 300 years, focusing on those particular strategies that explicitly defined themselves as religious. The course traces the development of the major Black religious strategies: religious nationalism (Malcolm X, David Walker), existentialist liberationists (Nat Turner, Gabriel Prosser), prophetic Christianity (Martin Luther King Jr., Marcus Garvey), priestly Christianity (Richard Allen, Sojourner Truth), Black mysticism (Howard Thurman), and sectarianism (Daddy Grace, Father Divine). The course evaluates each, based on their starting-points, conceptions of ritual, and notions of God. Three credits.

**RS 239 Lay Perspectives on Christian Spirituality**
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. Three credits.

**RS 241/SO 151 Sociology of Religion**
For this course description, see SO 151 in the sociology section of this catalog. Three credits.

**RS 244 Faith After the Holocaust**
The course examines the complexity and horror of the Holocaust and its contemporary historical, moral, theological, and political implications. Was the attempted annihilation of European Jewry an historical aberration in German politics or did it represent an eruption of psychic, social, and religious malignancies embedded in Western civilization? Was the Holocaust unique? Could it have been prevented? And, in light of the Holocaust, what does it mean to speak of faith, either in God or in humanity? Formerly listed as RS 144. Three credits.

**RS 281 Religious Values and Public Policy**
This course explores various understandings of religious values, the public policy process, and the interaction of these values and policies in American public life. While the course deals primarily with Catholic and Protestant religious traditions, it notes the contributions of other religious traditions to particular policy concerns. Issues pertaining to the religion clauses of the First Amendment form a central focus. To underscore the diverse connection between religious values and public policy, the course also considers wider issues of religion, personality, and culture. Formerly listed as RS 181. Three credits.

**RS 282 Catholic Social Teaching**
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. Formerly listed as RS 182. Three credits.

**RS 293 Non-Traditional American Churches**
This course begins with a critical inquiry into the nature of religion in America and the history that led to the constitutional guarantee of religious freedom. Students develop and defend criteria to evaluate nontraditional forms of "church" that have resulted from this freedom. After reviewing the origin, history, and beliefs of the major non-traditional churches established by Americans, the course explores the development of American evangelism and its impact on modern society through the "Electronic Church." Formerly listed as RS 193. Three credits.

**RS 294 Religion and Psychology**
This course examines topics of concern to the fields of psychology and religious studies such as the formation of a personal and communal identity, alienation and guilt, individuality and change, and dependence and freedom. The study considers how psychological understandings interact with personal religious beliefs to form patterns of meaning for the individual. Formerly listed as RS 194. Three credits.

**RS 295 Non-Traditional American Religious Groups**
This course develops a critical sense regarding the nature of religion as experienced in pluralistic America by investigating a number of groups that illustrate the diversity of religious experience in America such as The Mighty I Am, Jonestown, Morningland, and Theosophy. Students formulate criteria for judging the authenticity of religious movements through an analysis of these examples. Formerly listed as RS 195. Three credits.

**RS 296 Saints and Sinners: Images of Holiness in Contemporary Fiction**
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. Formerly listed as RS 196. Three credits.

**RS 298 Religious Values in Film**
This course focuses on the search for meaning in human life as experienced and depicted in 12 films by distinguished filmmakers. The first six films mirror this search in personal life, asking in various ways whether we are isolated and alone or linked and dependent on others. They also grapple with the problem of evil and the experience of salvation. The second six films concern themselves with the meaning of life in society. In different historical contexts they ask whether the universe is indifferent or friendly to our community building, and raise the problem of God and the religious significance of secular achievement. Formerly listed as RS 198. Three credits.

**RS 299 The Classic: Truth in Religion and the Arts**
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. Formerly listed as RS 199. Three credits.

## Islam and Asian Religions

**RS 105 Introduction to Islam**
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. Three credits.

**RS 284 Buddhist Thought in India**
The course investigates the basic Buddhist contributions to philosophical thought in the country of its origin – India. Through the writings of the seminal doctors of the tradition, ideas concerning metaphysics, causation, linguistic deconstruction, and psychological modeling are explored. Each direction is examined in light of the lively and dynamic theoretical environment that provided India with the intellectual sophistication it still enjoys today. *This course meets the world diversity requirement.* Three credits.

**RS 287 Hinduism**
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. Formerly listed as RS 187. *This course meets the world diversity requirement.* Three credits.

**RS 288 Buddhism**
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. Formerly listed as RS 188. *This course meets the world diversity requirement.* Three credits.

**RS 289 Tantrism**
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. *This course meets the world diversity requirement.* Three credits.

**RS 290 Religions of China**
This course primarily investigates the indigenous religious expressions of China: Confucianism, Taosim, and Chinese popular spirit observances. It also covers those forms of Buddhism that are properly Chinese, such as Ch'an, Pure Land, and Buddhist millennialism. The course surveys sources from the earliest oracle bone inscriptions to modern communist literature including modern ethnography and the testimony of no-Han minorities of China. Sacred sites and mountain pilgrimage are important dimensions to the study. *This course meets the world diversity requirement.* Three credits.

**RS 292 North Pacific Tribal Religion**
This course investigates the varieties of religious expression found in the hunter-gatherer and semi-pastoralist societies of the Northern Pacific Rim and the steppe areas adjacent to it – Siberia and the American Great Basin/Great Plains – giving particular attention to myths, hunting rituals, tribal rites of passage, renewal rituals, and the specific functions of religious objects. The course explores shamanic structures, spirit communication, and visionary institutions in some depth, and discusses modern transformations of tribal religion in these areas. Formerly listed as RS 192. *This course meets the world diversity requirement.* Three credits.

**RS 388 Buddhist Spirituality**
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. *This course meets the world diversity requirement.* Three credits.

**RS 389 Seminar on Tibetan Religions**
An examination of the forms of religious expression found on the "Roof of the World," the course investigates the rise and development of Tibetan Buddhism as well as the indigenous forms of religious expression found in Tibet proper and in the Tibetan cultural areas in China, Bhutan, Sikkim, Nepal, and India. Topics include revealed scripture, village religious culture, monastic systems, the Tibetan theocracy, the institution of religious incarnation, and the sectarian divisions within Buddhism and the Bon religion. *This course meets the world diversity requirement.* Three credits.

## Special Seminars

**RS 301 Independent Study**
Students, in consultation with a department director, define their course of study. Three credits.

**RS 360 Religious Studies Seminar**
This seminar offers an in-depth investigation of a significant figure, issue, or problem in religious studies. Enrollment requires the permission of the instructor. Formerly listed as RS 260. Three credits.

**RS 390 Major Seminar**
This seminar offers religious studies majors an in-depth investigation of a significant figure, issue, or problem in the discipline. Three credits.

# Russian

(see Modern Languages and Literatures)

**PROGRAM IN**
# RUSSIAN AND EAST EUROPEAN STUDIES

## Faculty

**Director**
McFadden (History)

**Faculty Working Group**
Beal (Physics)
Bowen (English)
Buss (Economics)
E. Dew (Politics)
P. Eliasoph (Art History)
Garvey (English)
Kohli (Curriculum and Instruction, GSEAP)
Miners (Economics)
Nantz (Economics)
Pichlikova-Burke (Russian and East European Studies)
Salavei (Finance)
Sysoeva (Russian)
Tucker (Finance)

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 and East European 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.

## Requirements

To earn an 18-credit Russian and East European studies minor, students complete six three-credit courses. Five of these courses, from a range of seven disciplines, must be exclusively or substantially concerned with Russia and/or Eastern Europe. At least three different disciplines must be represented. The final course, RES 310 Capstone Seminar: Current Topics in Russia and Eastern Europe, 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 or Central or Eastern Europe from a wide range of affiliated programs, including the Boston University Moscow internship program, 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), or Immanuel Kant University (Kaliningrad).

## Course Offerings:

**Russian Language**

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|---|---|
| RU 110 | Elementary Russian I |
| RU 111 | Elementary Russian II |
| RU 210 | Intermediate Russian I |
| RU 211 | Intermediate Russian II |

**History**

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|---|---|
| HI 271 | Introduction to Russian History, Culture and Civilization |
| HI 272 | Russia, 700-1700: History and Myth |
| HI 273 | History and Culture of East Central Europe Since 1945 |
| HI 275 | Russia's Road to Revolution, 1689 to 1917 |
| HI 276 | St. Petersburg in Russian History |
| HI 284 | 20th-Century Russia |
| HI 356 | History of the Cold War |
| HI 385 | Comparative Russian Revolutions |

**Visual and Performing Arts**

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|---|---|
| AH 122 | Byzantine Art |
| AH 191 | Art and Mythologies of Nazi Germany, Fascist Italy, and Bolshevik Russia |

**Economics**

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|---|---|
| EC 230 | Comparative Economic Systems |

**Politics**

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| PO 249 | Russia Seminar |

**English** (Comparative Literature)

| | |
|---|---|
| EN 266 | The Russian Novel and Western Literatures |
| EN 366 | 20th-Century Russian Novel |

## Course Descriptions

**RES 110 Introduction to Russian Culture and History**

This interdisciplinary course provides a comprehensive introduction to Russian civilization seen through the lens of visual expression, performance, and drama. Students revisit Russian painting, architecture, dance, music, and film at pivotal historical junctures, seeking to comprehend the underlying ideologies of orthodoxy, autocracy, totalitarianism, and perestroika. Images serve as our principle gateway to the deeply religious cultural imagination that has never experienced Renaissance and Reformation. Critical examination of extensive Western and Eastern influences explains the creation of native Russian aesthetic and ideology by way of adaptation, accommodation, and transformation of multicultural and multiethnic input. Three credits.

**RES 310 Capstone Seminar: Current Topics in Russia and Eastern Europe**

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 or Eastern Europe 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. Open to juniors or seniors only. Three credits.

**RES 395 Internship in Russian and East European Studies**

Candidates work a minimum of eight hours per week during the semester either for the Russian and East European Studies Program director, helping with publicity, coordination, and public events, or for an organization or business in the area doing work in Russia or Eastern Europe. Under the direction of a faculty member in Russian and East European 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 and East European studies. Three credits.

# DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

## Faculty

**Professors**
Hodgson
Schlichting
R. White

**Associate Professors**
Crawford
Mielants

**Assistant Professors**
Jones
Lacy
Rodrigues

**Lecturers**
Kammerman
Martorella
Oliver
Penczer

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 form 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 all societies change over time? These are questions that sociologists ponder.

Anthropology asks similar questions, while emphasizing cross-cultural, cross-disciplinary and longer-term perspectives. This discipline's 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 context.

The department currently offers a major and a minor in sociology. Students majoring in sociology at Fairfield University begin their study by taking several fundamental courses that provide them with an understanding of the basic concepts and methodology of the field. Students build on this foundation by selecting from a wide variety of elective courses. Students are carefully and individually advised throughout their stay at Fairfield.

The faculty strives to clarify career goals and to put together a concentration of courses and experiences that ensure for the student intellectual fulfillment and a viable career.

All sociology majors and minors are urged to consult with the chair and other members of the sociology department in planning their academic programs. This is especially important in coordinating particular course concentrations most suitable for individual career goals.

## Requirements

**Sociology Major**

For a 30-credit major in sociology, students complete:

- SO 11 General Sociology
- SO 221 Statistics: Social and Political Data Analysis
- SO 222 Methods of Research Design
- SO 328 Classical Social Theory
- SO 329 Contemporary Social Theory
- an additional 15 credits in elective sociology and anthropology courses

**Sociology Minor**

For an 18-credit minor in sociology, students complete:

- SO 11 General Sociology
- SO 222 Methods of Research Design

**OR**

- SO 328 Classical Social Theory
- an additional 12 credits in elective sociology and anthropology courses

**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.

**Sociology Major with a Minor in Secondary Education**
Students majoring in sociology may also minor in secondary education (see program in education, page 89). Please contact Dr. Renee White in the Department of Sociology and Anthropology or Dr. Patricia Calderwood, Chair of the Curriculum and Instruction Department for additional information for minoring in education.

**Course Numberings**
Course numbers have changed from prior catalogs; courses listed here, and those cross-listed in other departments, are not open to students who took them for credit under a previous number.

# Course Descriptions

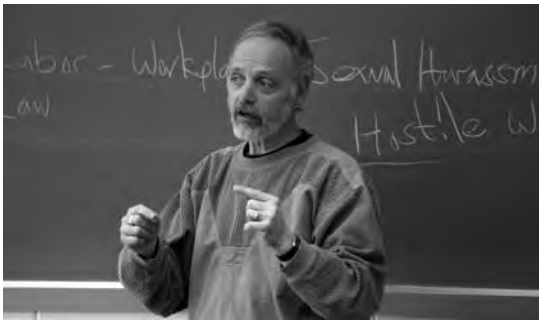
**SO 11 General Sociology**
This introduction to sociology provides students with a sense of sociology's orientation; its particular way of looking at human behavior in the context of people's interaction with each other. The course emphasizes the kinds of questions sociology asks, the methods it uses to search for answers, and how it applies the answers to problems of people's everyday lives and issues of social policy. Three credits.

**SO 112 American Society**
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. *This course meets the U.S. diversity requirement.* Three credits.

**SO 142 Sociology of the Family**
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. Three credits.

**SO 144 Sociology of Sexuality**
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. Three credits.

**SO 151/RS 241 Sociology of Religion**
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. Cross-referenced with RS 241. *This course meets the U.S. diversity requirement.* Three credits.



**SO 161 American Class Structure**
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. *This course meets the U.S. diversity requirement.* Three credits.

**SO 162 Race, Gender, and Ethnic Relations**
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. *This course meets the U.S. diversity requirement.* Three credits.

**SO 163 Urban/Suburban Sociology**
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. Three credits.

**SO 165 Race, Cities and Poverty**
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. Three credits.

**SO 166/WS 101 Feminism, Gender, and Everyday Life**
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. Three credits.

**SO 169 Women: Work and Sport**
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. *This course meets the U.S. diversity requirement.* Three credits.

**SO 171 Criminology**
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. Three credits.

**SO 175 Sociology of Law**
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. Three credits.

**SO 179 Death Penalty in America**
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? Three credits.

**SO 181 AIDS in the United States**
This course covers epidemiological, public health, social scientific, and artistic responses to the AIDS crisis. Topics include the genesis of AIDS and its epidemiological shifts, the global impact of the disease, reproductive health, sexuality, community efforts to "fight AIDS," policy developments concerning the virus, and the ethical and political implications of such policies. The goal of this course is to address how various factions (politicians, social scientists, health care providers, activists, and so on) have grappled with HIV and AIDS. *This course meets the U.S. diversity requirement.* Three credits.

**SO 183 Public Opinion and Polling**
The course examines the construction and use of public opinion surveys, explores their impact upon the American political process, and examines in detail the role of public opinion in a democratic system of government. It uses archive data drawn from private polls and the Gallup and Harris polls to illustrate the polling process and as a background to the substantive issues discussed. Three credits.

**SO 184 Population: Birth, Death, and Migration**
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. *This course meets the world diversity requirement.* Three credits.

**SO 185 Introduction to International Migration**
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. *This course meets the world diversity requirement.* Three credits.

**SO 188 Contemporary Latin American and Caribbean Society**
This course introduces the basic political, economic, and sociological elements of contemporary Latin America and the Caribbean. It begins with an overview of the historical events that have shaped the region. While examining the region as a whole, this course also emphasizes the political, economic, and cultural diversity that characterizes Latin America and the Caribbean. Drawing from several disciplines, while emphasizing sociological approaches, this course explains some of the positive, as well as the more dubious events in contemporary Latin American and Caribbean society. Topics include popular culture, migration, political change, regional integration, urbanization, gender, and inequality, among others. Case studies will be selected for more detailed discussion based on current events. Three credits.

**SO 190 Globalization**
The single most powerful force transforming the world in which we live is the accelerating process of globalization. Information á la 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? Three credits.

**SO 191 Social Change in Developing Nations**
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. *This course meets the world diversity requirement.* Three credits.

**SO 192 Social Work: An Introduction**
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. Three credits.

**SO 193 Social Work: The History of Social Welfare and Social Work**
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. Three credits.

**SO 221 Statistics: Social and Political 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. (Prerequisite: SO 11) Four credits.

**SO 222 Methods of Research Design**
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. (Prerequisite: SO 11) Four credits.

**SO 279 Criminal Justice System Seminar**
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. Three credits.

**SO 328 Classical Social Theory**
This first of a two-course sequence 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 and the enduring concerns of the perspective. (Prerequisite: SO 11) Three credits.

**SO 329 Contemporary Social Theory**
This second of a two-course sequence in sociological theory focuses largely on American and European sociology and its development during the 20th century, examining critical social theory, structural functionalism, symbolic interactionism, ethnomethodology, feminism, world systems theory and social constructionism. Contemporary application is a central concern in the course. (Prerequisite: SO 11) Three credits.

**SO 397-398 Field Work Placement**
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. Three or six credits.

**SO 399 Independent Research**
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. Three credits.

**AY 110 Physical Anthropology and Archaeology**
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. Three credits.

**AY 111 Cultural Anthropology**
Why is there such variety among the way members of human societies live, dress, speak, behave toward one another, and worship? This course explores the shared patterns of thought, behavior, and feelings – that is, the cultures – of a number of peoples and offers an explanation for the form they take and the differences between them. The course helps students develop a new perspective on the values and institutions of Western culture. *This course meets the world diversity requirement.* Three credits.

**AY 130 Societies and Cultures of Africa and Latin America**
This course introduces the cultural anthropology of two very diverse regions of the world. Africa and Latin America/the Caribbean are continents with several distinct cultural heritages and a complex blending of the ancient and the modern. The course ranges broadly, exploring the ancient civilizations of each area, the cultural ecology that shapes human behavior and society there, the distinctive cultural patterns that characterize each, the historical and cultural linkages between these two regions, and the similarities and differences in African and Latin American experiences with colonialism, capitalism, and development in an increasingly global system. *This course meets the world diversity requirement.* Three credits.

**AY 152 Islamic Societies and Cultures**
This anthropological inquiry into a number of "Muslim societies," from Africa and the Middle East to Asia and the Pacific, investigates the cultural, ethnic, and linguistic diversity within these societies, while seeking to understand what they have in common with each other and with their non-Muslim neighbors. *This course meets the world diversity requirement.* Three credits.

**AY 163 Culture and Inequality**
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. Three credits.

**AY 168 Women and Men: The Anthropology of Gender**
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. *This course meets the world diversity requirement.* Three credits.

**AY 175 Sustainable Development: Anthropological Perspectives**
This course examines sustainable development from an anthropological perspective. With a focus on the contested meaning of both "sustainability" and "development," students will grapple with various theoretical, methodological, and ethical perspectives on building a just future. Learning will be practice driven and students will write journals, blogs and reflective essays, develop expertise in various anthropological methods, and pursue independent research on sustainability in their local community. Students will integrate their experiential learning with readings on ecology and economic development in order to critically examine the values, assumptions and data that underpin different perspectives on desirable social change. Three credits.

**AY 180 International Research Practicum**
This 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. Three credits.

**AY 189 Ethnographic Knowledge and Practice**
This course focuses on the history and practice of ethnographic writing, a form of intellectual production 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." Three credits.

# Spanish

(see Modern Languages and Literatures)

# Studio Art

(see Visual and Performing Arts)

# Television

(see New Media Film, Television, and Radio)

# Theatre

(see Visual and Performing Arts)

DEPARTMENT OF
# VISUAL AND PERFORMING ARTS

## Faculty

**Professors**
P. Eliasoph
Grossman
LoMonaco
Torff
Yarrington

**Associate Professors**
Chamllin
Nash
Porter, *chair*
Schwab

**Assistant Professors**
Malone
Mayzik, S.J.
Rose
Sage
Scalese, S.J.
Walker-Canton

**Visiting Assistant Professor**
J. Deupi

**Lecturers**
Beare
Belanger
Blackwell
Ciavaglia
Connolly
Conybeare
Cooney
D'Angelo
Davis
DeCamara
V. Deupi
Fumasoli
Hadari
Haggstrom
Leavitt
Marker
Maxwell
McDonald
Melzer
Mendelsohn
Mennonna
Merry
Mille
Noyes
Palmer
Pilotti
Pischikova
Ramirez
Roth
Schenfeld
Snydacker
Splettstoeszer
Swedeen
Quinn
Timmeny

**Department Coordinator,** John Primavera:
Canisius 3, extension 2459

**Studio Manager,** Jennifer Cone:
Loyola 16, extension 3216

**Visual Resources Curator,** Carry Weber:
Canisius 3, extension 2499

### The Major
The major consists of a minimum of 30 credits of coursework in the Department of Visual and Performing Arts that must be completed in a single area of concentration chosen by the student. Areas of concentration available to majors are art history; music; new media film, television, and radio (requires 33 credits); studio art (requires 33 credits); and theatre (requires 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; music; new media, film, television, and radio; studio art; or theatre. For further information about the curriculum and areas of concentration, consult the program directors:

*Art History:* M. Rose
*Music:* L. Nash
*New Media:* J. Mayzik, S.J.
*Studio Art:* J. Yarrington
*Theatre:* M. LoMonaco

**Department Mission and Goals**

The visual and performing arts have always been an integral part of the human experience as they weave together knowledge, skills, and personal and cultural values. Skill expresses knowledge, and personal values drive one's artistic and aesthetic choices. All students should acquire knowledge of history, context, theory, and the interaction of art, society, and the self. Towards this end, students will become familiar with the major artistic achievements of the visual and performing arts.

The Department of Visual and Performing Arts at Fairfield inculcates the practice of developing intuitive, creative, expressive, and aesthetic faculties and the ability to connect these with reasoning skills. The creative process is a means of giving shape to one's own experience and requires a certain amount of introspection, experimentation, and risk taking. The aim of the core curriculum requirement is to instill empathy, discernment, and sensitivity to and respect for the expressions of individuals and groups and their visions of the world. With exposure to the visual and performing arts as a major or minor in the department, students have the creative and artistic abilities required for a variety of future professional challenges.

**University Core Course Requirement**

The core curriculum requires that all Fairfield undergraduate students complete two semesters of coursework in Visual and Performing Arts. Our courses are divided between those that cover material historically and those that involve the use of applied skills with which you actually make or perform works of art. The core curriculum requires that at least one of your two courses in this department be a history course. Courses that fulfill the history requirement for the core curriculum are labeled "(H)"; those that fulfill the applied art requirement are labeled "(A)".

**Additional Fees**

Studio art; new media film, television, and radio; and some theatre courses require a materials fee. There are also separate charges for private music lessons. Students enrolling in these courses will be billed an additional fee per course.

**Facilities and Resources**

- The Thomas J. Walsh Gallery, and experimental galleries for student work.
- The Samuel H. Kress Collection of Italian Paintings.
- A long-term loan and gift of plaster casts from the Metropolitan Museum of Art, representing masterpieces from ancient Greece, Rome, and Renaissance Italy, provide students in the Art History and Studio Arts programs additional opportunities for study.
- The Mutrux Visual Resources Collection (VRC) is the primary visual teaching resource and laboratory for the Art History Program, with state of the art computer and digital imaging equipment, and a collection of over 130,000 slides. The VRC is actively engaged in building a digital image library, which is used conjunction with the university's subscription to ARTstor, an online repository of over 700,000 digital images.
- A computer-music lab for MIDI and other music-based computer software.
- The Aloysius P. Kelley and Wien Experimental "Black Box" theatres at the Regina A. Quick Center for the Arts host frequent student performances presented by the music and theatre programs.
- The Media Center in Xavier Hall contains exceptional equipment and facilities for students in new media film, television, and radio, including an instructional television studio, a production television studio, a satellite uplink truck, and Campus Television Network head-end. Furthermore, production capabilities are supported by state-of-the-art computer-based digital graphic design and editing production and post-production technology.
- The PepsiCo Theatre, with its intimate theatre, dance studio, and design studio, is the home of Theatre Fairfield, the production wing of the theatre program.
- The Bellarmine Museum of Art with prestigious loans from the Cloisters Museum, the Samuel H. Kress Collection of Italian Paintings, objects from the permanent collections including examples from Asia, Africa and the Americas. Temporary exhibitions will be regularly featured as well.

**Internships**

Visual and performing arts majors are eligible for internship programs. Students may receive credit for gaining valuable practical experience in a variety of activities. Available internships include work at the University's Thomas J. Walsh Art Gallery, local galleries, museums, historical societies, television and radio stations, art studios, professional theaters, and production companies.

**Performance Opportunities**

In addition to its regular courses, the department sponsors a number of student performing groups including the Fairfield University Orchestra, Jazz Ensemble, Chamber Singers, and Varsity Band. Members of these performing groups receive one credit for each semester. Students may apply up to six of these credits toward a music major or minor. However, these credits do not count towards the 38 three-credit courses required for graduation. The Fairfield University Glee Club is a non-credit performing organization sponsored by Student Affairs.

Theatre Fairfield is the production wing of the theatre program. The annual season includes professionally directed and designed productions; performances by On the Spot, our improv company; *Director's Cut* or *A Class Act*, which feature the work of advanced directing and acting students; and independent projects created by junior and senior majors. Participation in Theatre Fairfield productions is open to all members of the University community.

## ART HISTORY

**Program Director**
Rose

**Faculty**
P. Eliasoph
Schwab

**Visiting Faculty**
J. Deupi

**Lecturers**
V. Deupi
Mille
Pilotti
Pischikova
Snydacker

We live in a visual world and the field of art history provides an essential tool for experiencing humanity's visible achievements. The Art History program offers a complete academic curriculum covering all the major movements and periods of Western civilization, as well as courses on the arts of Asia, the Americas, and Africa.

The Art History program has successfully attracted many motivated and creative undergraduates who demonstrate their broad understanding and appreciation for the visual arts of painting, architecture, sculpture, photography, and new media. Art history students develop critical evaluation skills through a cycle of courses that 1) examine the artistic heritage of the ancient, medieval, Renaissance, baroque, modern, and American cultures in the Western experience and the artistic heritage of Asia, Africa, and the Americas, and 2) explore contemporary developments in art within our increasingly global society.

The Art History program's goals include:

- Enabling students to develop a visual vocabulary
- Developing multiple perspectives on key paradigm monuments in their cultural contexts
- Establishing an understanding of the cross-disciplinary nature of art history as a gateway connected to the humanities and liberal arts
- Developing students' abilities to organize ideas, respond, write, and speak coherently about representational issues
- Encouraging students to take advantage of the world-class museums and collections in Connecticut and New York City
- Motivating students to attain direct involvement and aesthetic pleasure from the knowledge and comprehension of world art.

With a strong emphasis on the relationship between historical research, written analysis, and observational interpretation, students of art history come to possess a powerful visual vocabulary. Coursework leads to seminars in the junior and senior years. The skills learned in art history are essential for teaching, museum and gallery curating, marketing and media careers, as well as nearly every job that requires visual analysis. A strong liberal arts education based in art history also prepares students for careers including medicine, law, management, and international relations.

Among the many outstanding resources and programs available to art history students are specially arranged visits to major museums in New York and Connecticut with behind-the-scenes tours by curators; internships at regional museums and cultural organizations; hands-on apprenticeships at the University's Thomas J. Walsh Art Gallery; ongoing research with the University's Samuel H. Kress Collection of Italian Paintings and the Metropolitan Museum of Art Plaster Cast Collection, and the art collections in the future Bellarmine Museum of Art. Art history majors are encouraged to participate in the University's international study opportunities, including the academic semester/year in Florence at the University of the Arts. Most students declare a visual and performing arts major with a concentration in art history after completing the general survey sequence (AH 10-12, 15).

## Requirements

### Art History Major

For a 30-credit Art History major students:

1. Complete two of the following introductory courses (six credits)
   **Introductory**
   - AH 10 Origins and Transformations in Western Art
   - AH 11 Visual Culture Since 1400: Expression and Experimentation
   - AH 12 Introduction to the Art History of Asia, Africa, and the Americas
   - AH 15 History of Architecture

2. Complete two of the 100-level courses (six credits)
   - AH 100 Arts of India, China and Japan
   - AH 109 Jewish Art: Moses to Modernity
   - AH 110 The Ancient Near East, Egypt, and the Aegean Bronze Age
   - AH 111 Greek Art and Archaeology
   - AH 112 Etruscan and Roman Art and Archaeology
   - AH 113 Art and Archaeology of Ancient Egypt
   - AH 115 Archaeology of Athens
   - AH 120 Medieval Art of Western Europe
   - AH 121 Celtic and Early Irish Art
   - AH 130 Early Renaissance in Italy
   - AH 131 High Renaissance and Mannerism in Italy
   - AH 135 Renaissance and Baroque Architecture
   - AH 140 Baroque Art
   - AH 150 Neoclassical and Romantic Art
   - AH 152 Modern Art
   - AH 154 Impressionism and Post-Impressionism
   - AH 161 American Architecture
   - AH 163 American Art: Colonial to Civil War
   - AH 164 American Art: Civil War to Civil Rights
   - AH 165 The Black Experience: African-American Art and Criticism in the 20th Century
   - AH 172 History of Photography
   - AH 191 Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia

3. Complete one of the 200-level courses (three credits)
   - AH 209 MMA Plaster Cast Collection at Fairfield University
   - AH 210 Myth in Classical Art
   - AH 213 The Arts of Egypt: Four Artistic Periods and Cultural Exchange
   - AH 221 The Arts of Ireland and the British Isles, 500-1000
   - AH 222 Byzantine Art (formerly AH 122)
   - AH 242 The Arts of Spain and Its World, 1474 to 1700
   - AH 275 Contemporary Art
   - AH 290 Special Topics Seminar
   - AH 295 Museum/Gallery Curating

4. Complete junior and senior seminars (six credits)
   - AH 320 Junior Seminar (fall semester of junior year)
   - AH 330 Senior Capstone Seminar (spring semester of senior year)

5. Complete three art history courses at the 100-level or higher (nine credits)

6. Other courses available to advanced students (only one can be counted toward the Art History Major)
   - AH 300 Independent Study
   - AH 310 Internship

**Art History Minor**

For an 18-credit Art History minor students:

1. Complete two of the following introductory courses (six credits)
   **Introductory**
   - AH 10 Origins and Transformations in Western Art
   - AH 11 Visual Culture Since 1400: Expression and Experimentation
   - AH 12 Introduction to the Art History of Asia, Africa, and the Americas
   - AH 15 History of Architecture

2. Complete four art history courses at the 100-level or higher (12 credits)
   (AH 310 may not be used; at least three art history courses must be taken while in residence at Fairfield.)

# Course Descriptions

**Note:** All courses have history/theory credit toward the Visual and Performing Arts component of the University core curriculum.

**A = Applied**
**H = History**

**AH 10 Origins and Transformations in Western Art (H)**
From the mysterious depths of Paleolithic cave painting to the soaring heights of Gothic cathedral vaulting, this course surveys the early history of Western art. The course begin with the origins of art-making in prehistoric, Mesopotamian, Egyptian, Greek, and Roman cultures before viewing the transformations of these ancient arts traditions in early Christian and medieval societies. The course offers students a working vocabulary with which to compose visual analyses of works of art and evaluate them in a social and historical context. One class takes place at the Metropolitan Museum of Art in New York City. Three credits.

**AH 11 Visual Culture Since 1400: Expression and Experimentation (H)**
This course explores the ways in which people use images to record their world. From the development of linear perspective in the early Renaissance to the assimilation of advances in optical sciences in the baroque period and the incorporation of photography in the 19th century, art has responded to technological advances and created distinct and expressive visual cultures. By exploring painting, sculpture, the graphic arts, and architecture, students learn to analyze how the contemporary world is designed and defined by a visual heritage that incorporates historical images into film, television, and advertising. One class takes place at the Metropolitan Museum of Art in New York City. Three credits.

**AH 12 Introduction to the Art History of Asia, Africa, and the Americas (H)**
This introductory lecture course examines artworks and architecture from each continent to understand the respective traditions of Asia, Africa, and the Americas, emphasizing a selection of examples within a chronological sequence. It studies material culture from each of the three areas using different art historical approaches. India, China, and Japan form the basis for the study of Asia. Cultures designated by their geographical locations provide a frame of study for African Art. Pre-Columbian, Northwest coast, and Native American visual arts represent the Americas. The course emphasizes art collections in New Haven and New York City, and one bus trip during the semester affords students a first-hand experience studying original works of art. *This course meets the world diversity requirement.* Three credits.

**AH 15 History of Architecture (H)**
This introductory course surveys the major periods and key monuments in the history of architecture – largely in the West – 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. Three credits.

**AH 100 Arts of India, China, and Japan (H)**
This survey of the art and architectural history of three major civilizations in Asia studies sacred and secular material culture in painting, sculpture, and architecture during the formation and development of each civilization, comparing them with their modern achievements. In each instance the scope of history covers at least three millennia. Foci include the Mauryan, Kushan, and Gupta periods in India; the Chou, Han, T'ang, Song, and Ch'ing dynasties in China; and the Nara, Heian, Kamakura, Edo, Tokugawa, and Meiji periods in Japan. The course emphasizes contrasting periods of isolation and open contact between these civilizations and with those in the West and highlights collections of Asian art at Yale University and in New York City during the course and on trips to study these collections. *This course meets the world diversity requirement.* Three credits.

**AH 109 Jewish Art: Moses to Modernity (H)**
The earliest known written description of the Jewish people is a visual record on an ancient victory monument. Dated from the 13th century B.C.E., a carved stele dedicated to Pharaoh Merneptah presents a hieroglyphic relief inauspiciously boasting: "Israel is laid waste, his seed is no more." Tracing 4,000 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? Three credits.

**AH 110 The Ancient Near East, Egypt, and the Aegean Bronze Age (H)**
This course surveys the cities and sanctuaries that flourished in Mesopotamia (Ur, Babylon, Nineveh, Persepolis), Egypt (Thebes, Amarna, Karnak, Luxor) and the Aegean basin (the Cycladic Islands, Crete, Thera, Troy, Mycenae, Pylos) as early as 3000 B.C.E. – with the invention of writing – and studies their domination of the eastern Mediterranean into the first millennium B.C.E. The course analyzes the distinctive artistic developments and architectural forms of these three enduring cultures as well as their impact on Western civilization. It emphasizes objects in area museums and includes field trips. Three credits.

**AH 111 Greek Art and Archaeology (H)**
This survey covers the major developments in architecture, sculpture, and painting from the time of Homer to the collapse of the Hellenistic world. The course considers the formation of the Pan-Hellenic sanctuaries of Olympia and Delphi in the geometric and archaic periods and the rise of democracy under the leadership of Pericles in Athens, culminating in the Parthenon of the high classical period and the creation of an empire under Alexander the Great. Students explore the legacy of Greek achievement in the context of its impact on the Roman world and later art. The course emphasizes objects in area museums and includes field trips. Three credits.

**AH 112 Etruscan and Roman Art and Archaeology (H)**
This course surveys the art of the Etruscans, predecessors to the Romans on the Italic peninsula, and its impact on the Roman Republic. The course traces the development of Roman art and archaeology from the Republic to the late empire, and from the center of Rome and the achievements of Augustus to the official recognition of Christianity by Constantine the Great. Students consider the influence of the Greek legacy and Roman developments. The course emphasizes objects in area museums and includes field trips. Three credits.

**AH 113 Art and Archaeology of Ancient Egypt: Images for Eternity (H)**
This course, devoted to the history of ancient Egyptian art from the pre-dynastic period (4200 B.C.E.) to its last manifestation in the time of the Roman occupation (100 C.E.), focuses on major themes, important stylistic movements, and selected masterpieces of Egyptian architecture, sculpture, relief, painting, and minor arts. Students consider the formation of major arts in the pre-dynastic period; great monuments of the Old Kingdom such as Djoser, Khufu, and Khafre pyramid complexes; classical art of the Middle Kingdom with the royal temples, pyramids, and tombs at Lisht and Deir el Bahari; New Kingdom temples at Karnak and Luxor; and the splendor and revolution of Amarna art. The course emphasizes objects in area collections, especially in the Metropolitan Museum of Art. Three credits.

**AH 115 The Archaeology of Athens (H)**
This course comprises a chronological survey of the physical remains of the ancient city of Athens and the Attic peninsula from the Prehistoric age through the Late Roman period (30,000 B.C. - 6th century A.D.). Recent systematic excavations within the modern city have revealed a substantial amount of new information about ancient Athens, particularly during the Roman period. Students study the growing archaeological record including the results of recent excavations to gain an understanding of the ancient city through material finds. One class on location is scheduled at the Metropolitan Museum of Art. On campus, students study the Metropolitan Museum of Art Cast Collection with particular emphasis on important examples from Athens and Attica during the Greek Archaic and Classical periods, and from the Roman period. Three credits.

**AH 120 Medieval Art of Western Europe (H)**
This introduction to medieval art and architecture in Western Europe – from its Roman, Jewish, and early Christian sources to the Gothic period – explores continuity and change in art and society, including relationships to Islamic and Byzantine art. Themes of the course include the relationship of belief and ritual to religious imagery and architecture, the impact of imperial and ecclesiastical patronage, and the influence of other cultures on art forms and iconography. The course includes a field trip to the Cloisters Collection in New York City. Three credits.

**AH 121 Celtic and Early Irish Art (H)**
This course traces Celtic art from its sources and history on the European continent (1200 B.C.E. to the first century C.E.) to its migration to the British Isles and its subsequent transformation as it interacts with native cultures there, particularly the Irish culture. The course examines native Irish art from the stone circles and passage graves of 3000-2000 B.C.E. to the introduction of the Celtic style and continuing through the golden age of Ireland's conversion to Christianity, a development that led to rich new art forms such as illustrated bibles, jeweled chalices and reliquaries, high crosses, and the introduction of monastic and ecclesiastical architecture. The course also discusses 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*. Three credits.

**AH 130 Early Renaissance Art in Italy (H)**
Beyond the introductory survey of the major masters and monuments of the early Italian Renaissance, this course offers an in-depth study of several paradigm projects created between 1300 and 1500. With a diverse tool box of practical and art historical methods, we focus on selected artistic initiatives spanning some major monuments and lesser known, but equally intriguing contributions by second-tier artists. Our task is to study key works of Duccio, Giotto, Lorenzetti, Brunelleschi, Alberti, Ghiberti, Donatello, Masaccio, Fra Angelico, Uccello, Castagno, Piero, Ghirlandaio, Botticelli, Mantegna, Giovanni Bellini, Perugino, Leonardo, and juvenile works by Raphael and Michelangelo. Three credits.

**AH 131 High Renaissance and Mannerism in Italy (H)**
This course examines the achievements of Italian artists during one of the richest periods in art history. Beginning in Florence and Rome, the course traces the rise of artistic giants such as Leonardo da Vinci, Michelangelo, and Raphael, whose work has come to define the High Renaissance. The course then proceeds to the innovations of Mannerist artists such as Pontormo, Bronzino, Correggio, as well as the reaction to these artists in the wake of religious reforms established in the 1560s at the Council of Trent. Throughout, the course examines works of art within the context of Italian society and culture. Three credits.

**AH 135 Renaissance and Baroque Architecture (H)**
This survey of the architecture and urbanism of 15th- through early 18th-century Europe and its colonial world addresses topics such as the Renaissance revival of antiquity and its impact on architecture, the changing nature of architectural practice, the role of religious orders like the Jesuits in the dissemination of architectural style and taste, and the importance of illustrated books in advancing theoretical and practical notions about architecture and the city. The course term paper assignment considers the legacy of Renaissance and baroque architecture in the northeastern United States. Three credits.

**AH 140 Baroque Art (H)**
The 17th century in Europe was marked by profound shifts in politics, religion, and culture, which are reflected in the art produced during then. This course surveys painting, sculpture, architecture, and urbanism of the Baroque era, with a focus on Italy, Spain, and France. Among the themes explored are: the impact of religious reform on the visual arts of Catholic lands; the notion of classicism as an artistic ideal; the role of academies and the market in promoting the arts; the phenomenal output of portraiture and self-portraiture; and the shaping of cities as works of art. Three credits.

**AH 150 Neoclassical and Romantic Art (H)**
This survey of art and architecture during the turbulent 18th and 19th centuries in Europe and America includes the neo-classical style favored by Napoleon and Jefferson, the dramatic emotionalism of the Romantic era, the clarity of realist style, and the revolutionary invention of photography. This course is recommended as the basis for studying 20th-century painting. Three credits.

**AH 152 Modern Art (H)**
This course examines the shifting styles and currents of modern art from the realists Courbet and Manet, and their contemporaries, to the rebellious years of the Impressionists. The course explores the 20th century from the Fauvists' explosion of color to the new spatial-physics of cubism under Picasso, and documents the triumphs and failures of modern civilization in the experimental efforts of the constructivists, Dadaists, surrealists, and abstract expressionists. A principal concern in the course is the question: What is the artist of the 20th century telling us about our world? Three credits.

**AH 154 Impressionism and Post-Impressionism (H)**
This course studies the 19th-century French art movement that revolutionized painting, covering Monet, Manet, Renoir, and Pissaro along with their contemporaries in Paris, their students, and their followers. It also studies the post-impressionists and their innovations and includes museum trips to study original works. Three credits.

**AH 161 American Architecture (H)**
This course examines the art of building in America from pre-Columbian times to the present, including tradition, economics, engineering, and environmental factors influencing its development. Students examine the home, the church, the school, the business center, and the sports complex as reflections of the American way of life, emphasizing the architecture of today. The course develops an understanding of the man-made environment and its special relations to individuals and to society. Three credits.

**AH 163 American Art: Colonial to Civil War (H)**
The first two centuries of American art reflect the dramatic individualism of the early settlers; English, Dutch and Spanish immigrants created varied and vigorous styles of art and architecture. The course examines these styles, from Colonial towns and plantations to Federal architecture commissioned by Washington and Jefferson, as well as vividly realistic images of the Civil War by Winslow Homer and photographer Matthew Brady. American history and American studies students find this course, which includes field trips focused on original architecture, painting, and furniture in public and private collections, useful. Three credits.

**AH 164 American Art: Civil War to Civil Rights (H)**
This course examines the arts and architecture of the early republic introduced in AH 163, expanding into the major movements and masters of American art from the Civil War to the present. 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? Three credits.

**AH 165 The Black Experience: African-American Art and Criticism in the 20th Century (H)**
This course explores Black art and culture in the 20th century, focusing on the art works themselves and how these works use Black culture as subject and context. It traces the development of African-American art from the social upheavals and rapid identity transformations of the Civil War Era through World War I, to the emergence of the "New Negro" of the Harlem Renaissance and Jazz Age, to the return of Black folk imagery in Depression and post-Depression art, to the social and political awareness of the Civil Rights era, to the reconsideration of "blackness" explored during the feminist and postmodern decades. The course gives equal consideration throughout to the artistic dialogue including text, criticism, and video. *This course meets the U.S. diversity requirement.* Three credits.

**AH 172 History of Photography (H)**
Photography, one of the youngest artistic media, is the medium most evident in and crucial to 20th-century culture. This course traces the history of photography in the 19th and 20th centuries, emphasizing the interplay between the growth of photography as an art form and technological developments of the medium, and the multiple functions photography fills in modern and postmodern culture. The course stresses photographic movements and the work of individual photographers and analyzes the relationship of photography to other art forms. Three credits.

**AH 191 Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems/Outcomes (H)**
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. Three credits.

**AH 209 The Metropolitan Museum of Art Plaster Cast Collection at Fairfield University (H)**
Students will study the history of plaster cast collections in Europe and the U.S. including Fairfield's growing collection. Emphasis will be given to the Fairfield collection by conducting research on the new gifts of plaster casts. Students will write individual entries for museum labels and the website. Students will clean and apply light restoration to plaster casts in preparation for their eventual display in different areas on campus. Class visits to the Slater Museum, the Institute for Classical Architecture and the Metropolitan Museum of Art will be scheduled. Consultation with curators and sculptors will provide additional guidance to students. Three credits.

**AH 210 Myth in Classical Art (H)**
Greek and Roman art serve as a rich depository of Greek mythology with a wide range of representations that evolved across the centuries. As a source of information, classical art sometimes preserves myths that are otherwise unknown in the surviving literature. In some cases visual representations date earlier than an extant literary description or differ in the story details. This course focuses on ancient sources – visual and literary – to study the Olympian gods; the heroes, Perseus, Herakles, Theseus, and Odysseus; the Trojan War; and battles such as the gods and giants, Lapiths and Centaurs, and Amazons and Greeks. The course compares the appearance of certain of these myths on specific monuments during certain periods in the classical world, emphasizing examples in the Metropolitan Museum of Art, the Yale University Art Gallery, and the Metropolitan Museum of Art Cast Collection at Fairfield. (Prerequisite: one 100-level or lower art history course or permission of the instructor) Three credits.

**AH 213 The Arts of Egypt: Four Artistic Periods and Cultural Exchange (H)**
The course concentrates on four distinct artistic periods in ancient Egyptian art and archaeology and examines the contributions they made to the unique art of this ancient civilization. The four periods are 1) the Middle Kingdom as the cultural apogee, 2) the New Kingdom's Amarna revolution, 3) the Late Period as a renaissance of arts in the 8-6th century B.C., and 4) Egypt under foreign rule in the Libyan, Nubian, Persian, Greek, and Roman Periods. Egyptian art as a cultural form will be situated within the larger context of the Mediterranean region to consider external cultural exchanges and influences. Three credits.

**AH 221 The Arts of Ireland and the British Isles, 500-1000 (H)**
This course explores the art and architecture produced in Ireland, Northumbria, 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. Three credits.

**AH 222 Byzantine Art (H)**
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 in the 2nd and 3rd centuries C.E. to its impact on the development of the arts of Western Europe and Russia in the 15th and 16th centuries. 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. These themes will also be related to the art of other places and times, including our own. We will explore continuity and change in the content and style of Byzantine Art over time, while constantly being aware of the relationship between art and society. Three credits.

**AH 242 The Arts of Spain and Its World, 1474 to 1700 (H)**
This course surveys the art and architecture produced in the complex cultural landscape of early modern Spain. Students examine art traditionally termed Renaissance and baroque in the context of Spain's multicultural past and its ever-expanding role in the Mediterranean and Atlantic worlds. Topics include the role of art collections in introducing foreign tastes to Spain, Philip II as a patron of the arts, the building and decoration of El Escorial and the Alcázar in Madrid, Diego Velázquez and the notion of a courtier-artist, the architecture of the Churriguera family, and the colonial art and architecture of the viceroyalties of Mexico and Peru. Three credits.

**AH 275 Contemporary Art (H)**
This course offers a historical, critical, and stylistic analysis of major trends in contemporary art in Europe and the United States such as abstract expressionism, pop art, minimalism, conceptual art, neodada, neo-expressionism, postmodernism, and feminist art, giving special consideration to artist dialogue (text and video) and criticism. The course specifically examines artistic dialogue against the broader cultural, political, social, and philosophical context of the artwork. The course emphasizes objects in area museums and includes one class on location at the Museum of Modern Art in New York City. Previously listed as AH 175. Three credits.

**AH 290 Special Topics Seminar (H)**
Students conduct an in-depth study of a specific subject in the history of art. Open to invited students only. Three credits.

**AH 295 Museum/Gallery Curating (H)**
This course explores the role of the museum and gallery curator as well as the curator's responsibilities to the object, the museum, and collectors; and federal and corporate funding. The course includes field trips. Three credits.

**AH 300 Independent Study (H)**
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. Three credits.

**AH 310 Internship (H)(A)**
Qualified art history and studio art majors learn museum planning, and organizational and exhibition techniques by working on gallery exhibits at the Walsh Art Gallery in the Regina A. Quick Center for the Arts. In addition, students may be placed in regional art institutions such as historical societies, museums, auction houses, and art galleries for professional internships. These highly selective internship opportunities require permission from the director of internships in the Art History program before registration. Three credits.

**AH 320 Junior Seminar (H)**
Required of all art history majors in the fall semester of the junior year. The seminar introduces students to the history of the discipline of Art History. Students learn the different methods and approaches art historians use to study works of art, and apply these approaches through discussion and writing assignments. Three credits.

**AH 330 Senior Capstone Seminar (H)**
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. Three credits.

## MUSIC

**Program Director**
Nash

**Faculty**
Grossman
Torff

**Lecturers**
Ciavaglia
Cooney
D'Angelo
Fumasoli
Hadari
Maxwell
Melzer
Mennonna
Noyes
Schenfeld
Splettstoeszer

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 learn, understand, and appreciate music, but also want to make music a meaningful part of their life. We want them 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 include:

- to offer students a variety of opportunities to develop musical skills and knowledge
- to acquaint students with the growing scope and substance of musical thought and practice
- to advance the historical, theoretical, and critical study of music
- to equip students with technical, cognitive, and creative skills that will enable them to use their knowledge effectively in any field or discipline
- to foster students' understanding of both the creative process in music and the products of musical creation
- to develop the ability to write critically and analytically, and express a well-developed opinion both orally and in writing
- to provide students the knowledge and modes of inquiry characteristic of other disciplines
- to cultivate in students the desire for continued musical and intellectual growth throughout their lives

Students may choose one of the following majors or minors:

Music Major with a Concentration in Classical Music
Music Major with a Concentration in Jazz/Popular Music
Music Minor with a Concentration in Classical Music
Music Minor with a Concentration in Jazz/Popular Music
Music Major with a Minor in K-12 Music Education

**Music Major with a Minor in K-12 Music Education**

Students majoring in music may also minor in K-12 music education (see program in Education, page 92). Please contact Dr. Laura Nash or the chair of the Curriculum and Instruction department for additional information about becoming certified in music education. In addition to required ED courses and student teaching, the following Music Courses are required: MU 360, 361, 362, and 363.

Qualified students minoring or majoring in music are given preferred admission status in the graduate education programs and are warmly invited to consult about options with their advisors and with the chair of the Curriculum and Instruction department about this opportunity.

**Performing Groups and Ensembles**

For information about ensemble groups, students are encouraged to contact the following faculty members:

*Orchestra:* Laura Nash
*Jazz Ensemble:* Brian Torff
*Glee Club/Chamber Singers:* Carole Ann Maxwell
*Varsity Band:* Duane Melzer

**Applied Music Lessons**

The department provides private lesson instruction for all students and University members in most areas of music performance. Instruction carries an extra charge beyond tuition and includes 10 private lessons per semester. Students may enroll for 45-minute lessons and earn 1 credit or one-hour lessons and earn 2 credits. Lesson times are arranged individually with the instructor.

These credits do not count towards the 38 three-credit courses required for graduation. Students interested in registering for lessons must do so before the end of the Add/Drop period as identified on the University Academic Calendar. More information and registration forms are available from the Department Coordinator in Canisius Hall, Room 3. For more information, please contact Dr. Laura Nash.

Lesson fees for the 2009-2010 academic year are:

Ten – one-hour lessons: $575 (two credits)
Ten – 45-minute lessons: $500 (one credit)

**Music Major with a Concentration in Classical Music**

For a 30-credit music major with a concentration in classical music, students complete:

- MU 103 Early Survey of Musical Styles

  **OR**

- MU 104 Late Survey of Musical Styles
- MU 150 Music Theory and Composition I
- MU 250 Music Theory and Composition II
- Three to five additional courses at the 100- or 200-level
- One to two courses at the 300-level, with permission of faculty
- Up to six performance credits (lessons or performing groups) may be applied to the major

**Music Major With a Concentration in Jazz/Popular Music**

For a 30-credit music major with a concentration in jazz/popular music, students:

Complete two of the following applied music courses:

- MU 155 Jazz Theory and Improvisation
- MU 156 Introduction to Midi and Music Software
- MU 158 Introduction to Recording Techniques
- Complete six credits in MU 256 Jazz Ensemble (one credit per semester). Music lessons may be substituted for Jazz Ensemble with permission of Professor Torff.

Complete four to five of the following courses.

- MU 101 History of Jazz
- MU 102 History and Development of Rock
- MU 112 The Music of Black Americans
- MU 113 Introduction to Piano and the Elements of Music
- MU 122 World Music History and Ensemble
- MU 157 Introduction to the Music Industry
- MU 201 Critical Issues in American Popular Music: Blues to Hip Hop
- MU 294 Music Industry: Principles and Practices

Complete one to two 300-level courses, with permission of faculty.

**Music Major with a Minor in K-12 Music Education**

For requirements please contact Dr. Laura Nash.

**Music Minor with a Concentration in Classical Music**

For an 18-credit music minor with a concentration in classical music, students:

- Complete MU 103 **OR** MU 104
- Complete MU 150 Music Theory and Composition I
- Complete MU 250 Music Theory and Composition II
- Complete one additional elective music course
- Earn six performance credits from music lessons **OR** group performance participation **OR** two additional courses in music theory or music history.

**Music Minor with a Concentration in Jazz/Popular Music**

For an 18-credit music minor with a concentration in jazz/popular music, students:

- Complete MU 101 History of Jazz
- Complete three of the following courses in music history or music theory:
  - MU 102 History and Development of Rock
  - MU 112 The Music of Black Americans
  - MU 122 World Music History and Ensemble
  - MU 156 Introduction to Midi and Music Software
  - MU 157 Music Industry I
  - MU 158 Recording Techniques
  - MU 201 Critical Issues in American Popular Music: Blues to Hip Hop
  - MU 294 Music Industry: Principles and Practices

Earn six credits in MU 256 Jazz Ensemble or in individual lessons or take two additional music courses.

# Course Descriptions

**A = Applied Music**
**H = Music History**

## Music History Courses

**MU 101 The History of Jazz (H)**
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. *This course meets the U.S. diversity requirement.* Three credits.

**MU 102 The History and Development of Rock (H)**
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. Three credits.

**MU 103 Early Survey of Musical Styles (H)**
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. Three credits.

**MU 104 Late Survey of Musical Styles (H)**
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. Three credits.

**MU 111 The Life and Music of George Gershwin (H)**
This course focuses on the life and music of one of America's greatest composers, George Gershwin. At home in popular as well as serious music, Gershwin is beloved for his popular songs written for Broadway shows and Hollywood musicals, and concert works such as *Rhapsody in Blue* and *An American in Paris*. His fascinating life illuminates the decades of the 1920s and 1930s. This course studies his life and music through readings, movies, listening, and class discussion. Three credits.

**MU 112 The Music of Black Americans (H)**
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. *This course meets the U.S. diversity requirement.* Three credits.

**MU 120 The History of American Song (H)**
This course examines the history of our most popular form of American music – the song. It explores the origins of song, as well as popular American songwriters, singers, and styles of songs from a historical perspective and as a mirror of today's society. Three credits.

**MU 122 World Music History and Ensemble (H)**
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. *This course meets the world diversity requirement.* Three credits.

**MU 123 A Survey of Piano Music (H)**
No instrument has been more important than the piano in the development of music from 1750 to the present. It has been central to classical, jazz, and popular music, and has been the most important household instrument for more than 200 years. This course traces the development of the piano and piano music from its origins in Italy around 1730 through the present, and examines the different uses of the instrument in classical, jazz, and popular music. Three credits.

**MU 124 Bach and Beethoven (H)**
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 von Beethoven, the composer who, more than any other, represents the struggle for artistic truth. Three credits.

**MU 125 Women in Music (H)**
This study of the contributions made by women to music includes the work of women from the ninth century through the present, focusing on their work in four main areas: as teachers, composers, performers, and patrons. Studies include women from medieval times through today, with special emphasis on women in music in America. The course considers these women in relationship to their artistic accomplishments and also from an intellectual and cultural historical perspective. Three credits.

**MU 126 History of Choral Music (H)**
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. Three credits.

**MU 201 Critical Issues in American Popular Music: Blues to Hip Hop (H)**
This upper level lecture 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 '50s, rap and hip hop culture, and issues in both postmodernism and perverse as seen by many music and art critics. (Prerequisite: MU 101, MU 102, or MU 112) *This course meets the U.S. diversity requirement.* Three credits.

**MU 242 Music of the Classical Era (H)**
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. Three credits.

**MU 243 19th-Century Romanticism in Music (H)**
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. Three credits.

**MU 244 Music of the 20th Century (H)**
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. Three credits.

## Music Theory Courses

**MU 113 Introduction to Piano and the Elements of Music (A)**
This lab performance class enables students to learn the piano keyboard, basic note-reading, and important fundamental musical concepts. No prior piano experience is required. Students gain an understanding of music in the areas of melody, rhythm, harmony, and form. Keyboard skills, technique, and performance of folk songs, simple classical pieces, blues, boogie-woogie, ragtime, and popular music are covered. Three credits.

**MU 150 Music Theory and Composition I (A)**
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. Three credits.

**MU 155 Jazz Theory, Keyboard Harmony, and Improvisation (A)**
This course, designed for majors and minors in jazz performance, gives students a working knowledge of jazz and pop harmony. Students 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. (Prerequisite: permission of the instructor) Three credits.

**MU 156 Introduction to MIDI and Music Software (A)**
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. Three credits.

**MU 157 Introduction to the Music Industry (A)**
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. Three credits.

**MU 158 Introduction to Recording Techniques (A)**
The course demonstrates and emphasizes the physics and theory of acoustical sound in a studio and live environment, giving student recording engineers the ability to capture that sound in a high-quality recording environment. Students learn the fundamentals of recording equipment, such as microphone placement, dynamic processors, echo, delay, reverb, equalizers, and the mixing console, gaining the ability to organize, set-up, and administer a recording session. The portability of the equipment enables potential tie-ins to the Regina A. Quick Center, studio arts, Theatre Fairfield, the Levee, and other campus events. Three credits.

**MU 202/ FM 202 Digital Audio Workstation (A)**
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. (Prerequisites: MU 150, MU 156, or MU 158; or FM 11 and FM 130; or by permission of instructor.) Three credits.

**MU 250 Music Theory and Composition II (A)**
In this continuation of MU 150 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. (Prerequisite: MU 150 or permission of instructor) Three credits.

**MU 294 Music Industry: Principles and Practices (A)**
This course builds on students' knowledge of the music industry in a practical and detailed way. The course briefly revisits the history and process of the music business as explored in MU 157 and uses detailed discussion to apply specific music business knowledge to the decision-making process within the industry. Focused attention includes legal issues and music-industry contracts; licensing; the roles of managers, booking agents, and concert promoters; recording studios; music publishing; distribution in the North American and international territories; and a technology update. Three credits.

**MU 360 Elementary General Music Methods (A)**
This course is a multi-faceted exposure to teaching general music in an elementary school. It includes a review of major concepts and philosophies of music education, and exposure to a variety of materials including singing, playing, movement, and literacy activities. Students research issues through professional journals and textbooks; understand the content and construction of the classroom; plan and implement mini-lessons; discuss the musical behavior, development, and ability of children; demonstrate a knowledge of classroom management techniques; articulate a rationale for music education in the K-5 environment; and discuss major topics and issues presented throughout the semester. Onsite fieldwork at a nearby elementary school is scheduled. (Prerequisites: MU 104 and MU 150 or permission of instructor) Three credits.

**MU 361 Choral Conducting Methods (A)**
This course explores teaching vocal/choral music at the elementary, middle, and high school levels. It is a comprehensive study of the skills, knowledge, materials, and techniques required for the effective instruction of choral music. The major units of study include history and philosophy, vocal principles and practice, choral principles and practice, principles and practice relating to children and education, artistic musical conducting, and choral management and organization. Onsite fieldwork at nearby public schools is scheduled. (Prerequisites: MU 104 and MU 150 or permission of the instructor) Three credits.

**MU 362 Secondary Instrumental Methods (A)**
This course is a multi-faceted exposure to teaching instrumental music at the middle and high school levels. It is a comprehensive study of the skills, knowledge, materials and techniques required for the effective instruction of instrumental music. The major units of study include creating instructional plans based, systematic analysis of the performance of individuals and ensembles, assessment techniques, rehearsal skills, conducting, and a global understanding of how instrumental music fits into the profession of music education. Onsite fieldwork at nearby public schools is scheduled. (Prerequisites: MU 104 and MU 150 or permission of the instructor) Three credits.

**MU 363 Music Technology for Music Educators (A)**
This course is a multi-faceted exposure to teaching music with and through technology. It is a comprehensive study of the skills, knowledge, materials, and techniques required for the effective integration of technology in a music classroom: hardware, notation software, recording software/techniques, and music theory software. The major units of study include creating instructional plans, assessment techniques, notation skills, recording skills, and a global understanding of how technology fits into the profession of music education. Onsite fieldwork at nearby public schools is scheduled. (Prerequisites: MU 104 and MU 150 or permission of the instructor) Three credits.

## Performance Courses

**MU 55 Varsity Band (A)**
The Varsity Band performs for the men's and women's basketball games and is open to all students with a musical background on guitar, bass, keyboard, drums, sax, clarinet, trumpet, trombone, tuba, and flute. The course requires regular attendance at weekly practices arranged with the instructor. One credit.

**MU 255 Symphony Orchestra (A)**
This ensemble helps instrumental musicians develop their skills further through public concert performances in a symphonic orchestra. Students learn ensemble performance ethics and stylistic interpretation. This course may be taken repeatedly. (Prerequisite: orchestra or symphonic band performance experience) One credit.

**MU 256 Jazz Ensemble (A)**
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. (Prerequisites: instrumental or vocal performance experience; selection through audition) One credit.

**MU 257 Chamber Singers (A)**
This is a mixed choral ensemble dedicated to the learning and performing of significant chamber choir repertoire. Members of this highly competitive group are drawn from the larger Fairfield University Glee Club. Membership is by audition only. One credit.

## Independent Study and Internship Courses

**MU 300 Independent Study in Music (H)(A)**
By arrangement with music faculty, students work independently on special topics within the field of music. Open to music majors and minors only. (Prerequisite: permission of music faculty) Three credits.

**MU 301 Independent Study in Music Theory (A)**
By arrangement with music faculty, students continue the work of MU 250 with an advanced study of music theory and composition. This course may be taken more than once. Open to music majors and minors only. (Prerequisite: permission of music faculty) Three credits.

**MU 305 Performing Arts Management Internship (A)**
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. (Prerequisite: permission of music faculty) Three credits.

**MU 310-311 Senior Capstone Project**
The capstone project provides opportunities for majors to work at a very high level, reflecting their expertise and ongoing research. (Prerequisite: permission of music faculty) Three credits per semester.

## NEW MEDIA FILM, TELEVISION, AND RADIO

**Program Director**
Mayzik, S.J.

**Faculty**
Haas
Scalese, S.J.
Walker-Canton

**Lecturers**
Connolly
Davis
Evans
Lake
Marker
McDonald
Merry
Ramirez
Timmeny

The New Media Film, Television, and Radio major and minor provide a coherent awareness of the aesthetic, artistic, and communicative power of these varied media by offering courses in theory, history, genres, styles, and structures with hands-on production courses. The program curriculum reflects the convergence of traditional media of film, television, and radio into new media of creative possibilities. Students learn the theory and collaborative practice of all aspects of visual storytelling: writing, moving-image design, producing, directing, cinematography, sound design, digital imaging, and editing.

Students understand the expressive power of these media and experiment with their own creative voices, engaging their imagination and intellect with the tools of these crafts. Many of the program's faculty members come from the ranks of working professionals, ensuring that information transmitted in the classroom is at the cutting edge of the field.

**New Media** courses focus on new digital technologies as they relate to the sound and moving image of film, television, and radio. Nonlinear narrative theory and technique, computer graphics, two- and three-dimensional animation, multimedia network communications, DVD and HD production are featured.

**Film Concentration** courses survey the origins and development of motion picture art; analyze periods, genres, and styles of filmmaking; and offer hands-on experience in film production technique. In production courses, students are introduced to the collaborative, creative process of filmmaking, with an emphasis on storytelling through a broad spectrum of aesthetic approaches. Student films produced in these courses are showcased in a campus film festival — Cinefest Fairfield — and are Web-streamed over the University's Web page.

**Television Concentration** courses survey the technological and stylistic history of the medium; the particular visual and audio language of television texts; the genres, narrative, and generic conventions of television; and hands-on production experience designed to teach skills in studio and remote television production. In the production courses, students produce programs of a variety of familiar genres but are encouraged to push the creative boundaries of the medium. Student programs air on a regular nightly schedule on the HAM Channel, the student-broadcast television station, and are Web-streamed.

**Radio Concentration** courses survey the programmatic and technical development of the medium; sound development and recording techniques; and broadcast production and management. Production courses contribute programming to WVOF, the University's FM station, and to its Web-streaming address. Students in the New Media program benefit from close personal attention and mentoring from full time faculty, and they are encouraged to set specific academic, personal and new media program goals for each semester. A special weekly freshmen seminar is designed to help students begin a collaborative association with their classmates from which they will benefit for their entire Fairfield tenure. They are also encouraged to participate in a special fall production (overseen by members of the sophomore and junior classes), specifically created to 'socialize' the newest members into the creative New Media community.

On the theory that classroom learning requires regular application, all New Media students are required to participate on an extracurricular production project at least once every year (they are encouraged to do so every semester), for which they receive one credit (each semester). To fulfill this requirement, students might assist seniors on their capstone projects as producers, cinematographers, directors, editors or crew; work on HAM Channel or Film Club projects; participate in the professional video or audio projects of the Media Center; or work on extracurricular projects of their classmates.

The home of the program is in the University's award-winning Media Center, a 15,000-square-foot facility on the ground floor of Xavier Hall. The Media Center facility consists of two fully equipped television studios and control rooms, a head-end satellite downlink and distribution center, three nonlinear editing suites with more than 30 editing bays, three media class and screening rooms, a digital-imaging lab, and offices for Media Center personnel and equipment distribution. We have a new custom-designed 32-foot Mobile Satellite Uplink Production truck with high definition cameras and a Grass Valley Switcher — for productions of our students and staff. This truck enables Fairfield to produce sports, news, public affairs, and entertainment programs virtually anywhere, with immediate broadcast via satellite to the nation or the world. The Media Center is also home to the student television channel, The HAM Channel, with offices and work areas for their production efforts.

Full-time personnel of the Media Center are professional video and digital producers, writers, editors, and design and repair technicians, and many also teach courses within the program.

The Media Center is the home to the Resource Center for Advanced Digital Exploration. RCADE offers a collaborative setting for University students, staff, and faculty to use new media technologies for research, teaching, and imaginative work. It offers a regular schedule of free workshops on digital hardware, including digital still and video cameras, and digital software products such as Photoshop, Illustrator, Dreamweaver, Flash, Final Draft and digital editing with Pro-Tools, Final Cut Pro After Effects and Motion. Students in the New Media Film, Television and Radio program are welcome to supplement their course work with RCADE workshops.

Majors are also encouraged to explore the interconnections between this program and other disciplines of studio art, music, theatre, and art history as offered within the Department of Visual and Performing Arts.

The major concentration is a good introduction for students interested in continuing as professionals in any of these media. 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.

## Requirements

**New Media Film, Television, and Radio Major**
For a 33 credit major, students must choose one of three concentrations (film, or television, or radio), and complete the following:

**FILM CONCENTRATION**

**Required Courses**

I. One FOUNDATIONAL COURSE
- NM 10 Introduction to New Media Film, Television, and Radio

II. One INTRO COURSE
- FM 11 Art and Language of Film (Must be taken **first** as prerequisite for film concentration majors)

III. Two HISTORY/THEORY COURSES from the following:
- FM 101 Filmmaker Studies
- FM 102 American Films: Decades
- FM 103 World Cinemas
- FM 110 Special Topics in Film (history/theory)
- FM 200 Film Genres
- FM 301 Independent Study in Film
- TL 102 Nonfiction Film and Television

IV. One WRITING COURSE
*Required:*
- FM 120 Beginning Screenwriting for Film and Television

V. Three APPLIED PRODUCTION COURSES from the following (FM 11 Art and Language of Film is prerequisite for all production courses)
*All Three are Required:*
- FM 130 Filmmaking I
- FM 131 Non-Linear Editing for Film/TV
- FM 132 Directing for Film and Television

VI. Two ELECTIVE COURSES

a) Choose from following advanced courses in film area:
- FM 110 Special Topics in Film (applied)
- FM 202 Digital Audio Workstation
- FM 230 Filmmaking II
- FM 301 Independent Study in Film
- FM 302 Filmmaking Internship

b) or from other courses in film, television, or radio concentrations

c) or from the following VPA courses:
*VPA Electives*
- AH 11 Visual Culture
- AH 152 Modern Art
- AH 172 History of Photography
- MU 101 History of Jazz
- MU 156 Intro to MIDI and Music Software
- SA 11 Foundation: Structure, Space and Environment
- SA 133 Photography I
- SA 136 Investigation of Text and Image
- TA 10 Intro to the Performing Arts
- TA 30 Acting I
- TA 230 Acting II

d) or from approved courses in other departments:
*Electives from Other Departments*
- EN 379 Film and Literature
- EN/W 321 Broadcast News Writing
- IT 271 Italian Cinema
- PS 71 Physics of Light and Color
- PS 76 Physics of Sound and Music
- PY 250 Sensation and Perception
- RS 298 Religious Values in Film
- SO 167 Contemporary Media
- SP 271 Hispanic Film

e) or from the following Communication Department courses:
*Communication Electives*
- CO 201 Persuasion
- CO 202 Small Group Communication
- CO 220 Intro to OrganizationalCommunication (recommended for students with interests in media management)
- CO 230 Media and Society (most recommended)
- CO 231 History of Mass Communication
- CO 236 Women & Mass Media (also counts for women's studies minor)
- CO 335 Globalization, Media, & Culture (highly recommended; also counts for IL minor/major)
- CO 339 Topics in Media Theory & Criticism (highly recommended)
- CO 342 Technoculture and Information Society

VII. One NEW MEDIA CAPSTONE PROJECT
- NM 310 Senior Capstone Seminar

VIII. NM 90 New Media Production Practicum (One credit, at least once every year, freshman-junior year)

**11 COURSES total**

**TELEVISION CONCENTRATION**

**Required Courses**

I. One FOUNDATIONAL COURSE
- NM 10 Introduction to New Media Film, Television, and Radio

II. One INTRO COURSE
- TL 11 Art and Language of Television (Must be taken **first** as prerequisite for television concentration majors)

III. Two HISTORY/THEORY COURSES from the following:
- TL 101 Television Drama
- TL 102 Nonfiction Film and Television
- TL 103 Television Comedy
- TL 104 Sports Broadcasting
- TL 110 Special Topics in Television (history/theory)
- TL 301 Independent Study in Television

IV. One WRITING COURSE
*Required:*
- FM 120 Beginning Screenwriting for Film and Television

IV. Three APPLIED PRODUCTION COURSES from the following (TL 11 Art and Language of Television is prerequisite for all production courses)
*All Three are Required:*
- TL 130 Studio Television Production
- FM 131 NonLinear Editing for Film/TV
- TL 230 Remote Television Production

VI. Two ELECTIVE COURSES

a) Choose from following advanced courses in television area:
- FM 132 Directing for Film and Television
- FM 202 Digital Audio Workstation
- TL 110 Special Topics in Television (applied)
- TL 133 Digital Graphics for Film and Television
- TL 301 Independent Study in Television
- TL 302 Television Internship

b) or from other courses in film, television or radio concentrations

c) or from the following VPA courses:
*VPA Electives*
- AH 11 Visual Culture
- AH 152 Modern Art
- AH 172 History of Photography
- MU 101 History of Jazz
- MU 156 Intro to MIDI and Music Software
- SA 11 Foundation: Structure, Space and Environment
- SA 133 Photography I
- SA 136 Investigation of Text and Image
- TA 11 Introduction to Theatre
- TA 30 Acting I
- TA 230 Acting II

d) or from approved courses in other depts:
*Electives from Other Departments*
- EN 379 Film and Literature
- EN/W 220 News Writing
- EN/W 321 Broadcast News Writing
- IT 271 Italian Cinema
- PS 71 Physics of Light and Color
- PS 76 Physics of Sound and Music
- PY 250 Sensation and Perception
- RS 298 Religious Values in Film
- SO 167 Contemporary Media
- SP 271 Hispanic Film

e) or from the following Communication Department courses:
*Communication Electives*
- CO 201 Persuasion
- CO 202 Small Group Communication
- CO 220 Intro to Organizational Communication (recommended for students with interests in media management)
- CO 230 Media and Society (most recommended)
- CO 231 History of Mass Communication
- CO 236 Women & Mass Media (also counts for women's studies minor)
- CO 335 Globalization, Media, & Culture (highly recommended; also counts for international studies minor/major)
- CO 339 Topics in Media Theory and Criticism (highly recommended)
- CO 342 Technoculture and Information Society

VII. One New Media Capstone Project
- NM 310 Senior Capstone Seminar

VIII. NM 90 New Media Production Practicum (One credit, at least once every year, freshman-junior year)

**11 COURSES total**

**RADIO CONCENTRATION**

**Required Courses**

I. One FOUNDATIONAL COURSE
- NM 10 Introduction to New Media Film, Television, and Radio

II. One INTRO COURSE
- RA 11 Art and Language of Radio (Must be taken **first** as prerequisite for radio concentration majors)

III. Two HISTORY/THEORY COURSES from the following:
- RA 101 Radio Drama
- RA 102 Nonfiction Radio
- RA 110 Special Topics in Radio (history/theory)
- RA 301 Independent Study in Radio
- TL 104 Sports Broadcasting

IV. Three APPLIED PRODUCTION COURSES from the following:
(RA 11 Art and Language of Radio is prerequisite for all production courses)
*All Three are Required:*
FM 202 Digital Audio Workstation
RA 130 Radio Production I
RA 230 Radio Production II

V. Two ELECTIVE COURSES
a) Choose from following advanced courses in radio area:
RA 110 Special Topics in Radio (applied)
RA 301 Independent Study in Radio
RA 302 Radio Internship

b) or from other courses in film, television or radio concentrations:

c) or from the following VPA courses:
*VPA Electives*
AH 11 Visual Culture
AH 152 Modern Art
AH 172 History of Photography
MU 101 History of Jazz
MU 156 Introduction to MIDI and Music Software
SA 11 Foundation: Structure, Space and Environment
SA 133 Photography I
SA 136 Investigation of Text and Image
TA 11 Introduction to Theatre
TA 30 Acting I
TA 130 Acting II

d) or from approved courses in other departments:
*Electives from Other Departments*
EN 379 Film and Literature
EN/W 220 News Writing
EN/W 321 Broadcast News Writing
IT 271 Italian Cinema
PS 71 Physics of Light and Color
PS 76 Physics of Sound and Music
PY 250 Sensation and Perception
RS 298 Religious Values in Film
SO 167 Contemporary Media
SP 271 Hispanic Film

e) or from the following Communication Department courses:
*Communication Electives*
CO 201 Persuasion
CO 202 Small Group Communication
CO 220 Intro to Organizational Communication (recommended for students with interests in media management)
CO 230 Media and Society (most recommended)
CO 231 History of Mass Communication
CO 236 Women & Mass Media (also counts for women's studies minor)
CO 335 Globalization, Media, and Culture (highly recommended; also counts for international studies minor/major)
CO 339 Topics in Media Theory and Criticism (highly recommended)
CO 342 Technoculture & Information Society

VI. One NEW MEDIA CAPSTONE PROJECT
NM 310 Senior Capstone Seminar

VII. NM 90 New Media Production Practicum (One credit, at least once every year, freshman-junior year)

**11 COURSES total**

# Requirements

**New Media Film, Television and Radio Minor**
For a 6-course, 18-credit minor, students must choose one of three concentration (film, television, or radio), and complete the following:

**Required Courses**

I. One FOUNDATIONAL COURSE
NM 10 Introduction to New Media Film, Television, and Radio

II. Two HISTORY/THEORY COURSES from the following:

**Film Concentration:**
FM 101 Filmmaker Studies
FM 102 American Films: Decades
FM 103 World Cinemas
FM 110 Special Topics in Film (history/theory)
FM 200 Film Genres
FM 301 Independent Study in Film
TL 102 Nonfiction Film and Television

**Television Concentration:**
TL 101 Television Drama
TL 102 Nonfiction Film and Television
TL 103 Television Comedy
TL 104 Sports Broadcasting
TL 110 Special Topics in Television (history/theory)
TL 301 Independent Study in Television

**Radio Concentration:**

| | |
|---|---|
| RA 101 | Radio Drama |
| RA 102 | Nonfiction Radio |
| RA 110 | Special Topics in Radio (history/theory) |
| RA 301 | Independent Study in Radio |
| TL 104 | Sports Broadcasting |

III. Two APPLIED PRODUCTION COURSES from the following:
(FM 11, TL 11, RA 11 are prerequisites for all production courses in their respective concentrations)

**Film Concentration:**

| | |
|---|---|
| FM 110 | Special Topics in Film (applied) |
| FM 120 | Beginning Screenwriting for Film and Television |
| FM 130 | Filmmaking I |
| FM 131 | NonLinear Editing for Film/TV |
| FM 132 | Directing for Film and Television |
| FM 202 | Digital Audio Workstation |
| FM 230 | Filmmaking II |
| FM 301 | Independent Study in Film |
| FM 302 | Filmmaking Internship |

**Television Concentration:**

| | |
|---|---|
| FM 120 | Beginning Screenwriting for Film and Television |
| FM 131 | Non-Linear Editing for Film/TV |
| FM 132 | Directing for Film and Television |
| FM 202 | Digital Audio Workstation |
| TL 110 | Special Topics in Television (applied) |
| TL 130 | Studio Television Production |
| TL 133 | Digital Graphics for Film and Television |
| TL 301 | Independent Study in Television |
| TL 302 | Television Internship |

**Radio Concentration:**

| | |
|---|---|
| FM 202 | Digital Audio Workstation |
| RA 110 | Special Topics in Radio (applied) |
| RA 130 | Radio Production I |
| RA 230 | Radio Production II |
| RA 301 | Independent Study in Radio |
| RA 302 | Radio Internship |

IV. One ELECTIVE THEORY OR APPLIED PRODUCTION COURSE from ANY CONCENTRATION

**6 COURSES total**

# Course Descriptions

**A = Applied**
**H = History**

**NM 10 Intro New Media Arts Film, Television and Radio (H)**
We live in an age inundated by audio and visual media. Whereas earlier cultures communicated ideas through the spoken word or through printed texts, contemporary modes of communication are mass-produced sounds and images. In order to be truly literate in today's world, people should be fluent in the "language" of modern media. This course explores the principles and elements of visual design – the basic concepts (such as line, balance, and motion) that are used to create attractive ads, Web pages, commercials and movies. It also introduces basic audio terms and the use of sound design in film and video. The class is built around a series of lectures and screenings of movie clips, TV commercials, and published materials. Students explore the use of design elements and principles through lab exercises and class presentations using a variety of computer illustration and editing programs. This course is the introductory course for the New Media Film, Television, and Radio major/minor. Three credits.

**NM 90 New Media Production Practicum (A)**
New Media majors must take this course for at least one semester during each of their freshman, sophomore and junior years. They will participate in a variety of film, television or radio productions beyond those assigned within individual courses, including: regular programs on the Ham Channel or WVOF; independent student films; student TV broadcasts of annual campus events; Media Center productions or broadcasts; or senior capstone projects. This course may be repeated. (Prerequisite: required production courses in major concentration in addition to senior year status.) One credit.

**NM 310 Senior Capstone Seminar (A)**
This course provides an opportunity for New Media 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. The Capstone Seminar not only synthesize ideas and skills already learned and mastered, but also push students to a higher level of theoretical exploration and technical achievement, producing professional-level work they can include in portfolios and demo reels when seeking employment or applying to a graduate school. This course is required for all New Media majors, who must take it in both fall and spring semesters of their senior year. Three credits.

**FM 11 Art and Language of Film (H)**
The course provides an overview of film – its history as an art form and as a business, its technological development, and its special ability to tell stories visually. Students write a short screenplay and produce a short film as members of small film crews. Topics include producing, directing, and acting for the camera. This course is required for students majoring in New Media with a concentration in film and is a prerequisite for all production courses in the major or minor. Formerly listed as FM 101. Three credits.

**FM 101 Filmmaker Studies (H)**
Each semester that it is offered, this course takes up the study if one or more individual filmmakers – primarily directors – and surveys that person's body of work, examining major themes, techniques, motifs, topics, collaborations. In so doing, it seeks to measure and evaluate his or her contribution to the history and craft of film. Filmmakers have included Alfred Hitchcock, Woody Allen, John Huston, D.W. Griffith and Charlie Chaplin, Lon Chaney and Buster Keaton, Quenton Tarantino and the Coen Brothers. Formerly listed as FM 102. Three credits.

**FM 102 American Films: Decades (H)**
Whatever is happening in the country culturally and historically, one way or another finds its way into the popular media. This course examines how the films of a given 10-year period consciously and unconsciously reflect the era in which they were made. Each decade in the series has a focus indicated by the full title, so as to provide a theme that can be traced through the selected films. Formerly listed as FM 103. Three credits.

**FM 103 World Cinemas (H)**
This course may survey a number of important countries' cinemas, or focus on a particular country, language, or area of the world. Emphasis is placed on indigenous cinema, reactions to the U.S. film industry and culture, important themes and topics, the socio-political climate of a country, and historical moments, such as the French New Wave, Cinema Novo, or Italian Neo-Realism. It also includes major filmmakers such as Fellini, Fassbinder, Kurosawa, Truffaut, and Buñuel. Films are shown in original languages with English subtitles. Formerly listed as FM 104. Three credits.

**FM 110 Special Topics in Film (H)(A)**
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. Three credits.

**FM 120 Beginning Screenwriting for Film and Television (A)**
This course blends group and individual instruction with intensive writing workshops. Students develop and then write a screenplay for a 30-minute film, or the first 30 pages of a feature-length film from their own original idea. Character development and narrative structure are emphasized. Students learn the elements of dramatic storytelling for film; creating characters, scenes and dialogue; and script analysis. This is a required course in the film and television concentrations of the New Media Film, Television, and Radio major. Three credits.

**FM 130 Filmmaking I (A)**
This course is designed to follow FM 11 Art and Language of Film, and is a required course for film majors. As an application course, it focuses in depth on the three stages of filmmaking – preproduction, production, and post-production. Students learn how to use camera and editing equipment to tell a visual story, while learning the production details of filmmaking. Several small projects lead up to production of a short film. (Prerequisite for film majors: FM 11) Three credits.

**FM 131 Nonlinear Editing for Television and Film (A)**
This course introduces the theory and basics and aesthetics of digital editing, using Final Cut Pro and Avid digital-editing systems. Participants study the characteristics of nonlinear systems and learn how these systems are used to create effective and affective visual and audio programs. This is a required production course for the film and television concentrations of the New Media Film, Television and Radio major. Three credits.

**FM 132 Directing for Film and Television (H)**
This course explores what a film or television director does, how he/she manipulates and manages the divergent elements of cinema into a coherent whole, and often, into a unique and personal vision. The specific tasks of a director are studied from practical and theoretical perspectives. This is a required course for the film concentration of the New Media Film, Television, and Radio major. Three credits.

**FM 200 Film Genres (H)**
A genre is a category or film characterized by a recognizable set of conventions, which may include settings, stock characters, narrative patterns, stylistic devices, historical contexts, and themes. Genres work off of filmmakers' and audience' shared expectations. Over time, these conventions develop and evolve. Genres offered have included: the western, the horror film, science fiction, independent film, classic comedy, and film noir. Three credits.

**FM 202/MU 202 Digital Audio Workstation (A)**
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. This is an elective production course for the film, television and radio concentrations of the New Media Film, Television and Radio major. (Prerequisites: MU 150, MU 156, or MU 158; or FM 11 and FM 130; or by permission of instructor.) Three credits.

**FM 230 Filmmaking II (A)**
In this advanced motion picture production course, students have access to advanced camera, lighting, audio, and editing equipment, and work in teams to produce more complex films. (Prerequisite: FM 130) Three credits.

**FM 301 Independent Study in Film**
Usually open only to students majoring or minoring New Media with a concentration in film, this course allows a student to pursue in depth a topic or project in film history/theory or production, in close consultation with a faculty member of the New Media Film, Television and Radio Program. Three credits.

**FM 302 Film Internship (A)**
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. This is an elective applied course in the film concentration of the New Media Film, Television and Radio program. Three credits.

**TL 11 Art and Language of Television (H)**
This basic introduction to the study of television explores the visual and audio style of various television texts, their narrative and generic conventions, the practical implications of aesthetic choices, and the meanings and pleasures generated. The course reviews the historical roots of television content and technology, and traces the evolution of program types on broadcast and cable television and the Web. This course is required for students majoring in New Media with a concentration in television and is a prerequisite for all production courses in the major or minor. Formerly listed as TL 101. Three credits.

**TL 101 Television Drama (H)**
This history of dramatic form in television examines early teleplays and the development of the dramatic series, the soap opera, and narrative films for television. The course covers the unique characteristics of the medium as it applies to drama, the special qualifications and pressures applied to drama for broadcast consumption, and the staging and aesthetic differences between drama for film and drama for television, including different directing and acting techniques. It treats television drama as a viable and substantive genre, not simply a form of popular entertainment. This course fulfills a history/theory requirement for the television concentration of the New Media major/minor. Formerly listed as TL 102. Three credits.

**TL 102 Nonfiction Film and Television (H)**
This course introduces students to a wide range of documentary practices and purposes as well as a number of aesthetic and ethical issues raised by the non-fiction film and television form. It explores the evolution of documentary motion pictures from the birth of the film medium to the present day explosion of "reality TV" programs such as Survivor and Real World and feature films such as Fahrenheit 9/11 and Super Size Me. Students examine a variety of non-fiction styles and the many agendas of this mode of filmmaking, such as persuasion, social commentary, voyeurism, and political activism. This course fulfills a history/theory requirement for the television concentration of the New Media major/minor. Three credits.

**TL 103 Television Comedy (H)**
Television comedy has its roots and parallels in theater, radio, and film. This course traces the development of the comedic form from the early days of television to the present. Topics include the development of the three-camera format for sitcoms, the rise and fall of variety formats, comedic casts, British imports, late-night entertainment, and political comedy. Students analyze scripting, camera, lighting, and editing techniques. This course fulfills a history/theory requirement for the television concentration of the New Media major/minor. Formerly listed as TL 104. Three credits.

**TL 104 Sports Broadcasting (A)**
Sports broadcasting is a major component of the television, radio, and Internet industry. 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 broadcast sportscasting, its economic impact on the industry, media law and ethics as applied to the sports world, and its significant place within the general broadcast world. Some applied practicum experiences are required, allowing students experiential learning in writing, interviewing, reporting, and producing for sports shows and live events. This is an elective applied course in the television concentration of the New Media Film, Television and Radio Program. Formerly listed as TL 107. Three credits.

**TL 110 Special Topics in Television (H)(A)**
This course offers rotating television topics. Three credits.

**TL 130 Studio Television Production (A)**
This course offers an immediate, intensive, hands-on introduction to the art and technology of creative television production within the structure of Fairfield's HAM Channel. Students receive intensive instruction on creative and aesthetic use of the tools and elements of television – cameras, audio, lighting, editing, set design, and program development – and participate in a series of projects completed individually and with partners. They learn the structure and operation of the HAM channel and participate in the production of a regularly scheduled program that will be aired on the HAM channel during the semester. This course counts as a production requirement for the New Media Film, Television, and Radio major/minor. (Prerequisite: TL 11) Three credits.

**TL 133 Digital Graphics for New Media Film and Television (A)**
The digital revolution has arrived for production of television and video. This course introduces the theory and basics of digital graphic design and editing, incorporating three-dimensional graphics, music, and sound effects. Students master nonlinear programs and technology such as, Final Cut Pro, Avid, Photoshop, Flash, and Dreamweaver. This is an elective applied course in the television concentration of the New Media Film, Television and Radio Program. Formerly listed as TL 131. Three credits.

**TL 230 Remote Television Production (A)**
This course offers an immediate hands-on exploration of the art and technology of remote television production, also known as "electronic field production" or EFP. Students receive instruction on the creative and aesthetic use of the tools of video production beyond the confines of a TV studio, using portable "prosumer" video cameras, tripods, microphones, lighting equipment, and non-linear post-production editing. In addition to in-class demonstrations, lectures, screenings, and discussions, students engage in a series of assignments that build skills in pre-production story development and scripting, camera use and composition, continuity and verité shooting/editing techniques, and portable lighting and sound recording. Students also produce short documentary and fiction projects for broadcast on the HAM Channel. This course counts as a production requirement for the New Media Film, Television, and Radio major/minor. (Prerequisites: TL 11 and TL 130) Three credits.

**TL 301 Independent Study in Television (H)(A)**
Usually open only to students majoring or minoring in New Media with a concentration in television, this course allows a student to pursue in depth a topic or project in television history/theory or production, in close consultation with a faculty member of New Media Film, Television, and Radio Program. Three credits.

**TL 302 Television Internship (A)**
In consultation with a faculty member, upper-level students arrange a semester-long internship with one of the many television 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. This is an elective applied course in the television concentration of the New Media Film, Television, and Radio Program. Three credits.

**RA 11 Art and Language of Radio (H)**
This course introduces the theoretical, creative, and practical world of radio broadcast and production. The overview traces the development of technology, programming, and radio management and radio's links to theatre, film, and television. Students consider the future of radio, including digital transmission and satellite radio. This course is required for students majoring in New Media with a concentration in radio and is a prerequisite for all production courses in the New Media major/minor. Formerly listed as RA 101. Three credits.

**RA 101 Radio Drama (H)**
Unlike theatrical, film, or television performance, radio has a long history as a medium. It rose to prominence in the 1930s, highlighted by the broadcast of Orson Welles's Mercury Theatre on the Air. This course examines that history, particularly with respect to its roots in theatre and its effects upon television. This course fulfills a history/theory requirement for the radio concentration of the New Media major/minor. Formerly listed as RA 102. Three credits.

**RA 102 Non-fiction Radio (H)**
This course examines news, talk radio, sports, and public radio formats, including the history of the medium as a source of information and live-event broadcasting. Students analyze the roles of the producer, director, interviewer, and editor. This course fulfills a history/theory requirement for the radio concentration of the New Media major/minor. Three credits.

**RA 110 Special Topics in Radio (H)(A)**
This course offers radio topics on a rotating basis. Three credits.

**RA 130 Radio Production I (A)**
In this introductory radio production course, students learn writing, editing, reporting, and production of radio news in studio and field, and produce air-quality newscasts, enterprise reports, and documentaries. This course counts as a production requirement for the radio concentration of the New Media major/minor. (Prerequisite: RA 11) Three credits.

**RA 230 Radio Production II (A)**
This course offers advanced experience in radio operations and broadcast. Students produce special live programming for broadcast on WVOF and projects for Web-casting. This course counts as a production requirement for the radio concentration of the New Media major/minor. (Prerequisites: RA 11 and RA 130) Three credits.

**RA 301 Independent Study in Radio (A)**
Usually open to students majoring or minoring in New Media with a concentration in radio, this course allows a student to pursue in depth a topic or project in radio history/theory or production in close consultation with a faculty member of the New Media Film, Television, and Radio Program. Three credits.

**RA 302 Radio Internship (A)**
In consultation with a faculty member, upper-level students arrange a semester-long internship with one of the many radio broadcast production companies located within Connecticut and the New York metropolitan area. The course combines on-site supervision and meetings with faculty advisors, weekly journal submissions, and an assigned paper at the end of the internship. This is an elective applied course in the radio concentration of the New Media Film, Television and Radio Program. Three credits.

## STUDIO ART

**Program Director**
Yarrington

**Faculty**
Chamlin

**Lecturers**
Belanger
Blackwell
Mendelsohn

The Visual Arts broaden an awareness of the self, society and culture by communicating fundamental ideas and images. The Studio Art program is committed to teaching students to develop a visual language and working methodology based on skills, knowledge, technique and the integration of historical, personal and cultural artistic values. The faculty is dedicated to mentoring students of all levels, encouraging them to build on their innate talents and discover a personal vision. By developing a creative process as a means of giving form to their experience, students can search for what is true and challenge unexamined ideas through practice, experimentation, and by problem solving.

At the Foundation Level, the program is committed to teaching students to work with the core visual elements of composition, perception, abstraction, and concept while introducing students to a range of 2D and 3D materials. A strong foundation allows students to interpret and conceptualize their ideas before moving into Painting, Printmaking, Photography, Sculpture, Installation and Interdisciplinary. The faculty is comprised of artists, as it is the belief of the program that students benefit from working with practitioners actively engaged in the discipline. Empathy and sensitivity are nurtured as students build a visual vocabulary to create, critique and to analyze works in the studio and in museums and galleries.

The Studio Art Program's goals include:

- Developing intuitive, creative, expressive, and aesthetic faculties, and the ability to connect these with reasoning skills
- Developing perceptual, critical, and conceptual skills
- Cultivating empathy, sensibility, and discernment
- Training and disciplining oneself to express individual form, style, and meaning
- Developing knowledge of major artistic achievements in Western and non-Western visual arts
- Communicating critical observations clearly, concisely, and with sensitivity, in written and oral forms
- Cultivating a deep commitment to and curiosity for the intellectual and creative life
- Encouraging students to take advantage of the world-class museums in Connecticut and New York City

The Studio Art Program is divided into three developmental areas: foundation studios, advanced studios, and capstone studios.

The foundation studios are recommended as a basis for all other studio art courses. They develop formal, technical, expressive, and problem-solving skills. They stress knowledge of modern and contemporary art and provide a survey of artistic disciplines. Through these courses, students begin to investigate visual thinking.

The advanced studios build upon the foundation studios and focus on a particular discipline, such as painting, photography, and sculpture. Students develop a formal vocabulary, visual sensitivity, and manual dexterity. Materials and historical concerns are integral parts of directed and individual investigations.

In the capstone studios, students further develop the diverse experiences and knowledge they have acquired as studio art majors and focus their newly acquired skills on a specific theme or area of artistic research. In addition to creating this visual work, students develop an appreciation for aesthetics and concept exploration. Capstone experiences develop creative autonomy. Students who complete the capstone studios are no longer dependent upon externally supplied assignments; they are able to focus upon artistic questions of their own. These courses are excellent preparation for life after Fairfield.

Students interested in the Studio Art major or minor should consult with the Studio Art Program Director before beginning the program. Students are encouraged to declare the major officially no later than the end of the sophomore year of studies. Transfer credits in studio art must be approved by the studio program director. Advanced Placement credits will not be accepted. Evening and intersession courses may not count for the studio art major or minor. There is a $55 laboratory fee for each studio art course. Courses in the Florence University of the Arts or other study abroad programs must be approved by the studio art program director for studio credit for majors and minors.

**For a 33-credit Studio Art major, students must satisfy the following requirements.**

Complete all four foundation courses

| | | |
|---|---|---|
| SA 10 | Foundation: Interpreting the Self | (3 credits) |
| SA 11 | Foundation: Structure, Space, and Environment | (3 credits) |
| SA 12 | Foundation: Drawing | (3 credits) |
| SA 13 | Foundation: Figure Drawing | (3 credits) |

*Subtotal foundation credits:* *(12 credits)*

Complete at least three of the following studio courses:

**First Level**

| | | |
|---|---|---|
| SA 105 | Color Workshop | (3 credits) |
| SA 107 | Special Workshop Studios | (3 credits) |
| SA 130 | Painting I | (3 credits) |
| SA 131 | Printmaking I | (3 credits) |
| SA 132 | Sculpture I | (3 credits) |
| SA 133 | Photography I | (3 credits) |
| SA 134 | Digital Photography | (3 credits) |
| SA 136 | Investigation of Text/Image | (3 credits) |
| SA 137 | Time Arts | (3 credits) |
| SA 138 | From Drawing to Painting | (3 credits) |
| SA 139 | Watercolor | (3 credits) |

**Second Level**

| | | |
|---|---|---|
| SA 230 | Painting II | (3 credits) |
| SA 231 | Printmaking II | (3 credits) |
| SA 232 | Sculpture II | (3 credits) |
| SA 233 | Photography II | (3 credits) |
| SA 235 | Advanced Drawing | (3 credits) |
| *Subtotal studio credits* | | *(9 credits)* |

Complete both capstone studios

| | | |
|---|---|---|
| SA 300 | Junior Seminar | (3 credits) |
| SA 301 | Senior Seminar | (3 credits) |
| *Subtotal capstone studio credits* | | *(6 credits)* |

Complete at least two art history courses (AH 152, AH 165 or Contemporary Art Criticism rotation of AH 320 required AH 10, AH 11, AH 12, or AH 15 is recommended)
*Subtotal history credits* *(6 credits)*
**Total:** **(33 credits)**

Special Topics Electives

| | | |
|---|---|---|
| SA 302 | Independent Study | (3 credits) |
| SA 304 | Studio Internships | (3 credits) |

**For an 18-credit Studio Art minor, students must satisfy the following requirements.**

Complete three foundation studios
SA 10, SA 11 (6 credits)
and either SA 12 or SA 13 (3 credits)

Complete two advanced studio courses (6 credits)

Complete a minimum of one course in art history (AH 10, AH 11, AH 12, AH 15, AH 152, AH 165 or AH 320 Contemporary Art Criticism rotation of AH 320 is recommended) (3 credits)

**Total:** **(18 credits)**

# Course Descriptions

## Foundation Studios

**SA 10 Foundation: Interpreting the Self (A)**
This course develops fundamental studio skills and an understanding of visual thought processes. The course emphasizes concepts, contemporary art and theory, and a wide variety of materials and aesthetic categories such as drawing, painting, book arts, sculpture, and installation. Students investigate the ways in which visual thinking can be used to realize an awareness of one's self. Through the themes of line and the self, the course exposes students to the visual languages of abstraction and representation, and emphasizes the honing of perceptions, the process of selection and organization, and the seemingly constant revision and decision making involved in art making. Formerly listed as SA 100. Three credits.

**SA 11 Foundation: Structure, Space, and Environment (A)**
This course develops fundamental studio skills and an understanding of visual thought processes. Emphasis is placed on concepts, contemporary art and theory, and a wide variety of materials and aesthetic categories including drawing, collage, sculptural construction, and installation. Students investigate the ways in which visual thinking can be used to realize an awareness of the world outside oneself. Through the themes of space and the world, the course exposes students to the visual languages of abstraction and representation, and emphasizes the honing of perceptions, the process of selection, organization, and the seemingly constant revision and decision making involved in art making. Formerly listed as SA 102. Three credits.

**SA 12 Foundation: Drawing (A)**
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. Formerly listed as SA 120. Three credits.

**SA 13 Foundation: Figure Drawing (A)**
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. The course is typically offered fall semester. Formerly listed as SA 111. Three credits.

## Advanced Studio Courses

**FIRST LEVEL**

**SA 105 Color Workshop (A)**
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. Three credits.

**SA 107 Special Workshop Studios (A)**
This course focuses on diversity in contemporary studio practice through the unique approaches of faculty and/or visiting artists. This cross-disciplinary course incorporates projects, lectures, and critiques. Offerings include multiculturalism in the arts; materials and techniques; land, landscape and environmental arts; art and the archaeological process; New York experience: museums, galleries and artists' studios; art, politics and society, public art and community-based art, experimental photography, imaging and printing techniques; performance art and sound art; and interactive media and Web-based art. Three credits.

**SA 130 Painting I (A)**
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. Three credits.

**SA 131 Photographic and Digital Techniques in Printmaking (A)**
This foundation level course introduces traditional and experimental approaches to printmaking. It encourages development of imagery and technique, and emphasizes context through the medium. Areas explored include photographic transfer methods, digital imaging, mono-prints, silkscreen, and etching. The course is typically offered fall semester. Three credits.

**SA 132 Sculpture I (A)**
An introduction to three-dimensional form and space, this broad-spectrum studio encompasses the diversity of contemporary sculptural activities, including the construction of objects, installations, and site work. Students investigate specific concepts presented by the instructor using a variety of materials including wood, metal, plaster, clay, paper, mixed media, and fabric. Three credits.

**SA 133 Photography I (A)**
This course covers basic techniques of black-and-white photography, including negative exposure, film development, and print production; development of concepts and theory in photography; relationship of photography to other visual media; and study of historical and contemporary precedents. A 35 mm camera is required for this course. Three credits.

**SA 134 Digital Photography (A)**
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. Three credits.

**SA 136 Investigation of Text and Image (A)**
How does visual language differ from written language? How do they interact? This course considers these and related issues concerning the nature of visual and written language. The course introduces students to the working methods and thought processes of independent artists, and engages students in a dialogue with contemporary artistic, social, and natural and/or political issues under the tutelage of a practicing artist. Typically offered every other spring semester. Formerly listed as SA 113. Three credits.

**SA 137 Time Arts (A)**
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. Formerly listed as SA 114. Three credits.

**SA 138 From Drawing to Painting (A)**
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. Three credits.

**SA 139 Watercolor (A)**
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. Color relationships, value, layering of washes, and wet into wet processes are explored. Three credits.

**SECOND LEVEL**

**SA 230 Painting II (A)**
This course builds on the experience of Painting I 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. The course, typically offered in the spring semester, includes individual and group criticism. (Prerequisite: SA 130) Three credits.

**SA 231 Printmaking II (A)**
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. The course is typically offered fall semester. (Prerequisite: SA 131) Three credits.

**SA 232 Sculpture II (A)**
This course builds on the experience of Sculpture I and stresses the advanced development of technical and expressive skills. It focuses on the generation of ideas as a central component in sculpture. Individual direction is developed in consultation with the instructor. Typically offered in the spring semester, the course includes individual and group criticism. (Prerequisite: SA 132) Three credits.

**SA 233 Photography II (A)**
This course, which builds upon the fundamentals of black-and-white photography learned in SA 133, covers advanced exposure controls, introduces shooting color transparencies, and explores mural-size format and mixed media techniques. The course emphasizes the generation of ideas as the central component in the process of photography. A 35 mm camera is required for this course. Typically offered spring semester. (Prerequisite: SA 133) Three credits.

**SA 235 Advanced Drawing (A)**
This course builds upon the experience of SA 12 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. Typically offered in spring semester, the course includes individual and group criticism. (Prerequisite: SA 12) Three credits.

## Capstone Studios

**SA 300 Junior Seminar**
Open only to juniors majoring in studio art, this course helps students develop a unique body of work representative of their explorations, discoveries, and development. Students read and discuss contemporary and art historical issues and participate in collaborative and solo exhibitions. Visiting artists and critics are a feature of the class. Spring semester only. Three credits.

**SA 301 Senior Seminar**
Open only to seniors majoring in studio art, students in this course continue to develop a unique body of work representative of their explorations, discoveries, and development. Students regularly read and discuss contemporary and art historical issues and participate in collaborative and solo exhibitions. Visiting artists and critics are a feature of the class. Spring semester only. Three credits.

## Special Topics Electives

**SA 302 Independent Study**
By arrangement with studio faculty, juniors and seniors 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 by the midpoint of the preceding semester. Three credits.

**SA 304 Studio Internships**
Studio internships are for students who have completed at least three studio courses and whose academic work has prepared them for professional work related to the major art internships as studio assistants to professional artists or for work in museums, galleries, or professional print shops in the metropolitan and regional areas. Internships require faculty sponsorship and departmental approval, and are developed by each student in consultation with the supervising professor. A student sets up a time to meet with the supervising professor and can either have a specific venue already selected and/or ask the supervising professor for assistance in finding a studio, gallery, museum, or artist to contact. Internships must be finalized with the studio program director by the midpoint of the preceding semester. Three credits.

## THEATRE

**Program Director**
LoMonaco

**Faculty**
Haggstrom
Porter
Sage

**Lecturers**
Beare
Conybeare
Leavitt
Roth

The theatre program at Fairfield offers students a liberal arts education balanced between the theoretical and practical aspects of the discipline. Students who complete a major or minor concentration in theatre know how to put on a show from conception through strike and have a broad, liberal education. They have had the benefit of instruction from theatre professionals in acting, dance, design, directing, playwrighting, production, and stagecraft, and have studied with professors specializing in history, literature, and criticism of the stage.

Theatre Fairfield is the production wing of the program. Theatre Fairfield's season includes professionally directed and designed productions, as well as student-written, directed and designed work. In any given four-year period we produce plays from many historical periods and styles: musicals, comedies, serious dramas, period plays, contemporary works, original plays, and devised work. A group of four scholarship students works closely with faculty and staff in administering Theatre Fairfield's season.

Recent productions have included Three Sisters by Anton Chekhov; Richard O'Brien's *The Rocky Horror Show; We Won't Pay! We Won't Pay!* by Dario Fo; *Cabaret, the Kander/Ebb musical; The Importance of Being Earnest* by Oscar Wilde; *The Shadow Box* by Michael Cristofer; *'59 Pink Thunderbird* by James McLure; Steve Martin's *Picasso at the Lapin Agile*; Tim Robbins's *Dead Man Walking*; Aristophanes' *The Birds*; Shakespeare's *As You Like It; Lend Me a Tenor* by Ken Ludwig; the rock-musical *Hair*; Lillian Hellman's *The Children's Hour; The Laramie Project* by Moises Kaufman; and *Steel Magnolias* by Robert Harling. We also introduced our first devised theatre piece last year, dis/connect, which is a multi-media exploration of the ways that we connect – and don't – in today's fast-paced, technological world. Fairfield also has its own improvisation company, On The Spot, which performs regularly throughout Theatre Fairfield's season. Participation in Theatre Fairfield productions is open to all students at the University, regardless of major or minor.

In helping students to become well-rounded theatre people, this program emphasizes the development of good communication skills, which are essential to work in the theatre as well as to all aspects of life. Courses stress the development of written, verbal, and artistic abilities. The program also advocates double majors and/or minors with other academic disciplines such as English, psychology, sociology, history, philosophy, communication, and modern languages, as well as double-majors with the School of Business.

Due to the interdisciplinary nature of this program, undergraduate education in theatre is excellent preparation for a career in public relations, communications, advertising, writing or publishing, marketing, education, public service, and law, as well as all facets of the theatre industry. Students interested in a major or minor concentration in theatre should consult with theatre faculty before beginning the program.

Students participating in Theatre Fairfield productions earn one credit per show for either performance (TA 94), or production (TA 95). Theatre majors must earn a total of three credits in TA 94 or TA 95 each academic year. Theatre minors must earn a total of two credits in TA 94 or TA 95 each academic year.

# Requirements

### The Theatre Major

1. All incoming students are first registered as Comprehensive Majors.
2. Students are presented with a series of questions to ponder, designed to help them discern their goals and career plans.
3. At the end of sophomore year/beginning of junior year each student has a conversation with several faculty members. The faculty and student decide which track is most appropriate for the student.
4. Students may stay "Comprehensive" or change to "Performance" or "Design/Tech" Major.

**A. COMPREHENSIVE MAJOR 33 credits**

**Theatre Core:**

| | | |
|---|---|---|
| TA 11 | Introduction to Theatre | 3 credits |
| TA 30 | Acting I | 3 credits |
| TA 50 | Backstage Fundamentals | 3 credits |
| TA 110 **OR** | | |
| TA 111 | Theatre History I (or) II | 3 credits |
| TA 120/ | | |
| EN 264 | American Drama | 3 credits |
| TA 155 | Design I | 3 credits |
| TA 210 | Theatre in Production | 3 credits |
| TA 310 | Technique and Theory of Production | 3 credits |

**One Additional History/Drama Literature Class:** 3 credits

EN 255 Shakespeare
EN 355 Shakespeare I: The Elizabethan Age
EN 356 Shakespeare II: The Jacobean Age
TA 110 **OR**
TA 111 Theatre History I (or) II
TA 122 Asian Theatre
TA 123 American Women Playwrights

**One Additional Performance Class:** 3 credits

TA 230 Acting II
TA 240 Technique and Art in Directing
TA 300 Special Topics

**One Additional Design/Tech Class:** 3 credits

TA 153 Makeup and Costume Construction
TA 157 Rendering and Drafting
TA 158 Scene Painting
TA 250 Advanced Stagecraft
TA 255 Advanced Design
TA 395 Technical Internship: Stage Management

**PLUS**

- One additional semester of Physical Performance Lab
- A minimum of 15 Tech Points total in Freshman/ Sophomore Years
- A minimum of 15 Tech Points total in Junior/Senior Years
- Involvement in at least half the Theatre Fairfield productions in each year. Students participating in Theatre Fairfield productions earn one credit per show for either performance (TA 94), or production (TA 95). Theatre majors must earn a total of three credits in TA 94 or TA 95 each academic year.

**B. PERFORMANCE CONCENTRATION 33 credits**

**Theatre Core:**

| | | |
|---|---|---|
| TA 11 | Introduction to Theatre | 3 credits |
| TA 30 | Acting I | 3 credits |
| TA 50 | Backstage Fundamentals | 3 credits |
| TA 110 **OR** | | |
| TA 111 | Theatre History I (or) II | 3 credits |
| TA 120/ | | |
| EN 264 | American Drama | 3 credits |
| TA 155 | Design I | 3 credits |
| TA 210 | Theatre in Production | 3 credits |
| TA 310 | Technique and Theory of Production | 3 credits |

**The Following Advanced Performance Classes:**

| | | |
|---|---|---|
| TA 230 | Acting II | 3 credits |
| TA 240 | Technique and Art in Directing | 3 credits |

**One Additional Design/Tech Class:** 3 credits

TA 153 Makeup and Costume Construction
TA 157 Rendering and Drafting
TA 158 Scene Painting
TA 250 Advanced Stagecraft
TA 255 Advanced Design
TA 395 Technical Internship: Stage Management

**PLUS**

- Two additional semesters of Physical Performance Lab
- A minimum of 15 Tech Points total in Freshman/ Sophomore Years
- A minimum of 15 Tech Points total in Junior/Senior Years
- Involvement in the majority of the Theatre Fairfield productions in each year. Students participating in Theatre Fairfield productions earn one credit per show for either performance (TA 94), or production (TA 95). Theatre majors must earn a total of three credits in TA 94 or TA 95 each academic year.

**C. DESIGN/TECH CONCENTRATION 33 credits**

**Theatre Core:**

| | | |
|---|---|---|
| TA 11 | Introduction to Theatre | 3 credits |
| TA 30 | Acting I | 3 credits |
| TA 50 | Backstage Fundamentals | 3 credits |
| TA 110 **OR** | | |
| TA 111 | Theatre History I (or) II | 3 credits |
| TA 120/ | | |
| EN 264 | American Drama | 3 credits |
| TA 155 | Design I | 3 credits |
| TA 210 | Theatre in Production | 3 credits |
| TA 310 | Technique and Theory of Production | 3 credits |

**Three Additional Tech/Design Classes:** 9 credits

TA 153 Makeup and Costume Construction
TA 157 Rendering and Drafting
TA 158 Scene Painting
TA 250 Advanced Stagecraft
TA 255 Advanced Design
TA 395 Technical Internship

**PLUS**

- A minimum of 15 Tech Points total in Freshman/ Sophomore Years
- A minimum of 15 Tech Points total in Junior/Senior Years
- Involvement in the majority of the Theatre Fairfield productions in each year. Students participating in Theatre Fairfield productions earn one credit per show for either performance (TA 94), or production (TA 95). Theatre majors must earn a total of three credits in TA 94 or TA 95 each academic year.

**THEATRE MINOR (18 hours)**

| | | |
|---|---|---|
| TA 11 | Introduction to Theatre | 3 credits |
| TA 30 | Acting I | 3 credits |
| TA 50 | Backstage Fundamentals | 3 credits |
| TA 120 | American Drama | 3 credits |
| TA 155 | Design I | 3 credits |
| TA 310 | Technique and Theory of Production | 3 credits |

**PLUS**

- A minimum of 15 Tech Points total in Freshman/ Sophomore Years
- A minimum of 15 Tech Points total in Junior/Senior Years
- Involvement in at least half the Theatre Fairfield productions in any year.

**CREDIT FOR THEATRE FAIRFIELD PRODUCTIONS**

It is impossible to understand the nature of theatre without engaging in the process of making theatre. Therefore, major and minor coursework is supplemented by required participation in Theatre Fairfield productions. As in the past, students will continue to earn course credit for such participation. This acknowledges and embraces the educational nature of production work.

1. TA 94, Theatre Fairfield Performance Practicum is a 1 credit course that enrolls all students who perform in Theatre Fairfield shows. Credit in these classes is figured in the student GPA, but the class hours count over and above the 120 hours required for graduation.
2. TA 95, Theatre Fairfield Production Practicum is a 1 credit course that enrolls all students who are on crews for Theatre Fairfield shows. Credit in these classes is figured in the student GPA, but the class hours count over and above the 120 hours required for graduation. See the Tech Points explanation on the next page.
3. TA 93, Physical Performance Lab, is a 1 credit course that meets for one hour weekly all semester. The curriculum is centered on the regular physical training required for actors. This class supplements regular course curriculum as well as productions. You do not need to be cast in a production to take this course.

**TECH POINTS**

Each major and minor must complete:

- A minimum of 15 Tech Points total in Freshman/ Sophomore Years
- A minimum of 15 Tech Points total in Junior/Senior Years

These requirements will be reasonably adjusted, as necessary, for semesters when students are studying abroad.

Production positions earn the following number of points:

| | |
|---|---|
| 10 | Designer |
| 10 | Director, Festival/Independent Project |
| 10 | Technical Director |
| 10 | Stage Manager, full-length piece |
| 6 | Assistant Stage Manager, full-length piece |
| 6 | Stage Manager, one-act piece |
| 6 | Master Carpenter |
| 6 | Props Manager |
| 6 | Costume Manager |
| 5 | Props Crew |
| 5 | Costume Crew |
| 5 | Paint Charge |
| 4 | Assistant Stage Manager, one-act piece |
| 4 | Master Electrician |
| 4 | Paint Crew |
| 3 | Light Board Operator |
| 3 | Sound Board Operator |
| 3 | Running Crew |
| 2 | House Manager |
| 2 | Electrician |
| 2 | Carpenter |
| 1 | Assistant Box Office Manager |

- All tech points are awarded to students through TA 95, Theatre Fairfield Production Practicum.
- Students do not earn tech points for directing in Director's Cut, which is a course requirement for TA 240, Technique and Art in Design.
- If a student performs a production position not on this list, faculty will assign a tech point value.
- Continual faculty oversight will ensure that students will gain experience in a variety of production positions.

**Curriculum categories for**
**Visual and Performing Arts – Theatre**

**History and Theory**

| | |
|---|---|
| TA 110 | History of Theatre I |
| TA 111 | History of Theatre II |
| TA 210 | Theatre in Production |
| TA 300 | Special Topics Seminars |
| TA 310 | Technique and Theory of Production – Capstone |

**Literature**

| | |
|---|---|
| TA 120 | American Drama |
| TA 122 | Asian Theatre |
| TA 123 | American Women Playwrights |
| EN 255 | Shakespeare |
| EN 355 | Shakespeare I: The Elizabethan Age |
| EN 356 | Shakespeare II: The Jacobean Age |

**Playwrighting**

EN/W 304 Creative Writing: Drama

**Performance**

| | |
|---|---|
| TA 11 | Introduction to Theatre |
| TA 30 | Acting I |
| TA 93 | Physical Performance Lab |
| TA 94 | Theatre Fairfield Performance Practicum |
| TA 135 | Modern and Contemporary Dance |
| TA 136 | Introduction to Jazz Dance |
| TA 137 | Dance in Musical Theatre |
| TA 138 | Folk and Social Dance |
| TA 210 | Theatre in Production |
| TA 230 | Acting II |
| TA 240 | Technique and Art in Directing |
| TA 300 | Special Topics: Advanced Acting; Scene Study; Characterization Direction |

**Design and Technology**

| | |
|---|---|
| TA 50 | Backstage Fundamentals |
| TA 95 | Theatre Fairfield Production Practicum |
| TA 153 | Makeup and Costume Construction |
| TA 155 | Design I |
| TA 158 | Scene Painting |
| TA 250 | Advanced Stagecraft |
| TA 255 | Advanced Design |

**Internships and Independent Studies**

| | |
|---|---|
| TA 395 | Internship |
| TA 399 | Independent Study |

# Course Descriptions

**A = Applied Theatre**
**H = Theatre History**

**TA 11 Introduction to Theatre (H)**
What does the actor really do to prepare for a role? If the audience bursts into applause as soon as the curtain goes up, does that mean they're seeing agood scenic design or is it just a pretty set? Directors have an important title, but what do they really do? These and other questions about producers, designers, critics, and audiences are addressed in this course, where students not only talk about these critical jobs, but also have the chance to perform them. The course is strongly recommended for non-majors and students interested in fulfilling a visual and performing arts core requirement. Three credits.

**TA 30 Acting I (A)**
This class is an intensive introduction to physical 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. The course requires participation in a weekly Physical Performance Lab. Three credits.

**TA 50 Backstage Fundamentals (A)**
This class covers the rudiments of the technical end of theatrical production. Topics include stage management, proper tool use, basic scenery construction, lighting, prop management, basic costume construction, wardrobe management, and scene painting fundamentals. Students are required to participate in construction and rigging for Theatre Fairfield productions. Three credits.

**TA 93 Physical Performance Lab (A)**
Excellent and sustainable acting requires physical training and this lab develops students' physical and breath support conditioning, core strength, physical alignment, overall kinesthetic and breath-center awareness, openness and responsiveness, and physical and vocal expressiveness. Each semester and session integrates conditioning with an overarching focus on addressing particular techniques or performance challenges (i.e. viewpoints, speaking verse). The course is open to all Fairfield students and is offered every semester; students may take the course more than once and are encouraged to do so. No prerequisite. One credit.

**TA 94 Theatre Fairfield Performance Practicum (A)**
Students gain first-hand training in the art of performance under the guidance of theatre professionals. Everyone cast in a Theatre Fairfield production isautomatically enrolled in this one-credit practicum; students may not enroll on their own. This course may be repeated. One credit.

**TA 95 Theatre Fairfield Production Practicum (A)**
Students gain first-hand training in the art of 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 in stage management, technical, or front-of-house duties. This course may be repeated. One credit.

**TA 110 History of Theatre I (H)**
Theatre serves as a vehicle to consider the social, political, and economic forces that shaped societies and their entertainments. This course surveys theatre and performance (dance, pageantry, spectacle, and popular entertainments) as a mirror of the people and times that shaped them. It begins with a consideration of the human need for mimesis and entertainment, and swiftly moves into the fifth-century B.C.E. and the golden age of Greek drama. Other topics include Roman theatre, medieval religious drama, Japanese theatre, Renaissance spectacle and pageantry, censorship, the advent of women on the stage, and popular theatre forms through the 18th century. The course includes theatre trips. Three credits.

**TA 111 History of Theatre II (H)**
This course examines 19th- and 20th-century theatre and performance (ballet, modern and post-modern dance, "happenings," musical comedy) in the context of the people and societies that shaped them. It begins by examining the impact of technology on the theatrical world and continues to the present day with a consideration of the avant-garde and contemporary forms such as performance art. The course includes theatre trips. Three credits.

**TA 120/EN 264 American Drama (H)**
This course examines the development of American theatre from the 18th through the 21st centuries, including 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 and take at least one field trip to see a live performance. The course meets the U.S. diversity requirement and is cross-listed with the American Studies program. Three credits.

**TA 122 Asian Theatre (H)**
Asian Theatre is a survey of major classical and contemporary theatres of Japan, China, India, and Indonesia. Included are traditional plays as well as dance, puppetry, and opera. Students view productions on video and film, read and discuss plays, explore the historical and sociological context which shaped these entertainments, and take at least one field trip to see a live performance. *This course meets the world diversity requirement and is cross-listed with the Asian and International Studies programs.* Three credits.

**TA 123 American Women Playwrights (H)**
This course will focus on American Women Playwrights, 1775-2005. We will trace the evolution of drama by women from Mercy Otis Warren's anti-British political satires of the Revolutionary War to plays reflecting the 21st-century concerns of African American, Asian, American, and Latina playwrights. Plays will be discusses in light of the social, political, and economic climates that produced hem. Special emphasis will be 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 will be further informed by the work of feminist performance theorists. *This course meets the U.S. diversity requirement and is cross-listed with Women's Studies.* Three credits.

**TA 135 Modern and Contemporary Dance (A)**
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. Three credits.

**TA 136 Introduction to Jazz Dance (A)**
This course combines dance technique and a historical survey of jazz dance. Students explore jazz dance origins from African and European traditions; their manifestation in the United States through slavery, minstrel shows, and vaudeville; and the development of style through the influences of tap, ballet, and modern dance. Students complete research, compositional assignments, and structured improvisations to support the classroom activity. Three credits.

**TA 137 Dance in Musical Theatre (A)**
This course explores dance for the popular stage in America. Through investigation of well-known musicals such as *West Side Story, Grease, Guys and Dolls,* and *Oklahoma!* students understand how each musical requires its specific idiom of movement, and how styles, trends, and traditions affect theatre choreography. Students learn the components within an effective musical theatre number as well as gain strength, flexibility, and proficiency in technique. Students complete research, compositional assignments, and structured improvisations to support classroom activity. Three credits.

**TA 138 Folk and Social Dance (A)**
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. Three credits.

**TA 153 Makeup and Costume Construction (A)**
This workshop introduces the basic principles, skills, and techniques of applying theatrical makeup and building costumes. The makeup portion explores two- and three-dimensional makeup techniques including corrective makeup, age makeup, facial hair, and prosthetic makeup. The costume portion focuses on hand and machine sewing techniques, fabrics and fabric modification, and garment construction. Students are required to participate in costume construction for Theatre Fairfield productions. Three credits.

**TA 155 Design I (A)**
This practical course introduces the student to the skills of the theatre designer, and the elements of scenic, costume and lighting design. The course emphasizes play analysis for the designer and includes an investigation into the communicative properties of visual images. Three credits.

**TA 158 Scene Painting (A)**
This workshop introduces the basic principles, skills, and techniques of the scenic artist. Through a series of painting projects, students explore common painting techniques, including marble, brick, wood, and wallpaper. The course gives special attention to matching the paint project to the paint elevation. Students serve as members of the paint crew for a Theatre Fairfield production. This project emphasizes craftsmanship and the ability to work as part of a team in addition to dealing with the time factors of actual production. Research into various techniques, styles, and visual textures supplements hands-on work in the class. Three credits.

**TA 210 Theatre in Production**
**(A or H depending on semester offered)**
Open to students by instructor invitation, TA 210, Theatre in Production offers an expansive immersion as students engage in focused theatrical research in both classroom and theatre, resulting in a fully realized Theatre Fairfield production. The class-production format makes available particularly challenging scripts and/or artistic approaches that might not otherwise be approached. Though each course varies depending on instructor and production, the TA 210 class-production experience focuses on building significant bridges between theory and practice. Accordingly, TA 210 is a foundational class of the theatre major and one section is required, though multiple sections may be taken for credit. Three credits.

**TA 230 Acting II (A)**
This is an intensive acting course that builds upon the basic acting principles taught in TA 30 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 in-class exercises and performances of rehearsed scenes and monologues. This course culminates in a public performance. 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. (Prerequisite: TA 30 or the permission of the instructor) Three credits.

**TA 240 Technique and Art in Directing (A)**
This course for advanced students covers the theory, practice, and history of directing for the theatre. In a workshop/seminar 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. (Prerequisite: TA 30) Three credits.

**TA 241 Examining the Sixties:**
**History, Art, and Legacy (H)**
This course, offered by two historians who specialize in 20th-century American history, explores the 1960s from the dual perspectives of history and the arts. Political and artistic change happened concurrently in this era, and was often instigated by people who promoted societal change via the creation of art. The course approaches the period as "the long '60s," beginning in the early 1950s and ending in 1975 with the U.S. withdrawal of forces from Vietnam. Class sessions combine lecture, discussion, and experiential events as a means of understanding how art and activism worked hand-in-hand. Students may choose to take this course for either visual and performing art or history core credit. Also listed as HI 241. *This course meets the U.S. diversity requirement.* Three credits.

**TA 250 Advanced Stagecraft (A)**
This introduction to the technical aspects of theatre production provides an overview of the physical stage, including the use of scenery and lighting. Students learn basic techniques of set construction and rigging, lighting, and electronics for today's theatre. Students are required to participate in construction and rigging for Theatre Fairfield productions. Three credits.

**TA 255 Advanced Design (A)**
This practical course fosters the development of visual communication skills, play analysis skills, and sensitivity to the communicative properties of visual images. The course covers scenic design, costume design, and lighting design, and emphasizes concept development and creative research. Readings include influential designers Robert Edmond Jones and Edward Gordon Craig. (Prerequisite: TA 155) Three credits.

**TA 300 Special Topics (H)(A)**
Students undertake an in-depth study of a specific problem, period, or style of acting, dance, or other aspect of production conducted by a leading scholar/practitioner in the field. The course is open to invited students only. Three credits.

**TA 310 Technique and Theory of Production (H)**
This in-depth exploration of theatre aesthetics and production theory centers on study and analysis of the writings and work of such major figures as Antonin Artaud, Peter Brook, Harold Clurman, Edward Gordon Craig, Jerzy Grotowski, and Susan Sontag. Students consider what theatre is, can, and should be while studying varying perspectives on theatrical design, directing, and staging practices. The course also examines contemporary theatre management and administration. The class culminates in group projects that present detailed production books for a selected classic play, including a consideration of style, period, point of view, historical precedent, acting, directing, design, venue, and budget. This is the capstone class for theatre majors and minors but other interested students with sufficient background are welcome. Three credits.

**TA 395 Theatre Internship (A)**
With faculty sponsorship and departmental approval, students develop internships as assistants to professional theatre designers and managers or with professional theatres, studios, and production companies in the regional/metropolitan area. Internships are also available in the organizational and management areas of Theatre Fairfield. Students interested in becoming interns must consult with theatre faculty well in advance of the desired internship semester. Three credits.

**TA 399 Independent Study (H)(A)**
Usually open only to students earning a major or minor in theatre, this course allows students to intensively explore stage management, design, or directing under the guidance of a faculty member. Students must have the approval of the theatre faculty before registering for this course. Three credits.

# PROGRAM IN WOMEN'S STUDIES

## Faculty

**Co-Directors**
Hohl (History)
Li (History)

**Coordinating Faculty**
Boryczka (Politics)
Dreyer (Religious Studies)
Garvey (English)
Giapponi (Management)
Gudelunas (Communication)
Harriott (Biology)
O'Driscoll (English)
Petrino (English)
Rajan (English)
Rodrigues (Sociology and Anthropology)

**Contributing Faculty**
Brill (Philosophy)
Bucki (History)
Dallavalle (Religious Studies)
K. Dykeman (Philosophy)
Epstein (English)
Hodgson (Sociology and Anthropology)
C. Johnson (Applied Ethics)
LoMonaco (Visual and Performaing Arts)
Marie-Daly (Applied Ethics)
Nantz (Economics)
Nash (Music)
Orlando (English)
Penczer (Sociology and Anthropology)
Umansky (Religious Studies)
M.M. White (English)
R. White (Sociology and Anthropology)

Women's Studies is an interdisciplinary program that focuses on two levels of inquiry, the theoretical and the experiential. The program demonstrates the ways in which cultural assumptions about gender influence the development of personal identity and public roles that consequently affect all social and political structures. By examining women's contributions in such fields as social science, natural science, the arts, business, and literature, the goal of the women's studies minor is to explore the experience of women of all cultures and socioeconomic backgrounds. Women's Studies courses engage with issues of race, ethnicity, class, gender, sexuality and other key components of identity, and the ways in which they intersect. The program allows female and male students to focus on issues of diversity and alternative perspectives.

## Requirements

For an 18-credit minor in women's studies, students complete:

- Five courses, three of which must be gender-focused, and two others, which may be gender-focused or gender-component courses.
- WS 301 Women's Studies Capstone Seminar after completing the other five courses.

Courses must be chosen from a variety of fields and disciplines. Courses taken to fulfill arts and sciences core requirements may be used to fulfill requirements for the minor with the permission of the program director.

**Courses available for the women's studies minor:**

*(*indicates gender-component course)*

**Applied Ethics**
AE 271 The Sacred Balance
AE 283 Environmental Justice
AE 297 Eco-feminism
AE 298 Ethics and Feminist Perspectives

**Biology**
BI 71 Identity and the Human Genome

**Business**
BU 325 Law, Women, and Work

**Classics**
CL 123 Women in Classical Literature

**Communication**
CO 236 Gender, Sexuality, and Media
CO 246 Family Communication

**Economics**
EC 114 The Economics of Race, Class, and Gender in the American Workplace

**English**
EN 275 Victorian Poetry and Poetics
EN 278 Irish Women Writers
EN 284 Writers of the Asian Diaspora
EN 289 Modern Women Writers
EN 335 Gender and Sexuality in Film and Literature
EN 338 Seminar: Gender Theory
EN 345 Representations
EN 346 The Woman Question: Early Feminism and 19th-Century Literature
EN 348 Contemporary Women Writers of Color
EN 353 Gender and Western Values: Literature of Early Modern Europe
EN 354 Love, Gender, Spirituality: Literature of Early Modern England
EN 357 All About Eve

EN 371 African-American Women's Writing
EN 392 Women Writers and New York City
EN 396 Caribbean Women Writers
EN 398 Women and Fiction: An International Perspective

**History**
HI 240 The Personal is Political: Women's Activism in the 1960s
HI 245 Feminism in America
HI 246 Excellent Women, Deviant Women
HI 257* Who Built America? Working People in U.S. History
HI 263 Inventing Themselves: African-American Women in U.S. History
HI 366 Gender, Culture, and Representation: Women in China and Japan, 1600 to the Present

**Modern Languages and Literatures**
FR 305 French and Francophone Women Writers

**Music**
MU 125 Women in Music

**Philosophy**
PH 294* American Philosophy

**Politics**
PO 119 Introduction to Feminist Thought
PO 220 Seminar on Feminist Theory

**Religious Studies**
RS 203 Women in Judaism
RS 204 Voices of Medieval Women
RS 237 Christian Feminist Theology

**Sociology and Anthropology**
AY 168 Women and Men: The Anthropology of Gender
SO 142* Sociology of the Family
SO 162* Race, Gender, and Ethnic Relations
SO 167 Contemporary Media: Race and Gender
SO 169 Women: Work and Sport

**Theatre**
TA 123 American Women Playwrights

**Women's Studies**
WS 299 Women's Studies Internship
WS 301 Women's Studies Capstone Seminar
WS 399 Women's Studies Independent Study

## Course Descriptions

**WS 299 Women's Studies Internship**
The internship program allows students to gain on-site experience that can be related to the discipline of Women's 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. Three credits.

**WS 301 Women's Studies Capstone Seminar**
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. It is open to seniors only; juniors may enroll with the permission of the program director. Three credits.

**WS 399 Women's Studies Independent Study**
By arrangement with Women's Studies faculty, students may choose to work independently on special topics. See the program director for details. Three credits.

The Charles F. Dolan
School of Business

# A Message from the Dean

Excellence is what the business community demands of its leaders and this is what drives the activities of the Charles F. Dolan School of Business at Fairfield University. Our high quality was recognized in 1997 when AACSB International – The Association to Advance Collegiate Schools of Business accredited our undergraduate and graduate degree programs. Only 40 percent of all business schools are so recognized.

We have achieved this recognition because of the success we have had in educating undergraduate and graduate students to be successful and responsible business leaders dedicated to pursuing excellence. In doing so, we focus on being a worldwide leader in business curriculum innovation. In our undergraduate programs we focus on teaching current best practices for solutions to business problems within the context of a rigorous conceptual framework. We partner with our stakeholders in the business community to provide our programs in a technologically advanced active learning environment. Our active learning environment brings actual organizational problems into the classroom and puts students into actual organizational settings. This approach enables us to create a seamless learning environment that builds on our faculty's excellence in their respective academic disciplines and that also builds on the business experience each faculty member has in his or her field. Students graduating from the Charles F. Dolan School of Business are thus equipped with state-of-the-art knowledge in current business concepts and practices. Our top-notch programs and faculty are appropriately housed in a building dedicated to the Charles F. Dolan School of Business. The educational facilities available to students in this building and on the entire campus are second to none.

This exciting business-learning environment is enhanced by our key geographic location, which puts us in close contact with the more than 40 Fortune 500 headquarters located within 50 miles of Fairfield and close to 100 Fortune 500 headquarters located in New York City and lower Westchester County. In addition, Fairfield County is home to the largest concentration of U.S. headquarters of foreign multinational corporations.

Because we are so highly regarded by the business community, each year the school hosts numerous high level executives – many of them alumni – who visit our classes and share their expertise with our students. Our business degree can be a passport to success in the job market. Our students are widely sought after by top firms upon graduation.

We believe that the Charles F. Dolan School of Business at Fairfield University offers you a tremendous opportunity to complete your undergraduate and graduate business education in a unique academic and professional environment. We look forward to welcoming you!

Norman A. Solomon

Dr. Norman A. Solomon
*Dean, Charles F. Dolan School of Business*

# CHARLES F. DOLAN SCHOOL OF BUSINESS

**Dean**
Dr. Norman A. Solomon, Ph.D.

**Assistant Dean and**
**Director of Undergraduate Students**
Heather L. Petraglia

**Department Chairs**
*Accounting:* Van Hise
*Finance:* Hlawitschka
*Information Systems and Operations:* Huntley
*Management:* Gibson
*Marketing:* Ligas

**Directors**
*Research:* Bradford
*International Studies:* Leatherman

Students in the Dolan School of Business take the general education core curriculum required of all undergraduate students, thus ensuring that they receive a broad knowledge of the humanities, mathematics, social sciences, and natural sciences. In addition, students take a business core curriculum that introduces the fields of accounting, business ethics, economics, finance, global strategy, information systems, the legal environment of business, management, marketing, operations management, and statistics.

The balance of the program depends on the major – accounting, finance, information systems, management, marketing, or international business. Minors are available to all students in accounting, accounting information systems, finance, information systems, management, marketing, international business, business law and ethics, and operations management.

All members of the business faculty act as academic advisors. Faculty members have substantial business experience, which makes them 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 within the major areas of study develops in students the flexibility of mind that is a critical asset for the executive.

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 upon an appropriate set of moral values, are emphasized. In consultation with faculty, students follow an approved curriculum that reflects the depth and breadth of modern business practices.

## Major Areas of Study

Six 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 advisor, prior to the end of the sophomore year before registration begins (even though they are not required to do so until the beginning of their junior year). 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 a Change of Major form, available in the Dean's office.

Majors available in the Dolan School of Business include:

- Accounting
- Finance
- Information Systems
- International Business
- Management
- Marketing

## Minor Areas of Study

Dolan School of Business minors are available to all university students. It is the student's responsibility to complete the proper university form to enroll in a minor and to make sure that appropriate copies of the form are filed in both the dean's office and the registrar's office. The form is available in the Dean's office. The completion of the minor is subject to the availability of courses.

Minors available in the Dolan School of Business are as follows:

- Accounting
- Accounting Information Systems
- Business Law and Ethics
- Finance
- Information Systems
- Management
- Marketing
- Operations Management

**Change of School**
Students may transfer into the Dolan School of Business from the College of Arts and Sciences, School of Nursing, School of Engineering, or University College if their overall grade point average is 2.80 or better.

**Honors Program**
The Dolan School of Business participates in the University Honors Program (described on page 129) for those undergraduates who have distinguished themselves in their studies. Successful completion of the Honors Program is recorded on the graduating student's transcript.

## 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 highly unusual and rewarding opportunities for internships. These internships are undertaken for credit and, sometimes, for pay. An on-the-job supervisor and a faculty member monitor student progress. Students interested in internships should discuss arrangements as early as possible with the director of internship programs. Students must have an overall GPA of 2.50 or higher to qualify for the internship program and to be a major in the School of Business. Internships do not fulfill any courses towards the major; rather, they satisfy either the business elective or a free elective requirement.

## School Activities/Programs

Complementing the Dolan School of Business's traditional pedagogical mission are a series of diverse and distinctive programs that serve to enrich the University community and its various constituencies.

- The Insignis Award for Visionary Leadership and Distinguished Achievement in Business is an award established to recognize outstanding business leaders for their fulfillment of the Jesuit concept of insignis — to distinguish oneself in a remarkable or extraordinary way. The award is consistent with the goals of The Dolan School of Business to achieve recognition and distinction in creating a business educational experience of the whole person who is socially responsible and prepared to serve others.
- The Distinguished Executive Lecture Series brings to the classroom setting leaders from the corporate or 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.

# Dolan School of Business Core Curriculum

The Charles F. Dolan School of Business undergraduate business core curriculum provides a solid foundation in business, while giving students more time to delve into their individual areas of study.

## Dolan School of Business Curricula

| | | Courses | Credits |
|---|---|---|---|
| A. | General Education Core Curriculum Requirements | 21 | 63 |
| B. | Business Core Requirements | 9 | 27 |
| C. | Courses in the Major Field | 6 | 18 |
| D. | Business Elective | 1 | 3 |
| E. | Free Electives | 4 | 12 |

Total required credits: a minimum of 123 credits

Total required courses: a minimum of 41 three- or four-credit courses

### General Education Core Curriculum (21 courses; 63 credits)

The general education core curriculum provides a truly liberal education, drawing upon five major areas of knowledge. For each of these five areas of competency, business majors select courses as follows:

#### Area I: Mathematics and Natural Sciences

- Three semesters of mathematics: MA 121 or MA 171, MA 122 or MA 172, and MA 217
- Two semesters of a natural science.

#### Area II: History and Social Science

- Two semesters of history. HI 30 plus one 200-level course. CL 115-116 (Greek and Roman Civilization) may be used to fulfill this requirement.
- EC 11 Introduction to Microeconomics
- EC 12 Introduction to Macroeconomics

**Area III: Philosophy and Religious Studies**

- Two semesters of philosophy. PH 10 is required followed by a 100-level course.
- Two semesters of religious studies. RS 10 is required.
- AE 291 Business Ethics

**Area IV: English and Visual and Performing Arts**

- EN 11 Composition and Prose Literature
- EN 12 Introduction to Literature and Writing the Research Paper
- One semester of English literature. Course must have a number designation of 200 or greater, not including EN/W courses.
- Two semesters of visual and performing arts. One semester must be in the art history, music history, theatre history, or film history.

**Area V: Modern and Classical Languages**

- Two semesters (at least at the intermediate level) of any language listed among the offerings of the Department of Modern Languages and Literatures or the Classical Studies Program.

**Diversity Requirements***
All students must complete one U.S. and one world diversity course from a designated list of courses. The courses may be chosen from the University core, business core, major, or electives.

## Business Core Requirements
**(9 courses; 27 credits)**

| | |
|---|---|
| AC 11[1] | Introduction to Financial Accounting |
| AC 12[1] | Introduction to Managerial Accounting |
| IS 100[1 or 2] | Introduction to Information Systems |
| FI 101[2] | Introduction to Finance |
| MG 101[2] | Introduction to Management in Organizations |
| MK 101[2] | Principles of Marketing |
| OM 101[2] | Introduction to Operations Management |
| BU 211[3] | Legal Environment of Business |
| MG 300[4] | Business Strategies in the Global Environment |

*[1]These courses should be completed in the first year.*
*[2]These courses should be completed in the second year.*
*[3]This course may not be taken until the junior year.*
*[4]This course may not be taken until the senior year.*

## Business major requirements
**(6 courses; 18 credits)**
Descriptions and requirements of each of the six majors are detailed in the respective departmental sections that follow. Course descriptions are also included. Courses specific to the international studies/international business major are described under International Studies in the College of Arts & Sciences section of this catalog.

## Business Elective
**(1 course; 3 credits)**
Each of the majors in the Dolan School of Business requires the completion of one business elective course of three credits. This elective course may be taken from any business offering, including an internship, provided all prerequisites are met.

## Free Electives
**(4 courses; 12 credits)**
All business students must complete four free electives totaling 12 credits. A free elective is a three- to four-credit course chosen by students without any restrictions related to their majors. Students can use the free electives towards a double major or a minor.

# Course Descriptions

Courses specific to the departments of accounting (AC), finance (FI), information systems and operations management (IS or OM), management (MG), and marketing (MK) are described in the respective departmental sections that follow. Courses specific to the international studies/international business major are described under international studies in the College of Arts & Sciences section of this catalog. Courses beginning with the letter BU are described below.

**BU 120 Environmental Management and Policy**
The course provides an opportunity to consider environmental issues and decision-making from a business, economic, and policy perspective. Defining and proposing solutions to domestic and international environmental problems provides for different points of view and approaches that are discussed and debated. The course format combines readings, simulations, cases, in-class discussions, role-playing, and presentations. Three credits.

**BU 211 Legal Environment of Business**
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. (Prerequisite: junior standing) Three credits.

**BU 220 Environmental Law and Policy**
This course surveys issues arising out of federal laws designed to protect the environment and manage resources. It considers in detail the role of the Environmental Protection Agency in the enforcement of environmental policies arising out of such laws as the National Environmental Policy Act, the Clean Water Act, and the Clear Air Act, among others. The course also considers the impact of Congress, political parties, bureaucracy, and interest groups in shaping environmental policy, giving special attention to the impact of environmental regulation on business and private property rights. Three credits.

**BU 311 The Law of Contracts, Sales, and Property**
This course examines the components of common law contracts including the concepts of offer and acceptance, consideration, capacity and legality, assignment of rights and delegation of duties, as well as discharge of contracts. The course covers Articles 2 and 2A of the Uniform Commercial Code relating to leases, sales of goods, and warranties. The course also considers personal and real property, and bailments. (Prerequisite: BU 211) Three credits.

**BU 312 The Law of Business Organizations and Financial Transactions**
This course offers an analysis of legal principles related to the law of agency, sole proprietorships, partnerships, corporations, limited liability companies, and other business forms. The second half of the course addresses several sections of the Uniform Commercial Code, such as negotiable instruments, bank collections and deposits and secured transactions. Finally, the course examines the law of suretyship, debtor-creditor relationships, and bankruptcy. (Prerequisite: BU 211) Three credits.

**BU 320 Employment Law and Discrimination in the Workplace**
This course examines a variety of legal issues related to the workplace including the doctrine of employment at will, employee privacy, and the history and development of labor unions and the legal protections afforded by the National Labor Relations Act. A study of the role of the Civil Rights Act of 1964 and the Equal Employment Opportunity Commission in eradicating discrimination based on race, sex, religion, national origin, age, and disability occupies a major portion of the course. Other employment issues include affirmative action, worker safety, and compensation. *This course meets the U.S. diversity requirement.* Three credits.

**BU 325 Law, Women, and Work**
This course explores the development of American law relating to women and gender, and its interrelationship with women's status and achievement in the workplace. The course focuses on how social concepts of gender have impacted law and work in the United States. Topics include: the historical context: the "cult of true womanhood;" the early feminist challenges and early protective legislation; Constitutional development of the ideas of gender equality; equal employment opportunity laws; family issues including family leave, pregnancy, and benefits protection; current theoretical perspectives on women in work and law; and special issues regarding women of color, women in blue collar jobs, women in management, and women as entrepreneurs. *This course meets the U.S. diversity requirement.* Three credits.

**BU 391 Seminar in Business Law and Ethics (capstone seminar)**
This interdisciplinary study of these two aspects of the business environment is cross-listed as AE 391. 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. (Prerequisites: AE 291, BU 211, two other courses in either law or applied ethics, or permission of the instructor) Three credits.

**DEPARTMENT OF**
# ACCOUNTING

## Faculty

**Professor**
Massey

**Associate Professors**
Bradford
Caster
Coyne
Poli
Van Hise, *chair*

**Assistant Professors**
Ebrahim
Peck

**Visiting Professor**
Drusbosky

**Lecturers**
Brenner
D'Agostin
DeMelis
Glinka
Greiner
Klein
O'Haver
Orticelli
Reigler
Rosario

## Requirements

**Accounting Major**

Accounting majors take courses appropriate for careers in public and private accounting, internal auditing, and government and not-for-profit accounting. Many students find that undergraduate studies in accounting are excellent preparation for a wide range of corporate positions.

For an 18-credit accounting major, students must complete:

- AC 203 Intermediate Accounting I
- AC 204 Intermediate Accounting II
- AC 310 Advanced Accounting
- AC 320 Cost Management
- AC 330 Auditing
- AC 343 Federal Income Taxation I

Accounting majors must maintain at least a 2.5 average 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 accounting minor, students must complete:

- AC 11 Introduction to Financial Accounting
- AC 12 Introduction to Managerial Accounting
- AC 203 Intermediate Accounting I
- AC 204 Intermediate Accounting II
- 300-level accounting elective course

Accounting minors must maintain a 2.5 average in all accounting courses.

**Accounting Information Systems Minor**

The accounting information systems minor highlights the impact of technology on the accounting profession as well as the regulatory and internal control issues associated with accounting information.

For an 18-credit minor, students must complete:

- AC 11 Introduction to Financial Accounting
- IS 100 Introduction to Information Systems
- AC 203 Intermediate Accounting I
- AC 365 Accounting Information Systems
- IS 240 Systems Analysis and Logical Design
- IS 260 Database Systems

Accounting majors may double count AC 203 for the accounting major and the accounting information systems minor. Information systems majors may double count IS 240 for the information systems major and the accounting information systems minor. Accounting information systems minors may not declare a second minor in accounting or information systems.

## Course Descriptions

**AC 11 Introduction to Financial Accounting**
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. Three credits.

**AC 12 Introduction to Managerial Accounting**
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. (Prerequisite: AC 11) Three credits.

**AC 203 Intermediate Accounting I**
This course provides an in-depth study of financial accounting theory and concepts, and the presentation of financial statements in conformity with Generally Accepted Accounting Principles (GAAP). The course emphasizes balance sheet valuations and their relationship to income measurement and determination. (Prerequisite: AC 11) Three credits.

**AC 204 Intermediate Accounting II**
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 AC 203. 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. (Prerequisite: AC 203) Three credits.

**AC 310 Advanced Accounting**
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. (Prerequisites: AC 204; junior or senior standing) Three credits.

**AC 320 Cost Management**
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. (Prerequisites: AC 12, AC 203; junior or senior standing) Three credits.

**AC 330 Auditing**
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. (Prerequisites: AC 204; junior or senior standing) Three credits.

**AC 343 Federal Income Taxation I**
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. (Prerequisites: AC 204; junior or senior standing) Three credits.

**AC 345 Federal Income Taxation II**
This course continues the study of taxation begun in AC 343. 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. (Prerequisites: AC 343; junior or senior standing) Three credits.

**AC 365 Accounting Information Systems**
This course analyzes the methods used to capture, process, and communicate accounting information in a modern business enterprise. Students learn to document business transaction cycles using data-flow diagrams and flowcharts. They analyze the accounting information system, identify weaknesses, and recommend improvements to internal control. Students process accounting information through a modern database management application program such as a general ledger package or an enterprise resource planning system. (Prerequisites: AC 12) Three credits.

**AC 380 Municipal and Not-for-Profit Accounting**
This course examines fund accounting theory and concepts, and the reporting principles promulgated by the Governmental Accounting Standards Board as well as the Financial Accounting Standards Board as they relate to municipalities, healthcare organizations, and universities. (Prerequisites: AC 204; junior or senior standing) Three credits.

**AC 391-392 Accounting Internship**
Students gain practical experience in accounting. (Prerequisites: accounting major, junior standing, minimum overall GPA of 2.5) Three or six credits.

**AC 397-398 Independent Study in Accounting**
This course provides students with the opportunity to study and research a specialized topic under faculty guidance. (Prerequisites: accounting major, senior standing, minimum overall GPA of 2.5, and approval) Three or six credits.

**DEPARTMENT OF**
# FINANCE

## Faculty

**Professors**
Bhalla
Conine
Koutmos
Tucker

**Associate Professors**
Hlawitschka, *chair*
Laopodis
McDermott

**Assistant Professors**
Martinez
Salavei

**Lecturers**
Clymer
Jankovic
Maccarone
Parisi
Richardson
Stevenson

## Requirements

**Finance Major**

Finance majors study the theory and practice of financial management and investments. Additionally, they analyze actual case histories of the financial operations of several different companies. The courses included in this major area prepare students to enter into financial management positions with corporate or governmental organizations.

For an 18-credit major in finance, students complete:

- FI 210 Principles of Investments
- FI 215 Financial Management
- FI 330 Case Studies in Finance

Any three* courses chosen from
- FI 200 Global Capital Markets
- FI 220 Working Capital Management
- FI 240 International Finance
- FI 310 Portfolio Analysis
- FI 315 Futures and Options Markets
- FI 320 Financial Modeling

**At least one elective must be a 300-level course.*

**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:

- FI 101 Introduction to Finance
- FI 210 Principles of Investments
- FI 215 Financial Management

Two finance courses selected from the following:
- FI 200 Global Capital Markets
- FI 220 Working Capital Management
- FI 240 International Finance
- FI 310 Portfolio Analysis
- FI 315 Futures and Options Markets
- FI 320 Financial Modeling

**Students should note that AC 11, EC 11, EC 12, and one math course are prerequisites for FI 101.*

## Course Descriptions

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: the financial markets, investments, and business finance. Emphasis is given to such issues as forecasting and planning; investment and financing decisions; and interaction with capital markets. (Prerequisites: sophomore standing, AC 11, EC 11, EC 12, one math course.) Three credits.

**FI 190 Personal Finance**
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. Three credits.

**FI 200 Global Capital Markets**
With the rate of financial innovation and globalization, increasing financial instruments and institutions are becoming international in nature and scope. 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. (Prerequisite: FI 101) Three credits.

**FI 210 Principles of Investments**
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. (Prerequisite: FI 101) Three credits.

**FI 215 Financial Management**
The analysis of optimal financial decision-making for corporate financial managers emphasizes corporate investment, financing, and dividend decisions within the framework of efficient capital markets. Further, the course explores the topics of cash budgeting, real options, economic value added, mergers and acquisitions, bankruptcy, and corporate risk management. (Prerequisite: FI 101) Three credits.

**FI 220 Working Capital Management**
This course examines the management of current assets and current liabilities and emphasizes cash and marketable securities management, cash budgeting, inventory control, accounts receivable management, and short-term and intermediate-term financing. (Prerequisite: FI 101) Three credits.

**FI 240 International Finance**
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. (Prerequisite: FI 215) Three credits.

**FI 310 Portfolio Analysis**
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. (Prerequisite: FI 210) Three credits.

**FI 315 Futures and Options Markets**
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. (Prerequisite: FI 210) Three credits.

**FI 320 Financial Modeling**
The course emphasizes extensive Excel-based valuation including the analysis and projection of financial statements, scenario analyses, and simulations including the use of simulated trading software for corporate valuation and investment analysis. Data for analyses are obtained from sources such as Reuters, Datastream, and Compustat. Contemporary issues in valuation may also be explored, including real options, EVA, and hedging. The course culminates in a team project such as the pricing of publicly traded company, valuation of a small business or a merger and acquisition. (Prerequisite: FI 215) Three credits.

**FI 330 Case Studies in Finance**
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. Simulations are used including trading simulations. (Prerequisites: FI 210, FI 215, and senior status) Three credits.

**FI 391-392 Finance Internship**
Students take up to two semesters of a department-approved internship. Students must have a GPA of 2.5 or higher, have junior standing, and complete an internship in their major area. Three or six credits.

**FI 397-398 Seminar in Finance**
This is a special program that involves contemporary or specialized topics in finance and may be offered as an independent study format under faculty guidance. (Prerequisites: open only to seniors majoring in finance, with approval by the department chair. Students must have an overall grade point average of 2.5 or better.) Three or six credits.

DEPARTMENT OF
# INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT

## Faculty

**Professors**
He
Tellis

**Associate Professors**
Campbell
Huntley, *chair*
Lee

**Assistant Professors**
Ozcelik
Vinekar

**Lecturer**
Zablocki

## Requirements

### Information Systems Major

The Information Systems major prepares students to design and deliver business solutions that integrate people, processes, and technology. Students learn to:

- identify and analyze business opportunities,
- acquire and assess business solutions,
- lead and facilitate strategic initiatives,
- enable informed decision making, and
- manage relationships with technology providers and customers

Information systems majors study the analysis, design, development, and management of information systems in organizations. They develop an understanding of the need for information, its use in the decision-making process, and the procedures by which information is provided to management.

For an 18-credit major in information systems, students complete:

- IS 240 Systems Analysis and Logical Design
- IS 260 Database Systems
- Two elective courses from information systems or operations management offerings.

Any two of the following upper-division courses:

- IS 310 Systems in Organizations
- IS 320 Systems Design and Implementation
- IS 395 Systems Project

Students must maintain at least a 2.5 average in all information systems and operations management major courses. **Note:** IS majors are encouraged to take IS 135 as their third math course.

### Information Systems Minor

This minor complements the other disciplines within the school. It provides students with the knowledge and skills to actively participate in the design and delivery of integrated business solutions in their major field.

Students earn a 15-credit information systems minor by completing:

- IS 100 Introduction to Information Systems
- IS 240 Systems Analysis and Logical Design
- IS 260 Databases and Data Management
- Two elective courses from information systems and operations management offerings.

### Accounting Information Systems Minor

The accounting information systems minor highlights the impact of technology on the accounting profession as well as the regulatory and internal control issues associated with accounting information.

For an 18-credit minor, students must complete:

- AC 11 Introduction to Financial Accounting
- IS 100 Introduction to Information Systems
- AC 203 Intermediate Accounting I
- AC 365 Accounting Information Systems
- IS 240 Systems Analysis and Logical Design
- IS 260 Database Systems

Accounting majors may double count AC 203 for the accounting major and the accounting information systems minor. Information systems majors may double count IS 240 for the information systems major and the accounting information systems minor. Accounting information systems minors may not declare a second minor in accounting or information systems.

**Operations Management Minor**

This minor leads to an understanding of the central role technical and functional skills play within the global environment to produce quality products and services in business unit operations.

Students earn a 15-credit operations management minor by completing:

- IS 100 Introduction to Information Systems
- OM 101 Operations Management
- OM 140 Project Management
- IS 210 Management Science with Spreadsheets
- OM 340 Service Operations

# Course Descriptions

**IS 100 Introduction to Information Systems**
This course helps students understand the role of Information Systems in the contemporary business environment. It introduces them to the use of information systems concepts and techniques in solving a wide range of business problems. Working in small teams, students develop, analyze, and present solutions to a business problem using information technology. Three credits.

**IS 135 Introduction to Business Programming**
This course introduces students to programming logic and design in a contemporary high-level language. Topics include data structures and representation, algorithm development, control structures, object orientation, and user interaction. Business situations provide the basis for course assignments and examples. The course includes weekly programming assignments and a semester project. Formerly IS 235. Three credits.

**IS 210 Management Science with Spreadsheets**
This course focuses on the modeling and analysis of managerial problems using spreadsheet software and add-ins. Topics include linear programming, integer programming, demand forecasting, decision and risk analysis, and systems simulation. Operations, finance, and marketing problems are set up and solved, and use of "what if" analysis provides further insight into the problems and solutions. (Prerequisites: one course in calculus, one course in statistics, and basic knowledge of spreadsheet software) Three credits.

**IS 220 Technology and Society**
This course examines the developmental stages of different technologies and their effects on society. Topics include the use of technology to solve social problems in the developing world. The role of technology in the solution of social problems is also explored in such areas as health, environment, communication, education, war, and politics, and gender and ethnic relations. The readings and resulting class discussions focus on technological solutions of contemporary social problems and the moral dilemmas those choices often generate. Special attention is given to the student service project that will be completed during the semester, and to the weekly written reflections. *This course meets the U.S. diversity requirement.* Three credits.

**IS 240 Systems Analysis and Logical Design**
This course focuses on the introduction of new systems and technology into the firm. Students learn to analyze and design information systems to meet specific business needs. Coverage includes structured and object-oriented methodologies, with an emphasis on current best practice. CASE tools employing the Unified Modeling Language are used as appropriate. As part of a semester project, students analyze requirements for an information system of moderate size and complexity, and then architect and evaluate alternative systems that meet the requirements. The semester projects are "juried" by a team of experienced professionals from the field. (Prerequisite: IS 100) Three credits.

**IS 245 Business Telecommunications and Networks**
Students learn the fundamentals of the telephone system and its relationship to computer networking. Students acquire an understanding of LANs, MANs, WANs, wireless networking, network security, and the international standards and protocols related to networking, and discuss management of small and enterprise networks. Students implement a LAN to connect several computers in a classroom and add a wireless device to that network. Students learn how to evaluate, select, and implement different networking options. (Prerequisite: IS 100) Three credits.

**IS 260 Database Systems**
This course introduces the concepts of data modeling, as they apply in the business world, within the context of a client/server environment. Topics include relational databases, object-oriented databases, and Internet databases, along with the Structured Query Language that is used to create and manipulate databases. Students are also introduced to the architecture of Data Warehouses. Formerly IS 340. (Prerequisite: IS 100) Three credits.

**IS 300 Special Topics in Business Computing**
In this course students study opportunities and problems created by the increasingly widespread use of computers. They examine new developments and/or current practices in computer and information science. A topic is selected for thorough study; subject areas may include data structures, recent hardware or software advances, and specialized applications. (Prerequisite: IS 100) Three credits.

**IS 310 Systems in Organizations**
This course examines business strategy and electronic methods of delivering products, services, and exchanges in inter-organizational, national, and global environments. Students explore new business models, the economics of e-business, value chains and value networks, legal and ethical issues, information privacy and security, disaster planning and recovery, and the societal impacts of widespread e-business. The course includes a brief introduction to technical architecture, technology solutions, and financing required for effective e-business. Students investigate emergent opportunities, challenges, and industry shifts through interactive team exercises, case studies, and individual research projects and presentations. (Prerequisite: IS 100) Three credits.

**IS 320 Systems Design and Implementation**
Students work in collaborating teams to design and build a networked information system. Emphasis is placed on development as an ongoing iterative and incremental process. Standard CASE tools, design patterns, and business practices are used to ensure proper communication and integration across development teams. (Prerequisites: IS 260, IS 240, and a programming course) Three credits.

**IS 350 International Information Systems**
This course investigates information technologies in a variety of international business environments. The course content includes national infrastructures and discrete information cultures in advanced and developing economies. The social, economic, and political impacts of information technologies outside the United States are examined, with an emphasis on appropriate systems design and control. The course covers contemporary issues such as privacy, security, the protection of intellectual property, and national information policies extensively. This course meets the world diversity requirement. (Prerequisite: IS 100) Three credits.

**IS 391-392 Information Systems Internship**
Students may take two semesters of internship, approved by the department. Students must have a GPA of 2.5 or higher, have junior standing, and complete the internship in their major area. Three or six credits.

**IS 395 Systems Project**
This course applies skills that have been learned in the information systems major and the business core. These skills span the areas of project management, systems analysis, systems design, business communication, organizational behavior, software development, operations management, and business processes. Students demonstrate their knowledge by engaging in a student-defined project that provides a business solution for a client. The primary deliverables for the course are a system or a set of alternatives to solve the business problem, along with all related documentation. (Prerequisites: IS 240 and senior status) Three credits.

**IS 397-398 Seminar in Information Systems**
This special program involving independent study and research is also intended for students accepted in an approved internship. This course, administered by the Office of the Dean, requires a formal application by the student to the faculty project advisor and the department chair. The course does not count toward fulfilling the requirements for the information systems major, but does count toward meeting University credit requirements. (Prerequisite: open only to seniors majoring in information systems and approved by the department chair) Three or six credits.

**IS 399 Independent Study in Information Systems**
Students pursue topics of special interest through independent study, research, and/or completion of an information systems project under the supervision of a full-time faculty member. The department chair and dean must approve the work. The student and a faculty project advisor who agrees to conduct the work according to a mutually agreeable schedule must complete an application form. Once the form is completed and submitted to the registrar, the student may register for the course, which is taught during the fall and spring semesters. 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 completed at least two advanced information systems courses before taking this course. Three credits.

**OM 101 Operations Management**
This course provides the primary exposure to service and manufacturing operations management within the business core curriculum. Topics include process modeling, quality management and control, decision analysis, capacity planning, supply chain management, and project planning and control. Special attention is given to showing how concepts and models presented in lectures and readings apply to real-world business situations. Examples of international operations are studied, and ethical issues are explored within the context of decisions such as where to locate facilities. (Prerequisites: sophomore standing and one statistics course) Three credits.

**OM 140 Project Management**
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. (Prerequisite: one statistics course) Three credits.

**OM 340 Service Operations**
This course examines service sector industries such as financial services, healthcare, retailing, and education. It focuses on the associated operational challenges related to high labor intensity, variable demand patterns, high degrees of customer contact, and subjectively determined quality. (Prerequisites: IS 100, and BU 225 or OM 101) Three credits.

**OM 345 Global Logistics and Supply Chain Management**
This course introduces students to logistics management and identifies the relationships between logistics and the other functions of the firm, particularly marketing and operations management. The course covers strategic and operational issues in logistics and supply chain management, including logistics and supply chain design, logistics of customer service, transportation management, demand forecasting, inventory management, order processing, warehousing and materials handling, and facility location. The course examines recent developments in logistics, including third party logistics. (Prerequisites: IS 100, and BU 225 or OM 101) Three credits.

**OM 350 Strategic Management of Technology and Innovation**
This course enables students to understand and to manage innovation at the operational and strategic levels of an organization. It integrates the management of market, technological, and organizational changes to provide a framework for improving the competitiveness of firms and effectiveness of organizations. It emphasizes an effective transition from research and development to successful products and services. The course adopts a competence-based approach to technology management and focuses on internal structure as well as external linkages and processes. (Prerequisite: IS 100) Three credits.



# INTERNATIONAL STUDIES PROGRAM – INTERNATIONAL BUSINESS WITH CO-CURRICULAR MAJOR OR MINOR

## Faculty

**Director**
Leatherman (Politics)

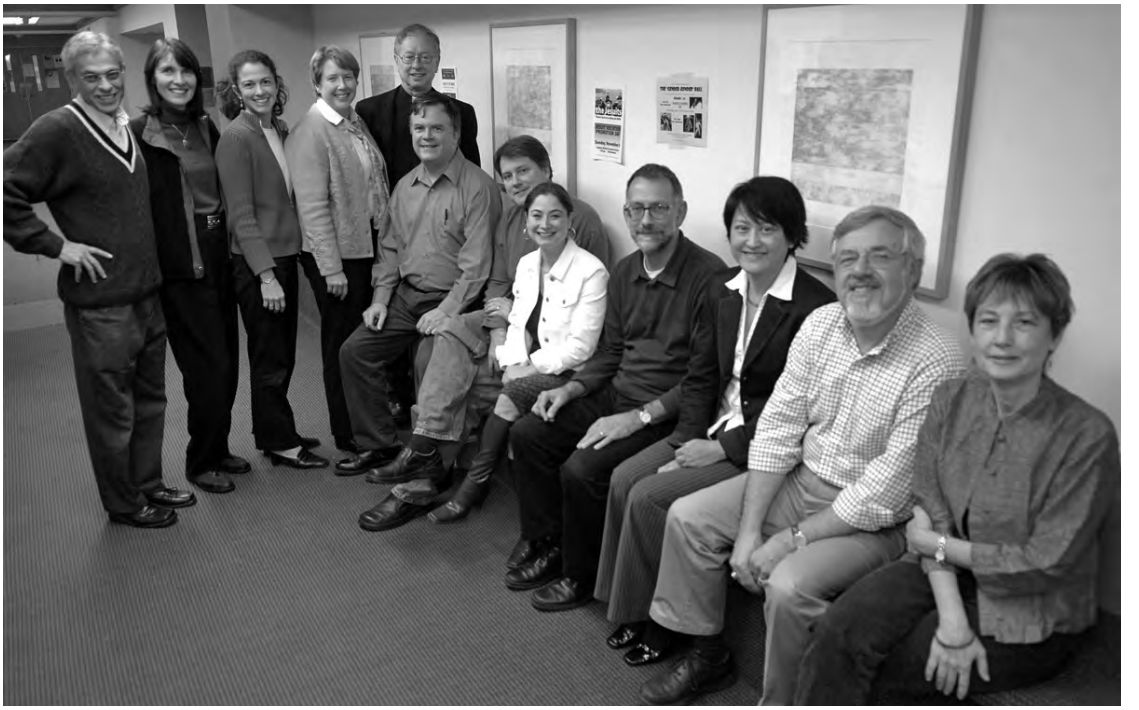
**Associate Director**
Griffin

**Adjunct Faculty**
Siscar

**Coordinating Committee**
Crawford (Sociology/Anthropology)
Franceschi (Economics)
Jones (Sociology/Anthropology)
Li (History)
Patton (Politics)
Poli (Accounting)
Ryscavage, S.J. (Sociology/Anthropology)
Strauss (Management)
Tellis (Information Systems and Operations Management)
Vasquez (Economics)
Vinekar (Information Systems and Operations Management)

**Ex-officio**
Petraglia (Business)

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 service. Students enrolled in the Dolan School of Business have the opportunity to pursue the major in International Business with a co-curricular major or minor in the Dolan School of Business. The International Business major seeks to heighten global awareness in the ways we situate ourself geographically, and encounter conflict, gender, race, class, nationality, environmental challenges, as well as business and economic development.



## Requirements

Students majoring in International Business begin with foundational coursework in international relations, economics, geography, and sociology/anthropology, and complete their degree requirements with a senior research project. To prepare for this, they develop their own specialization taking one theory and one applied course from the thematic areas of Global Development; Conflict, Diplomacy, and Peacebuilding; and Social Justice and Humanitarianism; and by choosing a complementary major or minor (with at least one course that has an international focus) in the Dolan School of Business. Students take courses on multinational organizations and regional trade pacts, economic and political systems, socio-cultural structures, microfinance, and other diversities that have operational significance for community and economic development and international business.

**Complementary Studies and International Opportunities**

The International Studies Program reinforces multidimensional learning with real-world experience through foreign language studies, service learning, Model United Nations, internships and study abroad opportunities, and through work with our faculty in research projects and as student teaching assistants.

For a full listing of courses in International Studies/ International Business, see page 131.

**Requirements include:**

For a major in International Business, students complete:

- IL 50 People, Places and Global Issues
- IL 51 Challenges of Global Politics
- IL 52 Culture and Political Economy
- EC 11 Introduction to Microeconomics (required for all business students)
- EC 12 Introduction to Macroeconomics (required for all business students)
- IL 300 Senior Capstone Seminar
- Choose 2 electives from any of the 3 thematic areas, with 1 theory and 1 applied course
- Choose a co-curricular major or minor in the Dolan School of Business that includes at least one course with an international focus.

Students are advised to select their required electives from the approved course offerings in international studies/international business. Please refer to the International Studies Program for a complete list, page 131.

International Business courses completed abroad must be pre-approved by the assistant dean of the Dolan School of Business and the Director of International Studies.

Students completing the pre-2008-2009 curricular requirements for a major or minor in International Business, are advised to consult with the assistant dean of the Dolan School of Busines.

DEPARTMENT OF
# MANAGEMENT

## Faculty

**Professors**
Gibson, *Chair*
Mainiero
McEvoy
Scheraga
Tromley

**Associate Professors**
Bhattacharya
Cavanaugh
Schmidt

**Assistant Professors**
Giapponi
Strauss

**Lecturers**
Baskin-Brooks
Daulerio
Day
Newman
Pellegrino
Roseman

## Requirements

### 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 three concentrations: general management, human resource management, or business and society.

For an 18 credit management major, students complete:

- MG 235 Managing Human Resources for Competitive Advantage
- MG 240 Leading and Managing People
- MG 340 Critical Issues in Management

Plus three more Management courses to complete the general management major. Students are not required to pursue a concentration. Two courses are required from a concentration area in order to receive the concentration notation; the third course can be from any management area. No course may count for more than one concentration.

### Concentrations and Area Courses

**Business and Society Concentration**

Complete at least two courses from the following:

| | |
|---|---|
| BU 220 | Environmental Law and Policy |
| BU 320 | Employment Law and Discrimination in the Workplace |
| BU 325 | Law, Women, and Work |
| BU/ AE 391 | Seminar in Business Law and Ethics |
| MG 301 | Topics in Business and Society |
| MG 350 | International Law |
| MG 360 | Negotiation and Dispute Resolution |
| MG 365 | Ethics and Technology in Business |
| MG 390 | Cross-Cultural Management |

**Human Resources Concentration**

Complete at least two courses from the following:

| | |
|---|---|
| MG 302 | Topics in Human Resources |
| MG 320 | Diversity in the Workplace |
| MG 330 | Career Development |
| MG 355 | Organizational Culture |
| MG 380 | Performance, Compensation, and Reward |
| MG 385 | Managing People for Global Business |
| MG 390 | Cross-Cultural Management |
| BU 320 | Employment Law and Discrimination in the Workplace |
| BU 325 | Law, Women, and Work |

**General Management Major**

Complete three courses from the following:

MG 301 Topics in Business and Society
MG 302 Topics in Human Resources
MG 303 Topics in Management
MG 320 Diversity in the Workplace
MG 330 Career Development
MG 335 Entrepreneurship and Small Business Management
MG 350 International Law
MG 355 Organizational Culture
MG 360 Negotiation and Dispute Resolution
MG 365 Ethics and Technology in Business
MG 380 Performance, Compensation, and Reward
MG 385 Managing People for Global Business
MG 390 Cross-Cultural Management
BU 220 Environmental Law and Policy
BU 320 Employment Law and Discrimination in the Workplace
BU 325 Law, Women, and Work
BU/AE 391 Seminar in Business Law and Ethics

## Minors

**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:

- MG 101 Introduction to Management in Organizations
- MG 235 Managing Human Resources for Competitive Advantage
- MG 240 Leading and Managing People

Two other courses from:
- BU 220 Environmental Law and Policy
- BU 320 Employment Law and Discrimination in the Workplace
- BU 325 Law, Women, and Work
- BU 391/AE 391 Seminar in Business Law and Ethics
- MG 301 Topics in Business and Society
- MG 302 Topics in Human Resources
- MG 303 Topics in Management
- MG 320 Diversity in the Workplace
- MG 330 Career Development
- MG 335 Entrepreneurship and Small Business Management
- MG 350 International Law
- MG 355 Organizational Culture
- MG 360 Negotiation and Dispute Resolution
- MG 365 Ethics and Technology in Business
- MG 380 Performance, Compensation, and Reward
- MG 385 Managing People for Global Business
- MG 390 Cross-Cultural Management

**Business Law and Ethics Minor**

This minor offer 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 must complete:

- BU 211 Legal Environment of Business
- AE 291 Ethics in Business Management
- BU/AE 391 Seminar in Business Law and Ethics
- Three courses from the following groups (no more than two courses can be selected from each group).

*Group 1*
- BU 220 Environmental Law and Policy
- BU 311 The Law of Contracts, Sales, and Property
- BU 312 The Law of Business Organizations and Financial Transaction
- BU 320 Employment Law and Discrimination in the Workplace
- BU 325 Law, Women, and Work
- MG 350 International Law

*Group 2*
- AE 276 Ethical Dimensions of Global Business Policy
- AE 281 Ethics of Communications
- AE 282 Ethics and the Computer
- AE 284 Environmental Ethics
- AE 295 Ethics in Law and Society
- AE 384 Seminar in Environmental Law, Economics, and Policy
- MG 365 Ethics and Technology in Business
- Other law or ethics courses by permission of the program director.

One course may double count for the business law and ethics minor and the management major.

# Course Descriptions

**MG 101 Introduction to Management in Organizations**
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. (Prerequisite: sophomore standing) Three credits.

**MG 235 Managing Human Resources for Competitive Advantage**
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. (Prerequisite: junior standing) Three credits.

**MG 240 Leading and Managing People**
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. (Prerequisite: junior standing) Three credits.

**MG 300 Business Strategies in the Global Environment**
This capstone course, required for senior level students in the 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. (Prerequisites: matriculation in a business program, senior status, completion of business core, or permission of the instructor) Three credits.

**MG 301 Topics in Business and Society**
This course gives students an in-depth understanding of current issues or topics in the area of business and society. The faculty member teaching this course constructs course content around current developments in his or her research, thus providing students with breaking information about cutting-edge issues in the field and, when appropriate, with an opportunity to participate in the research process. Topics may include business ethics and technology; social and political implications of corporate structure and decision-making; socially responsible investing; and gender constructs and management. (Prerequisites: juniors or seniors with a concentration in business and society or permission of the instructor) Three credits.

**MG 302 Topics in Human Resources**
This course examines topics in human resource management as they relate to contemporary organizations. The course gives students an in-depth understanding of current issues or topics in the area of human resources, giving special attention to the strategic aspect of human resource management: how human resources can create value for the organization. Topics may include strategic human resource management; human resource systems; human resource planning; quality of work life; flexible work; diversity; affirmative action; legal aspects of employment; and work-family issues. (Prerequisite: junior standing) Three credits.

**MG 303 Topics in Management**
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 his or her 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. (Prerequisite: junior standing) Three credits.

**MG 320 Diversity in the Workplace**
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. *This course meets the U.S. diversity requirement.* (Prerequisite: junior standing) Three credits.

**MG 330 Career Planning**
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. (Prerequisites: junior standing; MG 240 or MG 235; or permission of the instructor) Three credits.

**MG 335 Entrepreneurship and Small Business Management**
This course raises student awareness of the problems, opportunities, policies, and practices of the small-business enterprise and its unique role in the free enterprise system. The small-business firm is examined from conception of the opportunity to operation of the firm, including the creative idea, feasibility studies, the development of the business and financial plan, launching the venture, and managing the firm. Participants study case problems of small-business firms. (Prerequisite: junior standing) Three credits.

**MG 340 Critical Issues in Management**
This course applies the knowledge students have acquired from previous management courses by examining integrative topics and issues in both domestic and global contexts. The focus of the course reflects traditional core concepts and their application to emerging critical issues in the field of business management. Case studies and experiential learning are used to enhance the classroom pedagogy. (Prerequisite: senior standing) Three credits.

**MG 350 International Law**
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. *This course meets the world diversity requirement.* (Prerequisite: junior standing) Three credits.

**MG 355 Organizational Culture**
The notion of organizational culture is rooted in the assumption that organizations are greater than the sum of their material parts. Culture, therefore, is a means for close examination of the operating assumptions shaping organizational identity and behavior. Special emphasis is placed on organizational thinking, the presuppositions driving thinking, and the challenges that culture poses for substantive organizational change. (Prerequisite: junior standing) Three credits.

**MG 360 Negotiation and Dispute Resolution**
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. (Prerequisite: junior standing) Three credits.

**MG 365 Ethics and Technology in Business**
This course examines the ways computer technologies may pose new kinds of ethical issues that call for fresh approaches to thinking ethically about business. The purpose of the course is to help students prepare to deal effectively with ethical issues of a technology they are likely to face in their careers. (Prerequisite: junior standing) Three credits.

**MG 380 Performance, Compensation, and Reward**
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. (Prerequisite: junior standing) Three credits.

**MG 385 Managing People for Global Business**
This course recognizes the complexities of managing human resources in the global business arena. Modern-day business is characterized by the relentless pace of globalization, through formation of international collaborations, mergers, joint ventures, and the opening up of new markets such as China, India, and Eastern Europe. There has been a dramatic increase in virtual work teams across several countries, globally outsourced work, and cultural diversity in the workplace as more people move across national borders to work. As a result, human resource management practices like recruitment, training, compensation, performance management, and employee relations are more complex. Additionally legal and regulatory requirements of foreign countries, cultural differences, expatriate management, and workforce mobility become important considerations. This course analyzes these complexities along with in-depth study of the people-related issues in different countries in Asia, Africa, Latin America, and Eastern Europe. *This course meets the world diversity requirement.* (Prerequisite: junior standing) Three credits.

**MG 390 Cross-Cultural Management**
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. *This course meets the world diversity requirement.* (Prerequisite: junior standing) Three credits.

**MG 391-392 Management Internship**
Students may take two semesters of internship, approved by the department. (Prerequisites: students must have a GPA of 2.5 or higher, have junior standing, and complete the internship in their major area) Three or six credits.

**MG 397-398 Seminar in Management**
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. (Prerequisites: students must have an overall grade point average of 2.5 or greater) Three or six credits.

## DEPARTMENT OF MARKETING

# Faculty

**Professor**
Chaudhuri

**Associate Professors**
Cavallo
Ligas, *chair*

**Assistant Professors**
Bose Godbole
Micu
Rajamma
Lee-Wingate

**Lecturers**
Barnett
Herr
Neal
Smith

# Requirements

**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 on the Internet. Marketing majors may further specialize by choosing one of two concentrations: relationship marketing or integrated marketing communications.

For an 18-credit major in marketing, students complete:

- MK 212 Consumer Behavior,
- MK 311 Marketing Research,
- MK 312 Global Marketing, and
- Three more marketing courses listed below. Two courses are required from a concentration area in order to receive the concentration notation.

**Relationship Marketing Concentration**
Complete at least two courses from the following:
- MK 221 Sales and Sales Management
- MK 321 Marketing Channels
- MK 322 Business to Business Marketing

**Integrated Marketing Communications Concentration**
Complete at least two courses from the following:
- MK 231 Advertising
- MK 331 Media Strategy
- MK 332 Public Relations

**General Marketing Major**
Complete three courses from the following:
- MK 221 Sales and Sales Management
- MK 231 Advertising
- MK 241 Internet Marketing
- MK 321 Marketing Channels
- MK 322 Business to Business Marketing
- MK 331 Media Strategy
- MK 332 Public Relations
- MK 341 Brand Management
- MK 342 Contemporary issues in Marketing

**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 must complete:

- MK 101 Principles of Marketing
- MK 212 Consumer Behavior,
- MK 311 Marketing Research,* and

Two courses from the following:
- MK 221 Sales and Sales Management
- MK 231 Advertising
- MK 241 Internet Marketing
- MK 312 Global Marketing
- MK 321 Marketing Channel
- MK 322 Business to Business Marketing
- MK 331 Media Strategy
- MK 332 Public Relations
- MK 341 Brand Management
- MK 342 Contemporary Issues in Marketing

**Students should note that statistics and senior standing are prerequisites for MK 311.*

# Course Descriptions

**MK 101 Principles of Marketing**
The purpose of this course is to introduce the student to 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, and the student develops skills for identifying the customer's wants and needs and satisfying these demands. 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 relevant topics include global marketing; society and marketing ethics, and Internet marketing. Students are required to work in a team to construct a written marketplace analysis for a chosen product/service. (Prerequisite: sophomore standing) Three credits.

**MK 212 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. (Prerequisites: MK 101, junior or senior standing) Three credits.

**MK 221 Sales and Sales Management**
This course helps students learn sales management principles. Effective management of salespeople is critical to business success because many goods and services demand personal contacts to close the sale. To function effectively as managers, students must know how salespeople perform their jobs. In addition, this course emphasizes the role of personal selling, account relationships, territory management, and new technologies in sales management program. (Prerequisites: MK 101, junior or senior standing) Three credits.

**MK 231 Advertising**
This course focuses on the many changes that are occurring in the advertising industry and how they influence advertising and promotional strategies and tactics. Designed from an integrated marketing communications perspective, this course emphasizes the importance of coordinating the various promotional mix elements with other marketing activities that communicate with a company's customers. Topics include advertising on traditional media such as television, radio, and magazines, and on non-traditional media such as the World Wide Web, media planning, direct marketing, public relations, sales promotions, and personal selling. (Prerequisites: MK 101, junior or senior standing) Three credits.

**MK 241 Internet Marketing**
This course examines the impact of the Internet on traditional methods of doing business and explores uses of the Internet for the marketing of goods, services, information, and ideas. The course pays particular attention to the impact of Internet technology on marketing strategy and practices, and relates Internet technology and e-business to established marketing concepts such as promotion, distribution/logistics, pricing, retailing, marketing research, consumer behavior, and many other product/service decisions. (Prerequisites: MK 101, junior or senior standing) Three credits.

**MK 311 Marketing Research**
This course gives students an appreciation of the role marketing research plays in reducing the risks associated with marketing decisions. The course emphasizes developing the student's basic skills in conducting and evaluating marketing research projects. Topics include problem formulation, research design, data collection instruments, sampling and field operations, data analysis, and presentation of results. (Prerequisites: MK 101, a statistics course, and senior standing) Three credits.

**MK 312 Global Marketing**
This course emphasizes the role of marketing and marketing management in different environments having an impact on the various marketing functions. In addition to a focus on marketing activities and their management, which are experienced in the domestic environment, the course emphasizes cultural, political, geographic, and other factors in different environments. The course focuses on international marketing by firms in other nations as well as American firms. (Prerequisites: MK 101, junior or senior standing) Three credits.

**MK 321 Marketing Channels**
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. (Prerequisites: MK 101, junior or senior standing) Three credits.

**MK 322 Business to Business Marketing**
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. (Prerequisites: MK 101, junior or senior standing) Three credits.

**MK 331 Media Strategy**
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. (Prerequisites: MK 101, junior or senior standing) Three credits.

**MK 332 Public Relations**
This course facilitates the fundamental understanding of audiences: receiving information from them, advertising management of their attitudes and responses, helping to set policies that demonstrate responsible attention to them, and constantly evaluating the effectiveness of all public relations programs. This inclusive role integrates all activities associated with ascertaining and influencing the opinions of a group of people. The course pays increasing attention to the use of electronic technology for messages from fax machines to e-mail to specialized networks in cyberspace. (Prerequisites: MK 101, junior or senior standing) Three credits.

**MK 341 Brand Management**
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. (Prerequisites: MK 101, junior or senior standing) Three credits.

**MK 342 Contemporary Issues in Marketing**
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. (Prerequisites: MK 101, junior or senior standing) Three credits.

**MK 391-392 Marketing Internship**
Students may take two semesters of internship, approved by the department. (Prerequisites: MK 101, a GPA of 2.5 or better, junior standing, and completion of the internship in their major area) Three or six credits.

**MK 397-398 Seminar in Marketing**
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. (Prerequisites: MK 101, an overall grade point average of 2.5 or better, senior standing) Three or six credits.

# School of Engineering

# A Message to Students

Welcome to the School of Engineering of Fairfield University. Here, we are devoted to serving students to pursue successfully undergraduate and graduate engineering degrees. The School provides opportunities to students to combine study with experience and professional practice through classroom instruction and industrial internships, offering the prospect for the best in engineering education.

The School of Engineering strives to maintain the highest level of institutional and instructional integrity, and remains committed to the Ignatian ideals of education, including intellectual rigor, service to others, and service to faith, with the promotion of justice for all as an absolute requirement. In pursuit of this mission, the School dedicates its resources to the nurturing of the intellectual capital and skills of its students across disciplines, and devotes the material means needed to support a robust working and learning environment. The School's graduates will have mastered theoretical and practical knowledge of engineering skills, and will have acquired additional competencies in communications, critical judgment, social responsibility, and a sense of economic and ethical values.

In the following pages in this catalog, you will find an explicit description of the academic goals of each of the engineering disciplines offered in the School of Engineering. As expected, these goals dictate the curricula and degree requirements. The engineering curricula include a robust core of liberal arts courses - the hallmark of Fairfield's education - that aim to endow our engineering graduates with competencies that transform them into thinking citizens and lifelong learners, and prepare them to live an inspired life. Additionally, our ambition in the School of Engineering is to enable all our students to assume positions of technical leadership and professional responsibility, and to achieve full satisfaction in their jobs, or in graduate studies, upon graduation from Fairfield University. Furthermore, we train our graduates to become energetic participants in the social change that engineering and technology bring about in the course of time.

On behalf of the entire School of Engineering faculty, staff, and administration, welcome. We remain committed to excellence in engineering education.

E. Hadjimichael

Dr. Evangelos Hadjimichael
*Dean, School of Engineering*

# SCHOOL OF ENGINEERING

## Administration

**Dean**
Evangelos Hadjimichael, Ph.D.

**Associate Dean**
William Taylor, Ph.D.

**Director of Laboratories**
Paul Botosani, Ph.D.

## Program Goals and Assessment

The School of Engineering aims to graduate students with leading-edge engineering skills and additional competencies in oral and written communications and critical thinking who possess a well-developed cultural orientation, an understanding of economic values, and a sense of ethical and social responsibility. The engineering curriculum addresses several knowledge areas: science and mathematics, computer science, major engineering field requirements, and engineering design, on one hand; a liberal studies core composed of courses in English, the humanities, social sciences, and the arts, on the other. Of particular note are the first-year courses, Fundamentals of Engineering and Computer Science (EG 31-32), which are designed to introduce students to the engineering mindset – the tools and vision of engineering – and enable them to recognize the role of creativity and innovation in engineering, and to differentiate among engineering disciplines and their interactions. At the other end of the engineering experience, during the fourth year of studies, the team-driven senior project course offers a rigorous learning experience that completes the education of engineering students.

The mission of Fairfield's engineering program is to graduate liberally educated engineers equipped with knowledge and experiential skills so they may successfully enter the mainstream of industrial/manufacturing activity, education, or government service, or to continue with postgraduate studies. To that end, the School of Engineering:

- continually improves the quality and currency of its instructional programs and monitors their outcome,
- equips engineering laboratories with modern and versatile equipment and software applications,
- provides support services – advising, self-paced learning, tutorials – as needed by engineering students,
- maintains a close working relationship with industry to better know its needs and identify new opportunities to serve it,
- maintains a close relationship with practitioners of the engineering disciplines to gain input in program development and outcomes assessment,
- maintains small-size engineering classes so that rigorous instructor-to-student and student-to-student interactions are an integral part of the pedagogy.

The overriding themes of the educational process in the School of Engineering are:

- employing the inductive teaching methodology that is centered on active student learning, and
- assessing the outcome of student learning measured against the prescribed learning goals of the engineering programs and students' expectations. The Assessment and Continuous Quality Improvement Process (ACQIP) constitutes the operational paradigm in the School of Engineering and encompasses the educational philosophy that motivates innovation and the implementation of best educational practices.

## 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 efficiently and economically. 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 faculty members, 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, along with primary laboratory and computer facilities, are located in McAuliffe Hall. Science and additional classroom and computer application facilities are in the Bannow Science Center. A tutorial facility and a reading and reference lounge are also in McAuliffe Hall. 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 subject to continuous innovation in order to provide an environment for experiential learning that is closely integrated with classroom learning. The School of Engineering complements its educational activities through its Web-based facility, which links laboratory instrumentation to the School's global network, and so enables demonstration of phenomena, simulation of processes, measurements, and data management in learning-supporting fashion. Finally, a small number of engineering courses are offered online as needed. A video-teleconferencing system is among the teaching tools in the School of Engineering. The School's website is www.fairfield.edu/engineering. It 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. 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.

### Transfer from Community Colleges
The School of Engineering has articulation agreements with the Connecticut College of Technology embracing the 12 community colleges in Connecticut. Under this agreement, the B.S. degree completion by graduates of community colleges with an engineering associate's degree is greatly facilitated at Fairfield University. Bridge courses to facilitate transfer, and some financial aid to transfers from community colleges, are also offered by the School of Engineering.

## School Activities/Relationships with Area Industry
Engineering students at Fairfield University may join the Engineering Student Society, an umbrella organization that embraces student chapters of the American Society of Mechanical Engineers, Society of Manufacturing 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.

The School of Engineering maintains direct relations with area industries and manufacturers. 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.

### The SOE Advisory Board
The School of Engineering receives support and guidance in program development and other matters from its Advisory Board, a group of men and women in leading positions in industry and education.

## Undergraduate Programs
The School of Engineering offers undergraduate programs leading to the Bachelor of Science degree in engineering and the associate degree in engineering, as well as certificate programs in automated manufacturing, and information technology.

### Bachelor of Science in Engineering
Students in this program complete 132 to 134 credit hours. Students begin their studies with EG 31-32, Fundamentals of Engineering and Computer Science, and complete the degree requirements with the team-based Senior Design Project.

EG 31-32 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 demanding the implementation of engineering design principles and associated skills in designing for functionality, reliability, and economy in real-world projects undertaken by multidisciplinary teams.

All 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.

As a rule, the undergraduate curriculum, pursued on a full-time basis, is completed in:

1. The traditional 4-year full-time program
2. The 3/2 five-year program
3. The part-time evening program

**The Full-Time Traditional Program**

This program leads to a B.S. degree in one of the following:

- automated manufacturing engineering
- computer engineering
- electrical engineering
- mechanical engineering
- software engineering

As shown in later pages, this four-year course of study encompasses 132 to 134 credit hours, depending on the specific degree, in areas of engineering, science, mathematics, computer science, and the liberal arts. Freshmen are introduced into the spirit and vision of engineering through the Fundamentals of Engineering course. Seniors complete their degree requirements with the Senior Design Project.

**The 3/2 Five-Year Program**

The 3/2 engineering program is a five-year course of study. Students complete three years of studies at Fairfield in the areas of mathematics, the sciences, a portion of the engineering curriculum, humanities and social sciences, and two years of specialized engineering studies at one of four partner institutions: Columbia University, Rensselaer Polytechnic Institute, the University of Connecticut, and Stevens Institute of Technology. Students in this program earn two degrees, a B.A. from Fairfield University and a B.S. in engineering from one of the other four institutions. Through our partner schools, students have expanded options in choosing an engineering discipline: e.g., aeronautical, chemical, civil, environmental, biomedical, and nuclear engineering. With a 3.2 grade point average, students in the 3/2 program may transfer automatically to a university of their choice among the four partner institutions. Students who have completed the liberal arts core will be awarded the B.A. degree from Fairfield University at the end of their fourth year of studies, and will be graduated with their Fairfield class.

**The Part-Time Evening Program**

This program leads to either:

- a B.S. degree in electrical, mechanical, automated manufacturing, computer, or software engineering covering the same curriculum as the traditional 4-year full-time program,
- an associate degree (A.S.) in electrical or mechanical engineering, or
- a certificate in automation, and/or information technology.

This program allows fully employed students to pursue engineering degrees on a part-time basis at a pace suited to their circumstances. In most instances, employers provide tuition reimbursement. The technical curriculum requirements for this program are the same as those for the full-time traditional program. However, occasionally work and/or life experience may count toward a reduced required curriculum upon permission of the dean. Advanced engineering classes, offered in the evening, are subscribed by both full-time and part-time students.

**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**

Within each major field of study there are 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. For example, microelectronics, power electronics, or wireless communications would be areas of concentration in electrical engineering; signal processing, digital design, or computer graphics in computer engineering; data bases, data warehousing and mining, or networks and network programming in software engineering; strength of materials or machine design in mechanical engineering; programmable logic control systems in automated manufacturing engineering.

**Minors in Other Fields of Study**
Engineering students are automatically awarded a mathematics minor with the completion of five mathematics courses. It should be noted that all engineering programs require five, or more, mathematics courses.

In addition, engineering majors can opt and fulfill the requirements for other minors. For example, an engineering student who wishes to gain further knowledge in economics could use the two social science electives and the two general electives in the liberal arts core, and with one summer course, he/she will complete the requirements for an economics minor. Similar arrangements can be made for a business minor or a physics minor.

**Associate's Degree in Engineering**
Associate's Degree in Engineering Students may earn an associate's degree in electrical engineering (ASEE) or mechanical engineering (ASME) by completing coursework representative of the first two-year phase of the 4-year engineering education; curriculum requirements for the associate's degree are approximately one-half those of the B.S. degree. Graduates may continue their studies to the B.S. degree, or seek employment immediately upon graduation with an A.S. degree. The detailed 2-year A.S. curriculum is shown in later pages.

## Combined Bachelor's and Master's Degree

**The Five-Year Dual Degree, B.S./M.S. Program in Software Engineering**
This is a fast track program to a master's degree in software engineering. Students may request a change of status from the undergraduate to the undergraduate/graduate five-year combined plan of study at any point after the following conditions are met:

- Completed 98 credits towards the B.S. in Software Engineering, i.e., most likely at the end of their third year
- Completed all required Junior-level math and software engineering courses specified in the undergraduate catalog
- Successfully completed six courses in software engineering or computer science with a GPA of 3.2, and are enrolled in at least one graduate course in software engineering
- Have an overall GPA of 3.0.

Students will be awarded both the B.S. and master's degree simultaneously, when all the requirements of the combined degree curriculum have been satisfied.

## Minor in Engineering

The School of Engineering offers a minor in engineering for non-engineering students. This is a 14-credit hour course of study for students who have completed two courses in calculus and two in physics with a grade of C or better. Students who choose the engineering minor will benefit intellectually from exploring the field of engineering and will strengthen their candidacy for professional studies such as medicine or law. For details, see page 278.

## Graduate Programs

The School of Engineering offers four master of science degrees: M.S. in the management of technology, which is offered in conjunction with the MBA program in the Charles F. Dolan School of Business; M.S. in software engineering; M.S. in electrical and computer engineering; and M.S. in mechanical engineering. In addition, graduate engineers with special interests may enroll in certificate programs in Network Technologies, Network and Data Security Technologies, Web Application Technologies, and Mechatronics. For information about these programs, please see the School of Engineering graduate catalog, or visit the School's website at www.fairfield.edu/engineering.

# AUTOMATED MANUFACTURING ENGINEERING

## Faculty

**Professors**
Botosani*, Director*

**Assistant Professors**
Li
Muccio
Savage
Wojna

**Senior Instructors**
Craciun
McFadden
Medalis

## Bachelor of Science

Automated Manufacturing Engineering (AME) is a multidisciplinary field; it integrates knowledge from areas of science, mathematics, computers, mechanical engineering, electronics engineering, and automation. Following courses in fundamental engineering knowledge, students learn how to apply sound scientific principles to solve practical problems in industry in the area of manufacturing engineering. This concentration places an emphasis on the application of computer systems to modern manufacturing by means of such topics as robotics, computer-aided design (CAD), hydraulics and pneumatics systems (H&P), programmable logic controllers (PLC), computer-aided manufacturing (CAM), and computer integrated manufacturing (CIM).

As in other engineering programs, the educational objectives of the Bachelor of Science degree program in automated manufacturing engineering are as follows:

- **Domain Knowledge:** Graduates will be able to apply their in-depth understanding of automated manufacturing systems within the constraints of performance specification, budget, and scheduling.
- **Professional Practice:** Graduates will develop their skills in engineering design, problem-solving and communication, and their aptitude for innovation and teamwork, especially important for work on interdisciplinary projects.
- **Lifelong Learning:** Graduates will become experts in their chosen fields, members of their professional societies, and broaden their professional knowledge with formal and/or informal continuing education.
- **Engineering Citizenship:** Graduates will practice the ethics of their profession, consistent with a sense of social responsibility and the promotion of a diverse and just society.

The Automated Manufacturing Engineering curriculum is constructed to include abundant experiential learning. This is accomplished through the integration of laboratory experiences within the framework of the theoretical courses in the basic curriculum, and by making use of well-equipped laboratories and computing facilities. Concentrations in manufacturing engineering, control systems, and automation engineering are available in this program, with a focus on robotics and automation, feedback and product and process design, and manufacturing systems. A team-based design project at the senior level completes the technical education.

**Automated Manufacturing Engineering Curriculum (134 credits)**

| **Year 1 – Fall Semester** | | **Credits** |
|---|---|---|
| MA 125 | Calculus I | 3 |
| PS 15 | General Physics I | 3 |
| PS 15L | General Physics I Lab | 1 |
| EG 31 | Fundamentals of Engineering and Computer Science I | 3 |
| GE | General Elective (CS131 is recommended) | 3 |
| EN 11 | Composition and Prose Literature | 3 |
| Total | | 16 |

| **Year 1 – Spring Semester** | | |
|---|---|---|
| MA 126 | Calculus II | 3 |
| PS 16 | General Physics II | 3 |
| PS 16L | General Physics II Lab | 1 |
| EG 32 | Fundamentals of Engineering and Computer Science II | 3 |
| CD 211 | Engineering Graphics I | 3 |
| EN 12 | Introduction to Literature | 3 |
| Total | | 16 |

| **Year 2 – Fall Semester** | | |
|---|---|---|
| MA 227 | Calculus III | 3 |
| ME 201 | Engineering Statics | 3 |
| MF 230 | Computer Aided Manufacturing (CAM) I | 3 |
| CH 11 | Inorganic Chemistry I | 3 |
| CH 11L | Inorganic Chemistry Lab I | 1 |
| RS 10 | Intro to Religious Studies | 3 |
| Total | | 16 |

| **Year 2 – Spring Semester** | | |
|---|---|---|
| MA 228 | Calculus IV | 3 |
| ME 203 | Kinematics and Dynamics | 3 |
| MF 207 | Materials Science | 3 |
| MF 240 | Computer Aided Manufacturing (CAM) II | 3 |
| MF 250 | Programmable Logic Control (PLC) Systems | 3 |
| MF 250L | Programmable Logic Control (PLC) Systems Lab | 1 |
| AH | Art History Elective | 3 |
| Total | | 19 |

| Year 3 – Fall Semester | | Credits |
|---|---|---|
| MA 321 | Ordinary Differential Equations | 3 |
| ME 241 | Principles of Thermodynamics | 3 |
| EE 213 | Introduction to Electric Circuits | 3 |
| EE 213L | Electric Circuits Lab | 1 |
| MF 354 | Product and Process Design for Manufacturing | 3 |
| HI 30 | Europe and the World in Transition | 3 |
| Total | | 16 |

| Year 3 – Spring Semester | | |
|---|---|---|
| MF 260 | Hydraulics and Pneumatic Design | 3 |
| ME 308 | Strength of Materials | 3 |
| GE | General Elective | 3 |
| PH 10 | Introduction to Philosophy | 3 |
| HI | History Elective | 3 |
| EC 11 | Intro to Microeconomics | 3 |
| Total | | 18 |

| Year 4 – Fall Semester | | |
|---|---|---|
| MF 315 | Computer Integrated Manufacturing (CIM) | 3 |
| MF 351 | Manufacturing Systems I | 3 |
| MF 390 | Senior Design Project I | |
| MF | Major Elective | 3 |
| RS | Religious Studies Elective | 3 |
| AE | Applied Ethics Elective | 3 |
| Total | | 18 |

| Year 4 – Spring Semester | | |
|---|---|---|
| MF 391 | Senior Project II | 3 |
| MF | Major Elective | 3 |
| PH | Philosophy Elective | 3 |
| SS | Social Science Elective | 3 |
| EN | English Elective | 3 |
| Total | | 15 |

**Automated Manufacturing Engineering Electives**

| | |
|---|---|
| MC 290 | Engineering Systems Dynamics |
| MC 300 | Feedback and Control Systems |
| ME 311 | Machine Design |
| ME 318 | Finite Element Analysis |
| MF 350 | Advanced Programmable Logic Control (PLC) Systems |
| MF 350L | Advanced Programmable Logic Control (PLC) Systems Lab |
| MF 352 | Manufacturing Systems II |
| MF 361 | Automation and Robotics I |
| MF 362 | Automatics and Robotics II |

**Certificate in**
**Automated Manufacturing Engineering**

Engineers with the requisite background may opt for a Certificate in Automated Manufacturing consisting of four courses: MF 230, MF 240, MF 250 with Lab, and MF 260.

# COMPUTER SCIENCE

A program in Computer Science is in preparation in the School of Engineering. This program will share some courses with the Computer Science program in the College of Arts and Sciences, but it will have a distinctly different focus through additional required and elective courses, in such areas as Programming Languages, Algorithms Analysis, Software Design, Databas Design Networks, and Senior Design Projects. For further information about this program contact the Dean's Office.

# ELECTRICAL AND COMPUTER ENGINEERING

## Faculty

**Professors**
Beal
Botosani
Denenberg
Lyon
Sergent, *chair*
Taylor

**Associate Professors**
Govil
Tsacoyeanes

**Assistant Professors**
Mandello
Munden
Wojna

**Senior Instructor**
Craciun

## Bachelor of Science

The computer engineering program and the electrical engineering program are administered under the Department of Electrical and Computer Engineering. The two undergraduate programs share many courses and both programs have a strong design component. Students learn the theory in the classroom and put it into practice in the laboratory, resulting in an electrical or computer engineering graduate that is ready to put these skills into practice in an industrial environment. The Bachelor of Science degree programs in both Electrical Engineering and Computer Engineering are accredited by the Accreditation Board for Engineering and Technology (ABET). The programs blend theoretical knowledge with hands-on experiential learning in a rich menu of topics. The educational objectives of the two programs are as follows:

- **Domain Knowledge:** Graduates of the BSEE and BSCE programs will apply their technical skills to design/analyze/manage electrical/computer systems in their chosen discipline in the field of electrical engineering. They will exercise technical, quality, schedule, and cost constraints in the design process.
- **Professional Practice:** They will practice the profession of electrical/computer engineering as either an individual contributor to their discipline or as a member of an interdisciplinary team in a competent and efficient manner.
- **Lifelong Learning:** They will maintain membership in professional societies as part of being committed to lifelong learning about their profession and its relationship to society.

- **Engineering Citizenship:** They will practice in an ethical and professional manner and will constantly be aware of the impact of their efforts on social welfare, safety, and the environment. They will promote justice in all matters and be of service to their community.

For the first year of study, these 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. The programs place increasing emphasis on design assignments. Students may specialize in a specific area of interest to them, and in accord with their specific career objectives, by taking two elective courses that provide depth in this area.

## Computer Engineering

**Computer Engineering Curriculum**
**(133 Credits)**

| **Year 1 – Fall Semester** | | **Credits** |
|---|---|---|
| MA 125 | Calculus I | 3 |
| PS 15 | General Physics I | 3 |
| PS 15L | General Physics I Lab | 1 |
| EG 31 | Fundamentals of Engineering and Computer Science I | 3 |
| CS 131 | Computer Programming I | 3 |
| EN 11 | Composition and Prose Literature | 3 |
| Total | | 16 |

| **Year 1 – Spring Semester** | | |
|---|---|---|
| MA 126 | Calculus II | 3 |
| PS 16 | General Physics II | 3 |
| PS 16L | General Physics II Lab | 1 |
| EG 32 | Fundamentals of Engineering and Computer Science II | 3 |
| CS 132 | Computer Programming II | 3 |
| EN 12 | Introduction to Literature | 3 |
| Total | | 16 |

| Year 2 – Fall Semester | | Credits |
|---|---|---|
| MA 227 | Calculus III | 3 |
| MA 231 | Discrete Mathematics | 3 |
| EE 213 | Introduction to Electric Circuits | 3 |
| EE 213L | Electric Circuits Lab | 1 |
| CS 232 | Data Structures | 3 |
| PH 10 | Introduction to Philosophy | 3 |
| Total | | 16 |

| Year 2 – Spring Semester | | |
|---|---|---|
| MA 321 | Ordinary Differential Equations | 3 |
| SW 327 | Distributed Operating Systems | 3 |
| CR 246 | Digital Design II | 3 |
| CR 246L | Digital Design Lab II | 1 |
| EE 231 | Introduction to Electronics Circuits and Devices | 3 |
| EE 231L | Electronics Circuits Lab | 1 |
| HI 30 | Europe and the World in Transition | 3 |
| Total | | 16 |

| Year 3 – Fall Semester | | |
|---|---|---|
| MA 321 | Ordinary Differential Equations | 3 |
| SW 327 | Distributed Operating Systems | 3 |
| CR 246 | Digital Design II | 3 |
| CR 246L | Digital Design Lab II | 1 |
| EE 231 | Introduction to Electronics Circuits and Devices | 3 |
| EE 231L | Electronics Circuits Lab | 1 |
| HI 30 | Europe and the World in Transition | 3 |
| Total | | 17 |

| Year 3 – Spring Semester | | |
|---|---|---|
| EE 346 | Embedded Microcontrollers | 3 |
| EE 346L | Microcontrollers Laboratory | 1 |
| CR 320 | Computer Networks | 3 |
| EC 11 | Introduction to Microeconomics | 3 |
| AH | Art History Elective | 3 |
| PH | Philosophy Elective | 3 |
| Total | | 16 |

| Year 4 – Fall Semester | | |
|---|---|---|
| CR 390 | Senior Design Project I | 3 |
| EG 351 | Probability and Random Processes | 3 |
| CD 211 | Engineering Graphics I | 3 |
| EN | English Elective | 3 |
| HI | History Elective | 3 |
| RS | Religious Studies Elective | 33 |
| Total | | 18 |

| Year 4 – Spring Semester | | |
|---|---|---|
| CR 391 | Senior Design Project II | 3 |
| CR | Major Elective | 3 |
| AE | Applied Ethics Elective | 3 |
| SSE | Social Science Elective | 3 |
| GE | General Elective I | 3 |
| GE | General Elective II | 3 |
| Total | | 18 |

## Electrical Engineering

**Electrical Engineering Curriculum**
**(134 credits)**

| Year 1 – Fall Semester | | Credits |
|---|---|---|
| MA 125 | Calculus I | 3 |
| PS 15 | General Physics I | 3 |
| PS 15L | General Physics I Lab | 1 |
| EG 31 | Fundamentals of Engineering and Computer Science I | 3 |
| CS 131 | Computer Programming I | 3 |
| EN 11 | Composition and Prose Literature | 3 |
| Total | | 16 |

| Year 1 – Spring Semester | | |
|---|---|---|
| MA 126 | Calculus II | 3 |
| PS 16 | General Physics II | 3 |
| PS 16L | General Physics II Lab | 1 |
| EG 32 | Fundamentals of Engineering and Computer Science II | 3 |
| EN 12 | Introduction to Literature | 3 |
| HI 30 | Europe and the World in Transition | 3 |
| Total | | 16 |

| Year 2 – Fall Semester | | |
|---|---|---|
| MA 227 | Calculus III | 3 |
| EE 213 | Introduction to Electric Circuits | 3 |
| EE 213L | Electric Circuits Lab | 1 |
| CH 11 | General Inorganic Chemistry | 3 |
| CH 11L | General Inorganic Chemistry Lab | 1 |
| ME 201 | Engineering Statics | 3 |
| RS 10 | Introduction to Religious Studies | 3 |
| Total | | 17 |

| Year 2 – Spring Semester | | |
|---|---|---|
| MA 228 | Calculus IV | 3 |
| EE 221 | Frequency Domain Circuit Analysis | 3 |
| EE 245 | Digital Design I | 3 |
| EE 245L | Digital Design I Lab | 1 |
| PH 10 | Introduction to Philosophy | 3 |
| AH | Art History Elective | 3 |
| Total | | 16 |

| **Year 3 – Fall Semester** | | **Credits** |
|---|---|---|
| MA 321 | Ordinary Differential Equations | 3 |
| EE 231 | Introduction to Electronics Circuits and Devices | 3 |
| EE 231L | Electronics Circuits Lab | 1 |
| EE 301 | Signals and Systems I | 3 |
| ME 241 | Principles of Thermodynamics | 3 |
| EN | English Elective | 3 |
| HI | History Elective | 3 |
| Total | | 19 |

| **Year 3 – Spring Semester** | | |
|---|---|---|
| EE 331 | Analog Electronics Design | 3 |
| EE 331L | Analog Electronics Lab | 1 |
| EE | Major Elective I | 3 |
| CD 211 | Engineering Graphics I | 3 |
| EC 11 | Introduction to Microeconomics | 3 |
| PH | Philosophy Elective | 3 |
| Total | | 16 |

| **Year 4 – Fall Semester** | | |
|---|---|---|
| EE 321 | Electromagnetic Fields | 4 |
| EE 390 | Senior Design Project I | 3 |
| EG 351 | Probability and Random Processes | 3 |
| EE | Major Elective 2 | 3 |
| RS | Religious Studies Elective | 3 |
| Total | | 16 |

| **Year 4 – Spring Semester** | | |
|---|---|---|
| MC 300 | Feedback and Control Systems | 3 |
| EE 391 | Senior Design Project II | 3 |
| GE | General Elective I | 3 |
| GE | General Elective II | 3 |
| AE | Applied Ethics Elective | 3 |
| SSE | Social Science Elective | 3 |
| Total | | 18 |

## Electrical and Computer Engineering Electives

| **Biomedical Engineering** | | **Credits** |
|---|---|---|
| ECE 431 | Biomedical Signal Processing | 3 |
| ECE 432 | Biomedical Imaging | 3 |
| EG 233 | Biomedical Visualization | 3 |

| **Communications** | | |
|---|---|---|
| EE 350 | Communication Systems | 3 |
| EE 354 | Electro-Optical Communications | 3 |
| EE 354L | Electro-Optical Communicarions Lab | 1 |
| ECE 475 | Microwave Structures | 3 |
| ECE 480 | Wireless Systems | 3 |

| **Computer Engineering** | | |
|---|---|---|
| CR 310 | Voice and Signal Processing | 3 |
| CR 311 | Image Processing | 3 |
| CR 320 | Computer Networks | 3 |

| **Design** | | |
|---|---|---|
| EE 346 | Embedded Microcontrollers | 3 |
| EE 346L | Microcontroller Lab | 1 |
| EE 382 | Advanced Electrical Project | 3 |

| **Digital Signal Processing** | | |
|---|---|---|
| EE 304 | Signals and Systems II | 3 |
| EE 350 | Communication Systems | 3 |
| ECE 485 | Digital Communications | 3 |

| **Microelectronics** | | |
|---|---|---|
| ECE 445 | Digital Integrated Circuit Design | 3 |
| ECE 447 | Analog Integrated Circuit Design | 3 |
| EE 335 | Microelectronics | 3 |
| ECE 405 | Electronic Materials | 3 |

| **Power Systems** | | |
|---|---|---|
| EE 360 | Power Electronics | 3 |
| EE 360L | Power Electronics Lab | 1 |
| ECE 495 | Power Generation and Distribution | 3 |

| **Systems and Controls** | | |
|---|---|---|
| ECE 415 | Engineering Applications of Numerical Methods | 3 |
| ECE 465 | Nonlinear Control Systems | 3 |
| MF 361 | Automation and Robotics I | 3 |

# MECHANICAL ENGINEERING

## Faculty

**Professors**
Anekwe
Dubrow
Dukkipati, *chair*
Zabinski

**Associate Professors**
Dornfeld
Etemad

**Assistant Professors**
Li
Muccio
Savage
Sinharoy
Watson
Wojna

**Senior Instructors**
Cupic
McFadden
Medalis
Roux

**Instructors**
Bauer
Craciun

## Bachelor of Science

The mechanical engineering program is accredited by the Accreditation Board for Engineering and Technology (ABET). This engineering discipline has very a broad spectrum of applications in all aspects of modern technology. Students undertake studies in statics and dynamics, materials science, solid and fluid mechanics, thermodynamics, heat transfer, machine design, and system dynamics. Advanced elective courses in mechanics and material sciences, design and manufacturing, mechatronics, and energy systems are pursued toward career goals. A team-based senior project completes the technical education.

The educational objectives of the Bachelor of Science degree program in mechanical engineering are summarized as follows:

- **Domain Knowledge:** Graduates will be able to apply their in-depth understanding of mechanical and energy systems within the constraints of performance specification, budget, and scheduling.
- **Professional Practice:** Graduates will develop their engineering design, problem-solving, and communication skills, and aptitude for innovation, as they work on multi-disciplinary teams.
- **Life-Long Learning:** Graduates will become experts in their chosen fields, members of their professional societies, and broaden their professional knowledge with formal and/or informal continuing education.
- **Engineering Citizenship:** Graduates will practice the ethics of their profession, consistent with a sense of social responsibility and the promotion of a diverse and just society.

The mechanical engineering curriculum is constructed to include abundant experiential learning. This is accomplished through the integration of laboratory experiences within the framework of the theoretical courses in the basic curriculum, and by making use of well-equipped laboratories and computing facilities. Concentrations in control systems, and automation engineering are available in this program, with a focus on robotics and automation, feedback and controls, and product and process design.

**Mechanical Engineering Curriculum**
**(134 credits)**

| **Year 1 – Fall Semester** | | **Credits** |
|---|---|---|
| MA 125 | Calculus I | 3 |
| PS 15 | General Physics I | 3 |
| PS 15L | General Physics I Lab | 1 |
| EG 31 | Fundamentals of Engineering and Computer Science I | 3 |
| GE | General Elective 1 (CS 131 is recommended) | 3 |
| EN 11 | Composition and Prose Literature | 3 |
| Total | | 16 |

| **Year 1 – Spring Semester** | | |
|---|---|---|
| MA 126 | Calculus II | 3 |
| PS 16 | General Physics II | 3 |
| PS 16L | General Physics II Lab | 1 |
| EG 32 | Fundamentals of Engineering and Computer Science II | 3 |
| CD 211 | Engineering Graphics I | 3 |
| EN 12 | Introduction to Literature | 3 |
| Total | | 16 |

| **Year 2 – Fall Semester** | | |
|---|---|---|
| MA 227 | Calculus III | 3 |
| ME 201 | Engineering Statics | 3 |
| ME 206L | Mechanics Lab | 1 |
| CH 11 | Inorganic Chemistry | 3 |
| CH 11L | Inorganic Chemistry Lab | 1 |
| RS 10 | Introduction to Religious Studies | 3 |
| AH | Art History Elective | 3 |
| Total | | 17 |

| Year 2 – Spring Semester | | Credits |
|---|---|---|
| MA 228 | Calculus IV | 3 |
| ME 203 | Kinematics and Dynamics | 3 |
| MF 207 | Materials Science | 3 |
| ME 308 | Strength of Materials | 3 |
| ME 307L | Dynamics Systems Lab | 1 |
| EC 11 | Introduction to Microeconomics | 3 |
| Total | | 16 |

| Year 3 – Fall Semester | | |
|---|---|---|
| MA 321 | Ordinary Differential Equations | 3 |
| ME 241 | Principles of Thermodynamics | 3 |
| EE 213 | Introduction to Electric Circuits | 3 |
| EE 213L | Electric Circuits Lab | 1 |
| ME 311 | Machine Design | 3 |
| HI 30 | Europe and the World in Transition | 3 |
| PH 10 | Introduction to Philosophy | 3 |
| Total | | 19 |

| Year 3 – Spring Semester | | |
|---|---|---|
| ME 342 | Applications of Thermodynamics | 3 |
| ME 347 | Fluid Mechanics | 3 |
| ME 348L | Thermal and Fluids Lab | 1 |
| ME 318 | Finite Element Analysis | 3 |
| HI | History Elective | 3 |
| AE | Applied Ethics Elective | 3 |
| Total | | 16 |

| Year 4 – Fall Semester | | |
|---|---|---|
| MC 290 | Engineering Systems Dynamics | 3 |
| ME 349 | Heat Transfer | 3 |
| ME 350L | Energy Transfer Lab | 1 |
| ME | Major Elective | 3 |
| ME 390 | Senior Design Project I | 3 |
| PH | Philosophy Elective | 3 |
| Total | | 16 |

| Year 4 – Spring Semester | | |
|---|---|---|
| ME 391 | Senior Project II | 3 |
| ME | Major Elective | 3 |
| RS | Religious Studies Elective | 3 |
| SS | Social Science Elective | 3 |
| EN | English Elective | 3 |
| GE | General Elective | 3 |
| Total | | 18 |

### Mechanical Engineering Electives

| | |
|---|---|
| MC 300 | Feedback and Control Systems |
| ME 312 | Advanced Machine Design |
| ME 320 | Vibration Analysis |
| ME 321 | Advanced Kinematics |
| ME 322 | Advanced Dynamics |
| ME 331 | Computer Aided Analysis and Design |
| ME 346 | Energy Conversion |
| ME 360 | Internal Combustion Engines |
| ME 382 | Independent Study, Advanced Mechanical Project |

# SOFTWARE ENGINEERING

## Faculty

**Associate Professors**
Angelo
Corcoran
DeCarli
Guelakis
LaMastra
Marquis
Mis
Yoo, *chair*

**Assistant Professors**
Georgakopoulos
Rusu

**Senior Instructor**
Galasso

**Instructor**
Govindaraja

The Software Engineering program offers both a Bachelor of Science degree and a five-year Bachelor/Master dual-degree track. For the latter program see details later in this section.

## Bachelor of Science

As the future of technological advances relies on more sophisticated and complex software applications, software design and development will play a central role in all aspects of technology. At Fairfield, the software engineering program provides a curriculum focusing on the most advanced practices of software engineering which produce high quality, sophisticated, and reliable software systems.

The goal of this program is to empower students with the competences necessary to develop high-quality software systems. This is achieved through their solid understanding of core knowledge and the broad range of domain knowledge that are the foundation of software engineering. These include the basic concepts of computing and software processes, and the skills to apply these concepts in industrial, business, and other complex problems. To meet this goal, students learn how to apply key engineering principles and mathematical models to software projects.

The educational objectives of the Bachelor of Science degree program in software engineering are:

- **Core Knowledge:** Graduates will understand the fundamentals of software components and systems, and apply the scientific and engineering methodology in the analysis, design, implementation, testing, validation, and maintenance of the software systems.
- **Domain Knowledge:** Graduates will be able to apply their core knowledge to various domain areas such as programming, database design, web technology, networking, security, and other engineering and computer science fields.
- **Professional Practice:** Graduates will develop their engineering design, problem-solving, and communication skills as they work with or manage multidisciplinary teams. They will have an understanding of cost constraints, timely delivery, feasibility, reliability, safety, and maintenance issues. They will work in a variety of industrial, educational, business, scientific, and engineering settings and interact with those considered experts in these areas to produce useful, efficient software solutions.
- **Life-Long Learning:** Graduates will become experts in their chosen fields, members of their professional societies, and broaden their professional knowledge with formal and/or informal continuing education.
- **Engineering Citizenship:** Graduates will practice the ethics of their profession consistent with a code of social responsibility that promotes social welfare, and be alert to issues of safety and justice in a diverse social community.

The program emphasizes the complete lifecycle of the software development process. Students learn how to gather requirements, design, develop, test, deploy, and maintain software using rigorous software engineering 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 software engineering environment. Theoretical courses are supported by rigorous laboratory tasks. Advanced elective courses are offered that permit students to tailor the program to specific career objectives or specializations.

**Software Engineering Curriculum (132 credits)**

| **Year 1 – Fall Semester** | | **Credits** |
|---|---|---|
| MA 125 | Calculus I | 3 |
| PS 15 | General Physics I | 3 |
| PS 15L | General Physics I Lab | 1 |
| EG 31 | Fundamentals of Engineering and Computer Science I | 3 |
| CS 131 | Computer Programming I | 3 |
| EN 11 | Composition and Prose Literature | 3 |
| Total | | 16 |

| **Year 1 – Spring Semester** | | |
|---|---|---|
| MA 126 | Calculus II | 3 |
| PS 16 | General Physics II | 3 |
| PS 16L | General Physics II Lab | 1 |
| EG 32 | Fundamentals of Engineering and Computer Science II | 3 |
| CS 132 | Computer Programming II | 3 |
| EN 12 | Introduction to Literature | 3 |
| Total | | 16 |

| **Year 2 – Fall Semester** | | |
|---|---|---|
| MA 227 | Calculus III | 3 |
| MA 231 | Discrete Mathematics | |
| CS 232 | Data Structures | 3 |
| SW 355 | Database Management Systems | 3 |
| EC 11 | Intro to Microeconomics | 3 |
| RS 10 | Intro to Religious Studies | 3 |
| Total | | 18 |

| **Year 2 – Spring Semester** | | |
|---|---|---|
| CR 245 | Digital Design I | 3 |
| CR 245L | Digital Design I Lab | 1 |
| SW 227 | Object Oriented Programming with C++ | 3 |
| HI 30 | Europe and the World in Transition | 3 |
| PH 10 | Introduction to Philosophy | 3 |
| EN | English Elective | 3 |
| Total | | 16 |

| **Year 3 – Fall Semester** | | **Credits** |
|---|---|---|
| MA 321 | Ordinary Differential Equations | 3 |
| SW 201 | Software Design I | 3 |
| SW 327 | Distributed Operating Systems | 3 |
| GE | General Elective 1 | 3 |
| SSE | Social Science Elective | 3 |
| HI | History Elective | 3 |
| Total | | 18 |

| **Year 3 – Spring Semester** | | |
|---|---|---|
| SW 202 | Software Design II | 3 |
| MA | Math Elective* | 3 |
| CR 346 | Computer System Architecture | 3 |
| CR 320 | Computer Networks | 3 |
| RS | Religious Studies Elective | 3 |
| PH | Philosophy Elective | 3 |
| Total | | 18 |

| **Year 4 – Fall Semester** | | |
|---|---|---|
| EG 351 | Probability and Random Processes | 3 |
| SW | Major Elective 1 | 3 |
| SW 390 | Senior Design Project I | 3 |
| SW 304 | Web Development | 3 |
| AH | Art History Elective | 3 |
| Total | | 15 |

| **Year 4 – Spring Semester** | | |
|---|---|---|
| SW 391 | Senior Design Project II | 3 |
| SW | Major Elective 2 | 3 |
| VP | Visual and Performing Arts Elective | 3 |
| GE | General Elective 2 | 3 |
| AE | Applied Ethics Elective | 3 |
| Total | | 15 |

**Math Elective: MA 211, MA 228, or MA 235 recommended*

**Major Electives (6 credits)**
Software engineering covers software systems in a wide variety of fields. Therefore, the electives for software engineers come from a variety of disciplines. In some cases electives are chosen to bring the students depth in the computing field. In other cases they are chosen to bring the student ancillary skills in areas where software development requires topical knowledge of the chosen area.

Electives will be chosen under advisement of department chair or academic advisor.

The following sets of concentrations list some of the major electives available to the software engineering student. Students may vary these depending upon their preferences as long as prerequisite requirements are followed. Courses at the 400 level can be taken by students with at least a junior standing. To take courses at the 500 level students must be of junior or senior standing and have permission from the instructor. Courses are three credits per course. Laboratory courses are 1 credit per course.

Students must take a minimum of two courses in at least one of the concentrations areas.

**Electives in Programming**
SW 403 Visual C# for Programmers I
SW 506 Visual C# for Programmers II
SW 409 Java for Programmers II
SW 410 Enterprise Java
SW 499 Algorithms

**Electives in Database Concepts**
SW 505 Advanced Database Concepts
SW 508 Data Warehouse Systems
SW 518 Data Mining and Business Intelligence

**Electives in Network Administration**
SW 314 Network Concepts
SW 348 Server Management
SW 596 Network Routing and Switching

**Electives in Information Security**
SW 530 Introduction to information Security
SW 531 Applications and Data Security
SW 535 Web Application Security
SW 599 Information Security Measures and Countermeasures

**Electives in Electrical Engineering/Computer Hardware**
CR 246 Digital Design II
CR 246L Digital Design II Lab
EE 346 Embedded Microcontrollers
EE 346L Microcontroller Laboratory

**Electives in Computer Graphics and Image Processing**
CR 310 Voice and Signal Processing
CR 311 Image Processing
MA 211 Applied Matrix Theory
CR 325 Computer Graphics

**Electives in Computer Theory**
SW 499 Algorithms
CS 355 Artificial Intelligence
CS 342 Theory of Computation

## Software Engineering
## Five-Year Dual-Degree BS/MS Program

A five-year program is offered in Software Engineering at Fairfield's School of Engineering, leading to a combined Bachelor of Science and Master of Science degrees. This program embraces the educational objectives of the traditional undergraduate program, as well as those of the graduate program. It emphasizes experiential learning in terms of industrial internships following the sophomore year, and a final capstone project that guides students through a process of design and innovation at the level of a professional 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.

### Changing from Undergraduate to Graduate Status

Students may request a change of status from the undergraduate to the undergraduate/graduate combined plan of study at any point after the following conditions are met:

- Completed 102 credits towards the B.S. in Software Engineering.
- Completed all required Junior-level (300-level) math and Software Engineering courses specified in the undergraduate catalog.
- Have successfully completed 6 courses in Software Engineering or Computer Science with a GPA of 3.2, and are enrolled in at least one graduate course in Software Engineering at the time the change is requested.
- Have an overall GPA of 3.0 or higher.

Students are also required to submit two letters of recommendation, one of which must be from their faculty advisor.

The five-year curriculum for combined BS/MS program is as follows:

**Dual Degree Curriculum**
**(156 credits)**

| **Year 1 – Fall Semester** | | **Credits** |
|---|---|---|
| MA 125 | Calculus I | 3 |
| PS 15 | General Physics I | 3 |
| PS 15L | General Physics I Lab | 1 |
| EG 31 | Fundamentals of Engineering and Computer Science I | 3 |
| CS 131 | Computer Programming I | 3 |
| EN 11 | Composition and Prose Literature | 3 |
| Total | | 16 |

| **Year 1 – Spring Semester** | | |
|---|---|---|
| MA 126 | Calculus II | 3 |
| PS 16 | General Physics II | 3 |
| PS 16L | General Physics II Lab | 1 |
| EG 32 | Fundamentals of Engineering and Computer Science II | 3 |
| CS 132 | Computer Programming II | 3 |
| EN 12 | Introduction to Literature | 3 |
| Total | | 16 |

| **Year 2 – Fall Semester** | | |
|---|---|---|
| MA 227 | Calculus III | 3 |
| MA 231 | Discrete Mathematics | 3 |
| CS 232 | Data Structures | 3 |
| SW 355 | Database Management Systems | 3 |
| EC 11 | Intro to Microeconomics | 3 |
| RS 10 | Intro to Religious Studies | 3 |
| Total | | 18 |

| **Year 2 – Spring Semester** | | |
|---|---|---|
| CR 245 | Digital Design I | 3 |
| CR 245L | Digital Design I Lab | 1 |
| SW 227 | Object Oriented Programming with C++ | 3 |
| HI 30 | Europe and the World in Transition | 3 |
| PH 10 | Introduction to Philosophy | 3 |
| EN | English Elective | 3 |
| Total | | 16 |

| **Year 3 – Fall Semester** | | |
|---|---|---|
| MA 321 | Ordinary Differential Equations | 3 |
| SW 201 | Software Design I | 3 |
| SW 327 | Distributed Operating Systems | 3 |
| GE | General Elective 1 | 3 |
| SSE | Social Science Elective | 3 |
| HI | History Elective | 3 |
| Total | | 18 |

| **Year 3 – Spring Semester** | | |
|---|---|---|
| SW 202 | Software Design II | 3 |
| CR 346 | Computer System Architecture | 3 |
| CR 320 | Computer Networks | 3 |
| MA | Math Elective* | 3 |
| RS | Religious Studies Elective | 3 |
| PH | Philosophy Elective | 3 |
| Total | | 18 |

| Year 4 – Fall Semester | | Credits |
|---|---|---|
| SW 304 | Web Development | 3 |
| SW | Major Elective 1 | 3 |
| EG 351 | Probability and Random Processes | 3 |
| SW | Graduate Elective 1 | 3 |
| AH | Art History Elective | 3 |
| Total | | 15 |

| Year 4 – Spring Semester | | |
|---|---|---|
| SW | Major Elective 2 | 3 |
| SW | Graduate Elective 2 | 3 |
| GE | General Elective 2 | 3 |
| VP | Visual or Performing Arts Elective | 3 |
| AE | Applied Ethics Elective | 3 |
| Total | | 15 |

| Year 5 – Fall Semester | | |
|---|---|---|
| SW | Graduate Elective 3 | 3 |
| SW | Graduate Elective 4 | 3 |
| SW | Graduate Elective 5 | 3 |
| SW 550 | Capstone Professional Project I | 3 |
| Total | | 12 |

| Year 5 – Spring Semester | | |
|---|---|---|
| SW | Graduate Elective 6 | 3 |
| SW | Graduate Elective 7 | 3 |
| SW | Graduate Elective 8 | 3 |
| SW 551 | Capstone Professional Project II | 3 |
| Total | | 12 |

**Math Elective: MA 211, MA 228, or MA 235 recommended*

# ASSOCIATE DEGREES IN ENGINEERING

## Associate in Engineering Degree

The Associate in Engineering degree program can be completed on a part-time basis. The curricula for the associate degree programs in Electrical and Mechanical Engineering are outlined below.

### Associate's Degree in Electrical Engineering

The requirements for this degree amount to approximately one-half of those for the B.S. degree in electrical engineering.

### Electrical Engineering Curriculum (65 credits)

| Year 1 – Fall Semester | | Credits |
|---|---|---|
| MA 125 | Calculus I | 3 |
| PS 15 | General Physics I | 3 |
| PS 15L | General Physics Lab I | 1 |
| EG 31 | Fundamentals of Engineering and Computer Science I | 3 |
| CS 131 | Computer Programming I | 3 |
| EN 11 | Composition and Prose Literature | 3 |
| Total | | 16 |

| Year 1 – Spring Semester | | |
|---|---|---|
| MA 126 | Calculus II | 3 |
| PS 16 | General Physics II | 3 |
| PS 16L | General Physics Lab II | 1 |
| EG 32 | Fundamentals of Engineering and Computer Science II | 3 |
| EN 12 | Introduction to Literature | 3 |
| HI 30 | Europe and the World in Transition | 3 |
| Total | | 16 |

| Year 2 – Fall Semester | | |
|---|---|---|
| MA 227 | Calculus III | 3 |
| EE 213 | Introduction to Electric Circuits | 3 |
| EE 213L | Electric Circuits Lab | 1 |
| CH 11 | General Inorganic Chemistry | 3 |
| CH 11L | General Inorganic Chemistry Lab | 1 |
| ME 201 | Engineering Statics | 3 |
| EC 11 | Introduction to Microeconomics | 3 |
| Total | | 17 |

| Year 2 – Spring Semester | | |
|---|---|---|
| EE 221 | Frequency Domain Circuit Analysis | 3 |
| EE 245 | Digital Design I | 3 |
| EE 245L | Digital Design I Lab | 1 |
| MF 207 | Materials Science | 3 |
| EE | Major Elective | 3 |
| GE | General Elective | 3 |
| Total | | 16 |

**Associate's Degree in Mechanical Engineering**
The curricula for the associate degree program in Mechanical Engineering is outlined below. The requirements for this degree amount to approximately one-half of those for the B.S. degree in mechanical engineering.

**Mechanical Engineering (66 credits)**

| **Year 1 – Fall Semester** | | **Credits** |
|---|---|---|
| MA 125 | Calculus I | 3 |
| PS 15 | General Physics I | 3 |
| PS 15L | General Physics I Lab | 1 |
| EG 31 | Fundamentals of Engineering and Computer Science I | 3 |
| CS 131 | Computer Programming I | 3 |
| EN 11 | Composition and Prose Literature | 3 |
| Total | | 16 |

| **Year 1 – Spring Semester** | | |
|---|---|---|
| MA 126 | Calculus II | 3 |
| PS 16 | General Physics II | 3 |
| PS 16L | General Physics II Lab | 1 |
| EG 32 | Fundamentals of Engineering and Computer Science II | 3 |
| CD 211 | Engineering Graphics I | 3 |
| EN 12 | Introduction to Literature | 3 |
| Total | | 16 |

| **Year 2 – Fall Semester** | | |
|---|---|---|
| MA 227 | Calculus III | 3 |
| ME 201 | Engineering Statics | 3 |
| ME 206L | Mechanics Lab | 1 |
| CH 11 | Inorganic Chemistry | 3 |
| CH 11L | Inorganic Chemistry Lab | 1 |
| EC 11 | Introduction to Microeconomics | 3 |
| HI 30 | Europe and the World in Transition | 3 |
| Total | | 17 |

| **Year 2 – Spring Semester** | | |
|---|---|---|
| ME 203 | Kinematics and Dynamics | 3 |
| ME 308 | Strength of Materials | 3 |
| ME 307L | Dynamics Systems Lab | 1 |
| ME 207 | Material Science | 3 |
| ME | Major Elective | 3 |
| GE | General Elective | 3 |
| Total | | 16 |

# 3/2 ENGINEERING PROGRAM

Engineering students in this program complete a three-year course of study at Fairfield University encompassing the areas of science, mathematics, the liberal arts, and several engineering courses, before transferring to a school of their choice among Columbia University, Rensselaer Polytechnic Institute, the University of Connecticut, and the Stevens Institute of Technology, where they complete their engineering studies in two additional years. This five-year course of study leads to a B.A. from Fairfield University and a B.S. in Engineering from the school of the student's choice.

At the end of the 4th year, and assuming full completion of Fairfield's liberal arts core, the student will receive the B.A. degree from Fairfield University at the same time with the rest of his/her Fairfield class.

Transfer to one of the four schools requires a 3.2 GPA at the end of the third year at Fairfield.

The three-year Fairfield component of this program includes:

| **Year 1 – Fall Semester** | | **Credits** |
|---|---|---|
| MA 125 | Calculus I | 3 |
| PS 15 | General Physics I | 3 |
| PS 15L | General Physics I Lab | 1 |
| EG 31 | Fundamentals of Engineering and Computer Science I | 3 |
| PH 10 | Introduction to Philosophy | 3 |
| EN 11 | Composition and Prose Literature | 3 |
| Total | | 16 |

| **Year 1 – Spring Semester** | | |
|---|---|---|
| MA 126 | Calculus II | 3 |
| PS 16 | General Physics II | 3 |
| PS 16L | General Physics II Lab | 1 |
| EG 32 | Fundamentals of Engineering and Computer Science II | 3 |
| RS 10 | Introduction to Religious Studies | 3 |
| EN 12 | Introduction to Literature | 3 |
| Total | | 16 |

| Year 2 – Fall Semester | | Credits |
|---|---|---|
| MA 227 | Calculus III | 3 |
| ME 201 | Engineering Statics | 3 |
| ME 206L | Mechanics Lab | 1 |
| CS 131 | Computer Programming I | 3 |
| EE 213 | Introduction to Electric Circuits | 3 |
| EE 213L | Electric Circuits Lab | 1 |
| RS 10 | Introduction to Religious Studies | 3 |
| Total | | 17 |

| Year 2 – Spring Semester | | |
|---|---|---|
| MA 228 | Calculus IV | 3 |
| CD 211 | Engineering Graphics I | 3 |
| CS 132 | Computer Programming II | 3 |
| HI30 | Europe and the World in Transition | 3 |
| EN | English Elective | 3 |
| AH | Art History Elective | 3 |
| Total | | 18 |

| Year 3 – Fall Semester | | |
|---|---|---|
| MA 321 | Ordinary Differential Equations | 3 |
| EG | Engineering Elective | 3 |
| CH 11 | Inorganic Chemistry | 3 |
| CH 11L | Inorganic Chemistry Lab | 1 |
| GE | General Elective 1 | 3 |
| EL | Engineering Elective (ME 241 recommended) | 3 |
| Total | | 16 |

| Year 3 – Spring Semester | | |
|---|---|---|
| EL | Major Elective | 3 |
| EL | Major Elective | 3 |
| AE | Applied Ethics Elective | 3 |
| SSE | Social Science Elective, EC 11 recommended | 3 |
| GE | General Elective 2 | 3 |
| HI | History Elective | 3 |
| PH | Philosophy Elective | 3 |
| Total | | 18 |

**Special Requirements:**

- MA 311, Partial Differential Equations is strongly recommended for students in the 3/2 Program.
- Students who intend to major in electrical or computer engineering must take a C++ or Java programming course and CR 245/EE 245 Digital Electronics Design I.
- Students who intend to major in chemical engineering must take CH 12 and CH 12L Organic Chemistry and Organic Chemistry Lab.
- Columbia University requires one semester of economics.
- The University of Connecticut has a foreign language requirement that may be fulfilled at Fairfield or on the UConn campus. The Fairfield General Electives could be utilized for this purpose.
- Students who intend to transfer to Columbia, RPI, or Stevens must also take thermodynamics (ME 241/ PS 241) and, if possible, PS 285 Modern Physics.

# MINOR IN ENGINEERING

## The Engineering Minor Program of Studies

The minor in engineering assists non-engineering students in acquiring technical skills through lectures and laboratory experiences, but primarily improves their understanding of engineering and its methods, purposes, ethics, and ramifications. Students in the minor ultimately are able to work more effectively in their primary field, having acquired additional skills and an enhanced perspective of the capabilities and limitations of a discipline that is a powerful force in shaping our lives. Specifically, the minor seeks to integrate science fundamentals and mathematical methods with engineering analysis and design.

A minimum of 14 credit hours is required for the engineering minor, in addition to mathematics and science prerequisites. Four engineering courses of three credits each, and two laboratory courses of one credit each, are required for the completion of the minor.

Students in the minor may choose a sequence of courses in tune with their area of interest, and with advice from the coordinator of the minor. For example:

- Students who lean toward electrical systems may choose the sequence EE 213, EE 245, EE 231, CR 246.
- Interests in computer engineering are satisfied with the sequence CR 245, CR 246, CR 311, CR 320.
- In the area of software engineering, a recommended sequence consists of SW 201, SW 202, MF 250, CR 320.
- In the area of mechanical systems the sequence ME 201, ME 241, ME 308, MF 207 is recommended.
- In the area of Nanoscience and Nanotechnology, the recommended sequence is EG 210, EG 212, EE 213 & EE 213L, EE 315. A nanomaterials lab, EG 210L, is recommended. The Dean's office should be consulted regarding this track.
- In the area of biomedical engineering the course sequence is PS 122 and PS 122L, EG 233, ECE 431, and ECE 432.

Laboratory courses are chosen to supplement the sequence of lecture courses. From outside the sciences and mathematics, students may opt for EG 31, SW 201 (with CS 131 as a prerequisite), ME 201, MF 207.

The recommended four-course sequence for the minor may be chosen from among those listed below, with indicated pre-requisites:

| | | |
|---|---|---|
| EG 31 | Fundamentals of Engineering and Computer Science I | 3 |
| EG 32 | Fundamentals of Engineering and Computer Science II | 3 |
| EE 213 | Introduction to Electric Circuits (Requires PS 16 or equivalent) | 3 |
| EE 213L | Introduction to Electric Circuits Lab (EE 213 is co-requisite) | 1 |
| EE 221 | Frequency Domain Circuit Analysis (Requires EE 213) | 3 |
| EE 231 | Intro to Electronic Circuits and Devices (Requires EE 213) | 3 |
| EE 231L | Electronic Circuits Lab (EE 231 is co-requisite) | 1 |
| CR 206 | Electro-optical Communications Lab (Requires PS 16) | 1 |
| CR 245 | Digital Design I (Requires PS 16 or equivalent) | 3 |
| CR 245L | Digital Design I, Lab (CR 245 is co-requisite) | 1 |
| CR 246 | Digital Design II (Requires CR 245, CR 245L) | 3 |
| CR 320 | Computer Networks (By permission*) | 3 |
| ME 201 | Engineering Statics (Requires PS15 or equivalent) | 3 |
| ME 203 | Kinematics and Dynamics (Requires ME 201) | 3 |
| ME 206L | Mechanics Laboratory (Requires ME 201) | 1 |
| ME 241 | Principles of Thermodynamics (Requires MA 321) | 3 |
| ME 308 | Strength of Materials (Requires ME 201) | 3 |
| MF 207 | Material Science (Requires CH 11) | 3 |
| MF 250 | Programmable Logic Control Systems (Requires EE 213) | 3 |
| MF 250L | Programmable Logic Control Lab (MF 250 is co-requisite) | 1 |
| SW 201 | Software Design I (Requires CS 131) | 3 |
| SW 202 | Software Design II (Requires CS 131) | 3 |
| EG 210 | Nanoscience and Nanotechnology I | 3 |
| EG 210L | Nanomaterials Lab | 1 |
| EG 212 | Nanoscience and Nanotechnology II (Requires EG 210, with EG 210L as co-requisite) | 3 |
| EE 315 | Nanoelectronics (Requires EG 212, EE 213) | 3 |
| PS 122 and PS 122L, Optics with lab (see description under Physics) | | |
| EG 233 | Biomedical Visualization 3 (Requires CS 131 or equivalent) | |

| | | |
|---|---|---|
| ECE 431 | Biomedical Signal Processing (Requires CS 131 or CS 141 and MA 126 or MA 122) | 3 |
| ECE 432 | Biomedical Imaging (Requires ECE 431) | 3 |

** Assuming satisfactory prerequisites*

# COURSE DESCRIPTIONS

Courses offered through the School of Engineering are described below. Course descriptions for all other required courses in mathematics, physics, computer science, humanities, and fine arts can be found in the appropriate departmental listing under the College of Arts and Sciences section of this catalog.

**EG 31/EG 32 Fundamentals of Engineering and Computer Science**

This two-course sequence provides core knowledge and competencies in engineering and computer science to engineering and computer science students in their first year. Topics include computer-based computational skills, principles of engineering design and software design, digital logic and programming, laboratory data acquisition and reporting, along with probability and statistical analysis of data, design analysis techniques, implementation of engineering projects. In EG 32, hands-on team projects are core learning experiences. They are structured to introduce students to the implementation of principles of design and engineering methodologies, system engineering management, and presentation skills. Guest presenters and field trips augment these courses, which are taught by interdisciplinary faculty teams. (Co-requisites: PS 15, PS 16) Six credits.

**EG 210 Introduction to Nanoscience and Nanotechnology I**

This course will provide a highly interdisciplinary introduction to the science of nanoscale materials (nanoscience). The course will survey the new field of nanoscience/nanotechnology, aiming to motivate interest in and heighten awareness of this field. Its many potential applications in medicine, biology, electronics and optoelectronics, engineering, materials science and chemistry, open a broad new horizon to an exciting technology to serve societal needs. Topics will include historical background, characterization techniques, physics and chemistry of nanoscale materials, fabrication techniques, characterization methods, nanoscale applications (nanotechnology) and ethical/societal considerations. Intended for all students. Three credits.

**EG 212 Introduction to Nanoscience and Nanotechnology II**
This course will continue a highly interdisciplinary, mathematically-based, overview providing a solid foundation in nanoscale materials, techniques, and applications (nanoscience). The course will continue to broadly survey the new field of nanoscience/ nanotechnology. Its many potential applications in medicine, biology, electronics and optoelectronics, engineering, materials science and chemistry, open a broad new horizon to an exciting technology to serve societal needs. Topics of discussion such as quantum dots, nanowires, nanotubes, MEMS and nanobiology will be reinforced through hands on laboratory experience with nanomaterial synthesis, device fabrication techniques, and characterization methods. Intended for students interested in the minor in nanotechnology. (Prerequisite: EG 210) Lecture with Lab course. Four credits.

**EG 233 Biomedical Visualization**
An introduction to 3D biomedical visualization. Various technologies are introduced, include UltraSound, MRI, CAT scans, PET scans, etc. Students will learn about spatial data structures, computational geometry and solid modeling with applications in 3D molecular and anatomical modeling. (Prerequisite: CS 232 or equivalent) Three credits.

**EG 351 Probability and Random Processes**
This course covers probability fundamentals, statistics, random variables, probability distributions and density functions. Random processes and its applications to electrical and computer engineering are covered. Also open to interested graduate students in ECE. (Prerequisite: MA 227) Three credits.

## Engineering Graphics and CAD

**CD 211 Engineering Graphics I**
This basic course in engineering graphics coordinates and is taught simultaneously with 2D AutoCAD application. Board work covers geometric constructions, theory of orthographic projection, perspective and visualization, dimensioning, tolerancing, sections, assembly drawing, and geometric tolerancing. The course stresses esthetics and technical sketching. Three credits.

## Computer Science

Descriptions of the following three-credit computer science courses and their prerequisites can be found under the Computer Science Department in the College of Arts and Sciences section of this catalog:

| | |
|---|---|
| CS 131- CS 132 | Computer Programming I and II with Java |
| CS 141 | Introduction to Computer Science and Programming I, with Lab 4 |
| CS 142 | Introduction to Computer Science and Programming II, with Lab 4 |
| CS 221 | Computer Organization and Assembler |
| CS 232 | Data Structures |
| CS 322 | Computer Architecture |
| CS 331 | Operating Systems |
| CS 342 | Theory of Computations |
| CS 355 | Artificial Intelligence |

*The above CS courses are included in the curricula of Computer Engineering and Software Engineering.*

## Computer Engineering

**CR 245 Digital Design I**
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. Three credits.

**CR 245L Digital Design I Laboratory**
This lab course covers the practical aspects of digital logic design. Students design and implement logic circuits using simulators and hardware, and techniques taught in CR 245. Students use state machines to implement open-ended design problems. (Co-requisite: CR 245) One credit.

**CR 246 Digital Electronics Design II**
This course examines computer architecture implemented using a hardware design language and programmable logic devices. Students design, implement, and program small reduced-instruction-set-computer machines. Students understand central processing unit architecture and the VHDL language and implement and program a central processing unit using VHDL. Student knowledge of the basics culminates in being able to design and implement programmable finite-state machines. (Prerequisite: CR 245) Three credits.

**CR 246L Digital Design II Lab**
This laboratory course is intended to be taken along with CR 246 Degital Electronics Design II (Prerequisite: CR 245L) One credit.

**CR 310 Voice and Signal Processing**
This course has both signal processing and object-oriented design content. It emphasizes hands-on multi-media programming, offering an overview of digital signal processing and its applications. Students build software systems that make use of sampling theory, Fourier transforms, and processing in both space and time. Students implement algorithms for elementary sound synthesis (Prerequisites: CS 232, and MA 126 or MA 172) Three credits.

**CR 311 Image Processing**
This course builds on CR 310, extending the multi-media program content into the area of image processing. Students build image-processing applications, implementing algorithms in areas that include color space conversion, low-level pattern recognition, theory of two-dimensional in space and time. Students write high-performance image-processing applications with applications in the area of streaming multi-media content. (Prerequisite: CR 310 or permission of the instructor) Three credits.

**CR 320 Computer Networks**
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. (Prerequisite: CS 132 or equivalent) Three credits.

**CR 325 Computer Graphics**
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. (Prerequisite: CR 311 or permission of the instructor) Three credits.

**CR 346 Computer System Architecture**
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. (Prerequisite: CR 246) Three credits.

**CR 382 Independent Studies in Computer Engineering**
This course includes supervised reading and research. Available only by pre-arrangement with the instructor. Three credits.

**CR 390-391 Senior Design Project**
This is the capstone of a student's experience in the Computer Engineering program. Many of the courses in the curriculum are geared to prepare students for the computer engineering and research skills that this final two-semester sequence requires. Three credits per semester.

## Electrical Engineering

**Note:** In addition to the undergraduate courses listed below, advanced juniors and seniors are allowed to take appropriate graduate courses as electives with the permission of the department chair and the instructor.

**EE 213 Introduction to Electric Circuits**
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. (Prerequisites: MA 126, PS 16, PS 16L) Three credits.

**EE 213L Electric Circuits Lab**
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 such as Electronic Workbench and PSpice. (Co-requisite: EE 213) One credit.

**EE 221 Frequency Domain Circuit Analysis**
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. (Prerequisites: MA 227, EE 213) Three credits.

**EE 231 Introduction to Electronics Circuits and Devices**
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 semi-conductor devices that are used to analyze and design electronic circuits. Computer simulations of circuits are used to illustrate the fundamental principles. (Prerequisite: EE 213) Three credits.

**EE 231L Electronics Circuits Lab**
Students build and test circuits using diodes, bipolar junction transistors, and MOSFETs. They use the principles developed in EE 231 to analyze, build, and test amplifier and oscillator circuits. (Prerequisite: EE 213L; Co-requisite: EE 231) One credit.

**EE 245 Digital Design I**
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. **Note:** This course is equivalent to CR 245. Three credits.

**EE 245L Digital Design I Laboratory**
This lab course covers the practical aspects of digital logic design. Students design and implement logic circuits using simulators and hardware, as well as techniques taught in CR 245. Students use state machines to implement open-ended design problems. **Note:** This course is equivalent to CR 245L (Co-requisite: EE 245) One credit.

**CR 246 Digital Electronics Design II**
This course examines computer architecture implemented using a hardware design language and programmable logic devices. Students design, implement, and program small reduced-instruction-set-computer machines. Students understand central processing unit architecture and the VHDL language and implement and program a central processing unit using VHDL. Student knowledge of the basics culminates in being able to design and implement programmable finite-state machines. (Prerequisite: CR 245) Three credits.

**EE 301 Signals and Systems I**
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. (Prerequisite: EE 221; Co-requisite: MA 321) Three credits.

**EE 304 Signals and Systems II**
This course is an introduction to the study of communications theory, including signal conversion from analog to discrete and from discrete to analog. Additional topics include filtering of continuous and digital signals; amplitude and frequency modulation; and a description of the fundamentals, implications, and filtering of thermal noise. (Prerequisite: EE 301) Three credits.

**EE 315 Nanoelectronics**
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 electronic products are discussed. Principles of electronic materials, semiconductor devices, and microfabrication techniques will be extended to the nanoscale. Laboratory experience will enhance students' knowledge of electronic structure 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. Also open to interested graduate students in ECE. (Prerequisites: EE 213 and EG 212) Lecture with Lab course. Four credits.

**EE 321 Electromagnetic Fields**
This course uses vector calculus to investigate electric and magnetic fields. Topics include techniques for the computation of fields for given charge distributions; Coulomb's and Gauss' law and applications, and the significance of Poisson's and Laplace equations; solution methods; moving charges and corresponding electric and magnetic forces; electric and magnetic fields in mattes; methods of solving boundary value problems; Maxwell's equations in integral and differential form; and electromagnetic radiation and wave propagation. (Prerequisites: EE 301 or CR 310 and MA 321) Four credits.

**EE 331 Analog Electronics Design**
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. (Prerequisites: EE 221, EE 231) Three credits.

**EE 331L Analog Electronics Lab**
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. (Prerequisite: EE 231L; Co-requisite: EE 331) One credit.

**EE 335 Microelectronics**
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. (Prerequisite: EE 331) Three credits.

**EE 346 Embedded Microcontrollers**
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. 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. (Prerequisite: EE 245 or equivalent) Three credits.

**EE 346L Microcontroller Laboratory**
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 circuit. (Co-requisite: EE 346) One credit.

**EE 350 Communication Systems**
The course focuses on analog communication systems and the effects of noise on those systems, developing modulation and demodulation techniques (amplitude, frequency, and phase modulation and pulse code). It discusses dealing with non-linear system elements and presents a mathematical treatment of the effects of various noise sources on these systems. Historical design studies and topics in communication applications permit students to apply these concepts to meet system requirements. The course clarifies important concepts through simulation of modulation techniques on multimedia computing systems. (Prerequisite: EE 301) Three credits.

**EE 354 Electro-Optical Communications**
This course examines the theory and basic elements of fiber optic communications systems; fundamentals of transmission in optical fibers; source component operations including light emitting diodes and solid-state lasers; and coupling element and detector devices. Students analyze modulation and demodulation techniques and determine overall loop performance relative to bandwidth and signal-to-noise ratio. Design problems enhance student understanding. (Prerequisites: EE 231, EE 301) Three credits.

**EE 354L Electro-Optical Communications Lab**
Students are introduced to fiber optics with experiments on Snell's Law and total internal reflection. Students then use optical test equipment to measure the characteristics and applications of fiber optic cables, including simple communication systems. Fiber optic characteristics may include losses due to transmission, mismatch, and bending, optical fiber connections and splicing, and frequency response. Both in-lab computer assisted instruction and a textbook will be used to supplement the experiments. Students prepare laboratory reports each week on their results. (Co-requisite: EE 354) One credit.

**EE 360 Power Electronics**
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. The accompanying laboratory course, ECE 360L, provides practical experience in conjunction with the lecture material. (Prerequisites: EE 301, EE 221) Three credits.

**EE 360L Power Electronics Laboratory**
This lab applies the theory developed in EE 360 to actual devices. Students fabricate, test, and optimize their designs. They gain practical experience in packaging and cooling power circuits. One credit.

**EE 382 Advanced Electrical Project**
During this design course emphasizing individual creativity, students (working with a faculty mentor) develop project objectives and performance specifications. At review meetings, students present progress on their 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. (Prerequisites: departmental approval of project proposal following completion of non-elective electrical engineering courses and at least one major elective) Two credits.

**EE 390-391 Senior Design Project**
In this two-semester capstone course, students work in teams on advanced projects that emphasize the engineering design approach. Each team works closely with a faculty mentor and conducts literature searches, synthesis, and in-depth analysis and experimentation. Individual team members make frequent presentations to faculty and peers; students receive instruction in effective communication to enable successful presentation skills. An oral presentation, written report, and working models complete the course requirements. Students begin the sequence in the fall term. (Prerequisites: completion of all non-elective courses and completion of adequate program requirements to enable graduation within one year of course completion) Three credits per semester; six credits total.

**ECE 405 Electronic Materials**
This course describes the properties and applications of certain materials used in the design and manufacture of electronic assemblies. Ceramics are often used as insulators, heat sinks, and substrates for interconnection structures. The course presents electrical, mechanical, and thermal properties of various ceramics, along with methods of fabricating and machining ceramic structures. Adhesives used to mount components and to replace mechanical fasteners such as screws and rivets provide connections that are stronger and take up less space. The course examines properties of adhesives such as epoxies, silicones, and cyanoacrylates under conditions of high temperature storage and humidity, along with methods of applications. Solders used to interconnect electronic components and assemblies are selected for temperature compatibility, mechanical properties, and reliability. The course emphasizes the new lead-free solder materials and presents the properties of plastic materials and the methods of forming plastic structures. Three credits.

**ECE 415 Engineering Applications of Numerical Methods**
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. (Prerequisite: SW 408 or equivalent demonstrated programming language skills) Three credits.

**ECE 431 Biomedical Signal Processing**
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. (Prerequisites: CS131 or CS141 or SW408 and MA126 or MA122; or permission of the instructor) Three credits.

**ECE 432 Biomedical Imaging**
The course presents the fundamentals and applications of common medical imaging techniques, for example: x-ray imaging and computed tomography, nuclear medicine, magnetic resonance imaging, ultrasound, and optical imaging. In addition, as a basis for biomedical imaging, introductory material on general image formation concepts and characteristics are presented, including human visual perception and psychophysics. Prerequisite ECE 431. Three credits.

**ECE 445 Digital Integrated Circuit Design**
This course considers the design of CMOS digital integrated circuits. The fabrication, structure, and properties of CMOS devices are presented in detail along with the structure of basic building blocks, such as gates and flip-flops. Students use PSpice to analyze circuits and LASI to design and lay out CMOS circuits. (Prerequisite: EE 331) Three credits.

**ECE 447 Analog Integrated Circuit Design**
This course considers the design of CMOS analog integrated circuits, such as amplifiers, op amps, mixers, and oscillators. Diodes and CMOS transistors are studied in detail at the device level and electric circuit models are constructed for use in higher level systems. Design tools for analysis and circuit layout are extensively to optimize the design. Three credits.

**ECE 465 Nonlinear Control Systems**
Control systems are used in many industrial applications to control processes or operations and in many nonindustrial operations as well. Nonlinear control systems are frequently used in applications where the control variables have a wide dynamic range. Unlike linear systems, the analysis on nonlinear systems rarely results in a closed-form mathematical expression. This course considers the analysis and applications of nonlinear control systems by numerical and graphical techniques and considers means of implementing the solutions. (Prerequisite: EE 302) Three credits.

**ECE 475 Microwave Structures**
This course considers the generation and transmission of electromagnetic waves. Maxwell's equations and the generation of radiation by currents and charges in free space are covered, followed by the propagation of waves in various media. Structures used in microwave propagation, including transmission lines, waveguides, resonators, amplifiers, and antennas are also considered. Three credits. (Prerequisite: EE 321) Three credits.

**ECE 480 Wireless Systems**
This course covers several aspects of wireless communication, including antenna design, FCC regulations, and multi-channel transmission protocols. Modern design approaches, such as Bluetooth, are discussed, along with wide-area network systems (WANS) and local broadband networks. (Prerequisites: EE 321, EE 217) Three credits.

**ECE 485 Digital Communications**
This course is designed to explore current digital communications features, including network communications between computers. Fundamentals of sampling principles and channel coding are utilized to develop common baseband and digital modulation techniques (ASK, FSK, PSK, PCM, and delta modulation). Multiplexing and multiple access networks are also analyzed. (Prerequisites: EE 321, EE 217) Three credits.

**ECE 495 Power Generation and Distribution**
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. (Prerequisite: EE 221) Three credits.

## Mechanical Engineering

**Note:** In addition to the undergraduate courses listed below, advanced juniors and seniors are allowed to take appropriate graduate courses as electives with the permission of the department chair and the instructor.

**ME 201 Engineering Statics**
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. The course integrates computer-aided analysis and design tools such as Working Model, ensuring relevance to the statics problems. Students perform lab experiments to support lecture theories and prepare professional-level reports. (Prerequisites: PS 15, PS 15L, EG 31, MA 126) Three credits.

**ME 203 Kinematics and Dynamics**
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. The course integrates computer-aided analysis and design tools such as Working Model, ensuring relevance to the kinematics and dynamics problems. (Prerequisites: ME 201, MA 227) Three credits.

**ME 206L Mechanics Laboratory**
Students complete mechanics experiments for two- and three-dimensional structures under static loading conditions. Concepts include Young's Modulus, thermally induced stresses, torsion, and cantilever beams. The course introduces strain gages and measurement instrumentation as well as statistical data analysis and uncertainty principles. Students prepare written laboratory reports. (Co-requisites: ME 201) One credit.

**ME 241 Principles of Thermodynamics**
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, enthalpy, and entropy; statistical thermodynamics including phase space, micro-state, macro-state, thermodynamics probability and partition function; tables of thermodynamic properties, ideal gasses, and elements of cycle analysis and applications. (Prerequisites: PS 16, PS 16L; co-requisite: MA 321) Three credits.

**ME 307L Dynamics Systems Lab**
This hands-on lab experience covers the concepts of kinematics, dynamics, and strength of materials. Experiments include gyroscopic motion, dynamic balancing, and verification of Mohr's circle using strain gage arrays, deflection of beams by superposition, photoelasticity, and column buckling. Labs require statistical data analysis and uncertainty calculations. Students complete written lab reports. (Co-requisites: ME 203, ME 308) One credit.

**ME 308 Strength of Materials**
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. (Prerequisites: ME 201, MA 227; co-requisite: ME 203) Three credits.

**ME 311 Machine Design**
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 fasteners, springs, rolling-element bearings, and gears. 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). (Prerequisite: ME 308) Three credits.

**ME 312 Advanced Machine Design**
The advanced study of mechanical designs emphasize the process of developing creative solutions through conceptual analysis and synthesis in this course that covers topics related to the design of rotating mechanical systems, welded joint design, and fracture mechanics. Students conduct a research project, investigating and reporting on a topic in advanced design, and compete as part of a team in a design development project that applies structured design practices to real hardware. The course emphasizes concept generation and development. (Prerequisite: ME 311) Three credits.

**ME 318 Finite Element Analysis**
An introduction to advanced concepts in finite element analysis, this course covers advanced two- and three-dimensional element formulation and structural analysis. It is an introduction to the concepts of dynamics as applied to structures. This finite element analysis is extended to problems in dynamic systems and control, design and manufacturing, mechanics and materials, and fluids and thermal systems. Problems in heat transfer, including both steady state and transient analysis, along with conduction, convection, and radiation modes are also covered. Students solve problems both manually and with the use of modern computer finite element software. (Prerequisites: MA 321, CD 211, and ME 308) Three credits.

**ME 320 Vibration Analysis**
This course covers fundamental laws of mechanics, free and forced vibration of discrete single and multi-degree-of-freedom systems, periodic and harmonic motion, viscous damping, and measures of energy dissipation. Modal analysis for linear systems, computational methods in vibration analysis, natural frequencies and mode shapes, analytical dynamics and Lagrange's equation, longitudinal, torsional, and flexural vibration of continuous elastic systems (strings, rods, beams) are discussed. Students learn energy methods, approximate methods for distributed parameter systems, and dynamic response by direct numerical integration methods. (Prerequisites: ME 203, MC 290, or equivalent) Three credits.

**ME 321 Advanced Kinematics**
Topics included in kinematics are spatial mechanisms, classification of mechanisms, basic concepts and definitions, mobility criterion, number synthesis of mechanisms, kinematic analysis of mechanisms: Raven's method, Hartenberg and Denavit's method, Chace's vector method, general transformation matrix method, Dual number quaternion algebra method, method of generated surfaces, method of constant distance equations, and method of train components. Class covers existence criteria and gross-motion analysis of mechanisms, kinematic synthesis of mechanisms, function generation synthesis, rigid-body guidance synthesis, and path generation synthesis, coupler curves and cognates, and Robert's cognates and spatial coupler curves. (prerequisite: ME 203) Three credits.

**ME 322 Advanced Dynamics**
The topics in the area of Dynamics include degrees of freedom, generalized coordinates, constraints, principle of virtual work and D'Alembert's principle. Energy and momentum, frames of reference, orbital motion, Lagrange's equation, moments and products of inertia, and dynamics of rigid bodies are also discussed, as well as variational principles: stationary value of a function, Hamilton's principle, principle of least action, Hamilton's equation, and phase space. (Prerequisites: ME 203, MC 290, or equivalent) Three credits.

**ME 331 Computer Aided Analysis and Design**
This course covers computer aided aspects of mechanical design, theories of failure, optimization of the design, static, transient and dynamic analysis methods, finite element analysis, theoretical background, plane stress and plane strain analysis, axi-symmetric stress analysis, isoparametric finite element formulations, element types for finite element analysis, mesh generation, and FEM software. Cyclic symmetric structures: advantages of cyclic symmetry, symmetric loading, generalized loading, free and forced vibration analysis. Case studies. (Prerequisite: ECE 415, or equivalent) Three credits.

**ME 342 Applications of Thermodynamics**
This course continues and applies concepts learned in ME 241. 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 and momentum equations for steady, one-dimensional frictionless flow; basic energy relations for turbomachinery; fundamentals of compressor and turbine design; and application and synthesis of design using thermodynamic principles. This course contains a lab segment. (Prerequisites: ME 241, MA 321) Three credits.

**ME 346 Energy Conversion**
This course covers selected topics in energy conversion, including solar energy; propulsion; internal combustion engines; battery power; heat pumps; classics 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. (Prerequisite: ME 241) Three credits.

**ME 347 Fluid Mechanics**
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; fluid dynamics; the momentum theorem in turbomachinery; and introduction to compressible fluids. This course emphasizes design solutions using computer analysis and synthesis. (Prerequisites: ME 203, ME 241, MA 321) Three credits.

**ME 348L Thermal and Fluids Lab**
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. The course emphasizes statistical analysis, test planning, data evaluation, and report writing. (Co-requisites: ME 342, ME 347) One credit.

**ME 349 Heat Transfer**
This course covers one- and two-dimensional heat conduction, including solutions for finned surfaces and solutions for transient problems; convection heat transfer in laminar and turbulent flows; fundamental radiation concepts; laws of thermal radiation; radiation exchange geometrical factors and network methods; and heat exchangers and electrical analogies. The course emphasizes design solutions using computer analysis and synthesis. In the lab, students investigate heat transfer in plane surfaces, enhanced heat transfer in extended surfaces, and heat exchanger effectiveness. (Prerequisites: ME 342, ME 347) Three credits.

**ME 350L Energy Transfer Lab**
This laboratory learning experience provides the opportunity 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. (Co-requisites: MC 290, ME 349) One credit.

**ME 360 Internal Combustion Engines**
This course presents the theories of internal combustion engines including engine types; gas cycles; fuel, air, and combustion thermodynamics; air cycles; and engine performance. (Prerequisite: ME 241; co-requisite: ME 342) Three credits.

**ME 382 Independent Study, Advanced Mechanical Project**
During this design course emphasizing individual creativity, 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. (Prerequisites: departmental approval of project proposal following completion of non-elective mechanical engineering courses and at least one major elective) One to three credits.

**ME 390-391 Senior Design Project**
In this capstone course, students work in teams on advanced projects that emphasize the engineering design approach. Each team works closely with a faculty/mentor and conducts literature searches, synthesis, and in-depth analysis and experimentation. Individual team members make frequent presentations to faculty and peers; students receive instruction in effective communication to enable successful presentation skills. An oral presentation, written report, and working models complete the course requirements. Students begin this two-semester course in the fall term. (Prerequisites: completion of all non-elective courses prior to ME 391 and completion of adequate program requirements to enable graduation within one year of course completion) Three credits per semester; six credits total.

## Manufacturing

**MF 207 Materials Science**
This course provides an overview of the various classes of materials including metals, ceramics, and polymers and the role of these materials in service and design applications. Subjects include atomic structure and bonding, the periodic table, crystal structure, microstructure, defects, diffusion, binary phase diagrams, phase transformations, and corrosion. The effects of processing, microstructure and composition on mechanical, electrical, and thermal properties are discussed. Lab sessions examine mechanical testing methods and microstructure analyses. Students learn sample preparation and metallographic techniques. (Prerequisites: CH 11, CH 11L) Three credits.

**MF 230 Computer-Aided Manufacturing (CAM) I**
An in-depth introduction to the science, math, and engineering of computer-aided manufacturing methods, the course provides a comprehensive view of manufacturing planning, design, automation, flexible automation, and computers in manufacturing, using a strong science-based and analytical approach. CNC and tooling for CNC application are discussed. The course consists of lectures, group discussions, case studies, a term project, computer simulation, and laboratory. (Prerequisites: CD 211, MA 126) Three credits.

**MF 240 Computer Aided Manufacturing (CAM) II**
The course balances CAD and CAM with up-to-date information on rapid prototyping, NT-based solid modeling systems, and Web-related issues. Complicated mathematical terminology is kept to a minimum; instead, the concepts are explained in as intuitive a way as possible. Students are required to have a background only in programming, calculus, and matrix and vector algebra. The course also covers components of CAD/CAM/CAE Systems and CAD/CAM postprocessor development manufacturing systems. The course consists of lectures, group discussions, case studies, a term project, computer simulation, and laboratory. (Prerequisite: MF 230) Three credits.

**MF 250 Programmable Logic Control (PLC) Systems**
This course introduces the design and implementation of programmable logic controllers for use in industry in the areas of automation, manufacturing, and other related applications. It takes an overall look at Programmable Logic Controllers while concentrating on relay ladder logic techniques and how the PLC is connected to external components in an operating control system. State-of-the-art software used includes: MultiSim, LabView, Cosivis, Veep, and RS Logix 500. The course also covers input/output ports, continuous process control, timing and counting functions, chaining sequences, and digital gate logic. The course consists of lectures, group discussions, case studies, a term project, computer simulation, and laboratory. (Prerequisite: PS 16 ) Three credits.

**MF 250L Programmable Logic Control (PLC) Systems Lab**
This course is designed to teach the students to work with the PLC. The student learns to analyze open- and closed-loop control tasks from the field of activities, and to develop structured and PLC-adequate programs in either function plan, ladder diagram, instruction list, sequential function chart, or structured text. Allen Bradley, Mitsubishi, GE, Fanuc, and Siemens PLC are used. The students must create the PLC programs from description of desired operations. State-of-the-art software used includes: MultiSim, LabView, Cosivis, Veep, and RS Logix 500, Fluid Sym P, and others. (Co-requisite: MF 250) One credit.

**MF 260 Hydraulics and Pneumatic Design**
This course introduces the integration of fluids and mechanics theory to real world applications. Fluid power components and how they are configured to operate efficient mechanical work are discussed. The primary topics include piping, hydraulic fluids, pumps, diverting valves, actuators, ISO symbols, and system design with safety as a priority. Upon completion, students have an understanding of how a fluid power system is developed and applied to satisfy industrial requirements. The course consists of lectures, group discussions, case studies, a term project, computer simulation, and laboratory. (Prerequisite: ME 241) Three credits.

**MF 315 Computer Integrated Manufacturing (CIM)**
This course shows how CIM fits into the current manufacturing systems and how the technology is used to solve real-world industrial problems. It integrates basic product design techniques and manufacturing fundamentals and principles, along with a look at the changing operations and information systems that support CIM in the enterprise. Topics include concepts of CIM and the manufacturing enterprise; the design elements and production engineering; managing the enterprise resources; and enabling processes and systems for modern manufacturing. The course consists of lectures, group discussions, case studies, a term project, computer simulation, and laboratory. (Prerequisite: MF 240) Three credits.

**MF 350 Advanced Programmable Logic Control (PLC) Systems**
This course will give students advanced concepts in programmable logic controllers and their applications and interfacing to industrial controls in the areas of automation, manufacturing, and others. Topics include bit operations, data manipulation, industrial PLC network utilizing Ethernet, ControlNet, and DeviceNet. Data sharing and distributed PLC programming techniques along with fundamentals of touch panel programming and operation are studied. State of the art software used: MultiSim, LabView, Cosivis, Veep, Automation Studio, and RS Logix 500. It will include also: input/output ports, intermittent and continuous process control, arithmetic and comparison instruction, function block diagrams, indirect and indexed addressing, and sequential function charts. The course will consist of: lectures, group discussions, case studies, a term project, computer simulation. (Prerequisite: MF 250) Three credits.

**MF 350L Advanced Programmable Logic Control (PLC) Systems Lab**
This course will introduce the advance design and implementation of programmable logic controllers for use in industry in the areas of automation, manufacturing, and others. It will take an overall look at Programmable Logic Controllers while concentrating on data handling, function block diagram, and industrial networks & distributive control. State of the art software used: MultiSim, LabView, Cosivis, Veep, Automation Studio, and RS Logix 500. It will include also: input/output ports, intermittent and continuous process control, arithmetic and comparison instruction, function block diagrams, indirect and indexed addressing, and sequential function charts. (Co-requisite: MF 350) One credit.

**MF 351 Manufacturing Systems I**
This introduction to general and special modern manufacturing technologies includes sheet metal fabrication and process, gear manufacturing, hard mold, powder metallurgy, plastic and rubber processes, primary metalworking processes, metal shearing and forming, welding, different machine processes, and material surface treatment. Additional topics include manufacturing techniques such as measurement and inspection for quality control process, material properties analysis in common materials and composites, material selections and applications in modern manufacturing environments. (Prerequisite: MF 207) Three credits.

**MF 352 Manufacturing Systems II**
This course considers several advanced manufacturing technologies. Topics include laser cutting and welding; water-jet cutting and cleaning; plasma cutting and welding; analysis and application of numerical control, computerized numerical control, and programmable logic control systems in manufacturing facilities and modern production systems; robotics; automated assembly lines; and material handling systems. Advanced topics include management of modern automated production lines, design of material handling systems, and selection of control systems in manufacturing applications. (Prerequisite: MF 351) Three credits.

**MF 354 Product and Process Design for Manufacturing**
Students learn the principles of product design for optimizing product manufacture and assembly – an essential part of the concurrent engineering process. The course examines materials and processes used in part manufacture and designing for manual and automated assembly processes. A course project applies these principles. (Prerequisite: ME 311) Three credits.

**MF 361 Automation and Robotics I**
This course introduces the basic elements of automation, industrial robotics, automated work cells, common information model systems, and the automated factory. Topics include kinematics, dynamics, the classification of robots, automation sensors, work cells, import systems and programming, robot/system integration, economic justification, and applications. (Prerequisite: ME 203) Three credits.

**MF 362 Automation and Robotics II**
This course introduces components of the automated factory. Topics include design of parts and processes for automation, hard and flexible automation, blocks of automation, automatic production and assembly, numeric controllers, computer-aided design/computer-aided manufacturing, industrial logic control systems, programmable logic controllers, and computer applications in automation. (Prerequisite: MF 361) Three credits.

**MF 390-391 Senior Design Project**
In this capstone course, students work in teams on advanced projects that emphasize the engineering design approach. Each team works closely with a faculty/mentor and conducts literature searches, synthesis, and in-depth analysis and experimentation. Individual team members make frequent presentations to faculty and peers; students receive instruction in effective communication to enable successful presentation skills. An oral presentation, written report, and working models complete the course requirements. Students begin this two-semester course in the fall term. (Prerequisites: completion of all non-elective courses prior to MF 391 and completion of adequate program requirements to enable graduation within one year of course completion) Three credits per semester; six credits total.

## Mechatronics

**MC 290 Engineering Systems Dynamics**
This course covers basic engineering vibration analysis with application to control systems including free-damped and undamped vibration of one degree of freedom systems, forced vibration, response, shock excitation, harmonic analysis, and random vibration, multi-degree of freedom systems, Lagrange equation, and vibration of systems with distributed mass and elasticity. Automatic control system topics include the simple hydraulic servo, open loop and closed loop systems, root locus, Routh-Hurwitz criterion, Nyquist criterion, and Bode analysis. The course includes applications and case studies, and integrates computer-aided analysis and design tools (MATLAB and Working Model) to ensure relevance to the design and analysis of real-world engineering dynamic and control system problems. (Prerequisites: MA 321, ME 203) Three credits.

**MC 300 Feedback and Control Systems**
This course emphasizes analysis and synthesis of closed-loop control systems using 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. Discussion of classical control-system design includes modeling of dynamic systems, block diagram representation, time and frequency domain methods, transient and steady state response, stability criteria, controller action (proportional; proportional and integral; proportional, integral, and derivative; and pseudo-derivatives feedback), root locus methods, the methods of Nyquist and Bode, and dynamics compensation techniques. Discussion of state-space methods includes formulation and solution (analytical and computer-based) of state equations, and pole-placement design. The course integrates computer-aided analysis and design tools (MATLAB and Working Model) to ensure relevance to the design of real-world controlled electro-mechanical systems. The course also includes lab (hardware-based) exercises. (Prerequisites: MA 321, ME 203, and EE 213) Three credits.

## Software Engineering

**SW 201 Software Design I**
In this two-course sequence students develop an understanding of a formal process for designing a system to be implemented based on distributed architectures. Software design tools and formal design methods are used in designing software. Discussions include concepts of software design, notations, traditional versus object-oriented design techniques, design patterns, interface design, component design, UML, software architecture, data modeling, and distributed system architecture. Students implement software using modern programming languages. This course includes laboratory work. (Prerequisite: CS 232) Three credits.

**SW 202 Software Design II**
This course continues SW 201 Software Design I with in-depth projects and further discussions of design and implementation topics. (Prerequisite: SW 201) Three credits.

**SW 227 Object-Oriented Programming with C++**
This introduction to object-oriented methodology and abstract data types includes discussions in polymorphism and data encapsulation. Participants study examples of object-oriented program use in situations, as well as large system integration by object-oriented methodology. (Prerequisite: CS 232) Three credits.

**SW 304 Web Development**
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, client side dynamic Web pages, client communication with a Web server, server software, server side programming, distributing server side functionality, server side connections to databases, and Web services. (Prerequisite: CS131-132) Three credits.

**SW 314 Network Concepts**
This course covers the structure and technologies of computer network architecture including cabling, wiring hubs, file servers, bridges, routers, and network interface cards. It discusses network software and hardware configurations and demonstrates network concepts such as configuring protocol stacks and connecting a personal computer to a network. The course examines the OSI-model, TCP/IP protocol and routing protocols. Student will be able to do subnet of TCP/IP networks. Three credits.

**SW 327 Distributed Operating Systems**
This course introduces the internal operation of modern operating systems. The topics cover a brief history of operating systems, the major components of modern operating systems, and distributed systems. The tradeoffs between performance and functionality also will be discussed. (Prerequisite: SW 227) Three credits.

**SW 348 Server Management**
Server Management is a course designed to provide the student with the tools necessary to manage Window Server. The topics include user management, installation and configuration of web server, mail server, FTP server, LDAP and backup and other routine system and network administration. Three credits.

**SW 355 Database Management Systems**
This course examines data formats, organizations, representations and structures; design and analysis of searching, sorting, and other algorithms; data management systems; relational database model; domains and relational integrity; structured query language; database design – logical and physical; entity-relationship diagrams; normalization; transaction processing; and database administration. (Prerequisite: CS 232) Three credits.

**SW 382 Special Topics in Software Engineering**
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. One to three credits.

**SW 383 Independent Study**
This course is an individualized study under the supervision of the faculty member. The course emphasizes individual creativity. Students work with a faculty mentor in studying and investigating topics of current interest in software engineering. Students may earn from one to three credits for an independent study course. (Prerequisite: permission of the instructor) One to Three credits.

**SW 390-391 Senior Design Project**
In this two-semester capstone design course emphasizing creativity and organizational abilities, students work with a faculty mentor to select a project that is representative of a realistic information systems engineering development task. Students prepare design goals, execute a literature search, prepare an in-depth analysis, and develop the experiment. A final report and presentation demonstrates student accomplishments. Students meet with their mentor on a regular basis to discuss project status and to review alternative solutions to problems. This course may follow the format of independent study. Three credits per semester; six credits total.

**SW 403 Visual C# for Programmers I**
This course provides an introduction to programming using Visual C# and the .NET framework. Students learn to create applications using object oriented programming and learn about Microsoft.NET, Visual Studio.NET, classes and objects, structured programming, exception handling, and debugging. Students complete this course understanding how Visual C# interacts with the .NET framework and will be able to build applications using Visual C#. The course is intended for designers and programmers who are developing systems in the Windows environment. Lab included. Three credits.

**SW 409 Java for Programmers II**
This advanced topic Java programming course covers threading, nested references, design patterns, Servlets, JavaServer Pages (JSP), the Spring Framework, JDBC, persistence, I/O and topics such as swing, graphics, etc., as time permits. Lab included. (Prerequisite: SW 408 or permission of the instructor) Typically offered spring term annually. Three credits.

**SW 410 Enterprise Java**
This course explores advanced Java technologies. Coverage includes state-of-the-art explorations into server-side technologies such as JDBC, Hibernate, Enterprise JavaBeans (EJB), Java Message Service (JMS), XML, etc., as time permits. Lab included. (Prerequisite: SW 409 or permission of the instructor) Elective. Typically offered fall term annually. Three credits.

**SW 499 Algorithms**
Development and evaluation of algorithms. This class covers object oriented programming principles, classic algorithms, algorithm analysis, searching, sorting and parsing techniques, stacks, queues, linked lists, and trees. Algorithm efficiency and performance is a focus as the student gains experiences through problems and programming projects. (Prerequisite: SW 403 or SW 408) Three credits.

**SW 505 Advanced Database Concepts**
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. Format consists of lecture and lab. (Prerequisites: SW 402 plus SW 409 or SW 506, or instructor approval.) Three credits.

**SW 506 Visual C# for Programmers II**
This course teaches application developers the more advanced elements of programming with Visual C# for the .NET framework. Students learn object oriented programming using classes, objects and inheritance, and cover topics such as multithreading, design patterns, and advanced GUI. Data structure concepts such as linked list, tree and basic searching and sorting algorithms will be covered. At the completion of this course, students will be able to produce complete Windows and console based applications with Visual C#. Lab included. (Prerequisite: SW 403.) Three credits.

**SW 508 Data Warehouse Systems**
This course examines the business role, architecture, database management structure, and use of mapping, data-mining, and query tools associated with a data warehouse. The course explores design strategies and construction tools, as well as techniques for capacity planning and network analysis. Three credits.

**SW 518 Data Mining and Business Intelligence**
In this course, students examine business intelligence concepts, methods and processes used to improve data-centric business decision support solutions with a particular focus on data mining techniques. We first examine the principals and practices of gathering and retrieving large volumes of data for analysis and synthesis. The major focus of the course is the examination analytical techniques for extracting information from large data sets to provide the students with a broad background in the design and use of data mining algorithms, exposure to software tools, and the application of these ideas to real-life situations. Data mining techniques such as classification, estimation, prediction, and clustering are examined. The final portion of the course focuses on the presentation and cataloging of information extracted from these large data sets. Students are also provided with case studies to review in order to obtain an understanding of how data mining algorithms have been applied in a diverse set of enterprises. Three credits.

**SW 530 Introduction to Information Security**
This course gives students a fundamental understanding of current Social Engineering methods in the Information Security arena. Deception and human behavior is exploited to gain valuable information, which is very relevant to today's growing security concerns. This course builds upon the weaknesses in the human factor. Areas of discussion will be methods, current trends, and most of all countermeasures. The pedigree will be lecture and discussions assignment, which involves analyzing current work places and social gatherings coupled with scenarios of exploitation. Three credits.

**SW 531 Application and Data Security**
This course is structured around Application and Data security in current enterprises. Systems Development Life Cycle (SDLC) components coupled with Database security are emphasized. Common countermeasure and best business practices that help ensure a solid security understanding are the objective of the course. Three credits.

**SW 535 Web Application Security**
This course is structured around Internet transactions and data associated with these transactions. It encompasses encryption schemes of transmission to execution of code and complete flight of an execution. Web based technologies are the main focus, along with general understanding of underlying web infrastructure and discussing common exploits. Common countermeasure and best business practices that help ensure a solid security understanding are the objective of the course. Three credits.

**SW 550-551 Capstone Professional Project I and II**

In these capstone courses, students form teams, perform a technical study, and design an information technology system based on either their employers' requirements or an area that is of general interest, or develop a software management or development tool. The results of these projects provide a library of case studies, designs, and software development tools and techniques that are of general interest to local information technology professionals. A capstone prospectus, approved by your advisor, must be submitted to and accepted by the director of the program prior to starting the capstone sequence. Six credits for the two-course sequence.

**SW 596 Network Routing and Switching**

This course combines the second and third semesters of the Cisco academy courses into one routing and switching class. The course presents concepts and develops skills needed in designing, implementing, and troubleshooting local and wide-area networks. It also provides numerous lab opportunities to configure and troubleshoot networks with Cisco routers and switches (Prerequisite: SW 404) Elective. Three credits.

**SW 599 Information Security Measures and Countermeasures**

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. (Prerequisite: SW 404.) Three credits.

# School of Nursing

# A Message from the Dean

Students are entering Fairfield University's School of Nursing at a point in time when the world of healthcare is rapidly changing. The goal of the faculty is to establish a caring, diverse academic learning environment that in the Jesuit tradition provides one of the world's highest standards of nursing education.

The Fairfield University School of Nursing curriculum prepares future nurses at the baccalaureate and graduate level in an exciting environment that includes classroom experiences on campus and opportunities to care for patients at numerous clinical sites in hospitals, nursing homes, clinics, and community agencies. Students are prepared for leadership roles in all healthcare settings.

The School of Nursing enhances learning through close relationships and partnerships with clinical agencies that offer students individualized experiences during the academic year and internships during the summer months. Opportunities exist for students to interact with national nursing leaders who are present in the School at key points in time and to participate in international study abroad programs that add to the value of a nursing education.

The faculty believes that the School of Nursing offers a tremendous opportunity for undergraduate and graduate nursing education in a unique academic and professional environment. We invite you to study nursing with us at Fairfield.

Jeanne M. Novotny, Ph.D., RN, FAAN
*Dean, School of Nursing*

# SCHOOL OF NURSING

## Faculty

**Dean**
Jeanne M. Novotny

**Associate Dean for Academic Programs**
Suzanne H. Campbell

**Associate Dean for Public Health and Entrepreneurial Initiatives**
Philip Greiner

**Undergraduate Program Director**
Joyce Shea

**Robin Kanarek Learning Resource Center Director**
Diana R. Mager

**Adult Program Director**
Carole A. Pomarico

**Undergraduate Student Services Director**
Theresa Tavella Quell

**Professors**
S. Grossman
Lange
Lippman
Wheeler

**Associate Professors**
Campbell
Greiner

**Assistant Professors**
Dudac
Gerard
Kris
Moriber
O'Shea
Pomarico
Shea

**Assistant Professors VA Nursing Academy**
Bruno
Chaplik
Conelius
Connery
Dalton
L. Greiner
Haupt
Lovanio
Murphy
Smith

**Visiting Assistant Professor**
Fackler

The goal of the undergraduate program is to prepare students for professional nursing 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, nursing 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 nurses, capable of providing professional care to people in whatever setting they encounter.

The curriculum of the School of Nursing 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 nursing 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 School of Nursing are exceptionally well qualified by academic and clinical preparation. The small student to faculty ratio is an inherent component of the program, particularly as it relates to clinical 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 planning are integral to the advisement process.

In the nursing program, students participate in nursing practice in a variety of clinical settings. The School has affiliations with more than 50 agencies, including small and large hospitals, community health centers, in-patient and out-patient psychiatric institutions, and schools. Opportunities are available in urban and suburban settings, servicing the poor and the affluent, for students to work with people of different cultures, backgrounds, and needs.

Fairfield nursing students gain community health experience through clinical rotations at the School of Nursing's Health Promotion Center in Bridgeport. The Center is nationally recognized for its community health outreach program, which provides care to the region's poor and underserved population. Students provide services through partnering agencies throughout the community, offering health screenings, education, and referral. Opportunities exist for volunteering and internships at the Center.

The School of Nursing facility houses multimedia classrooms, faculty offices, conference rooms, and a tiered lecture hall. The modern, multipurpose Learning Resource Center is well-equipped with demonstration stations, interactive mannequins, and current technology designed to develop and sharpen students' patient-care, critical-thinking, and decision-making skills.

Upon successful completion of the program, students receive a B.S. degree in Nursing and qualify to take the NCLEX examination for licensure as a registered nurse. The School of Nursing programs are 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.

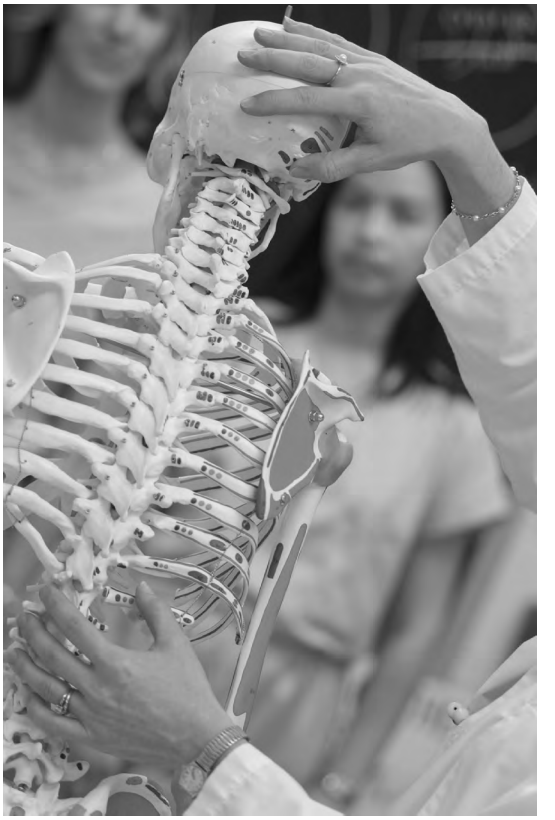
## The School of Nursing Philosophy

The Philosophy of the School of Nursing flows from the Mission Statement of Fairfield University, and gives definition to the Jesuit ideals of social responsibility, truth, and justice. The faculty believes that people are biological, psychological, social, and spiritual beings who are unique members of families and of larger social systems. Interaction and communication within these systems influence health, harmony, and wellbeing. Situational and developmental change represent transitional points in the life cycle, which may result in disharmony and/or an opportunity for growth.

Health is a dynamic process of physical, mental, spiritual, and environmental harmony that enables people to affirm and pursue their own life goals. Optimum health begins with nurturing and promoting one's own emotional and spiritual growth, which then extends to respect and caring for others. Alterations from health are a trajectory from wellness to illness with many variables affecting the quality of life along that continuum. When recovery from illness is not possible, death is viewed as the final state of life offering an opportunity for further growth.

Students are viewed as holistic individuals with multifaceted roles, who are accountable for their learning. Each student brings unique qualities that contribute to the strength and diversity of the program. Along with planned educational experiences, faculty offer support, guidance, and mentoring throughout the learning process. Students are encouraged to develop their individual strengths and identify areas of interest as they progress throughout the curriculum. Students emerge as qualified entry-level practitioners, at the baccalaureate or master's level, who integrate theory and research into their practices and use a critical approach to problem solving.

Because society is rich with diverse religious, ethnic, and cultural groups, professional nurses must be prepared to work with those whose beliefs and values may be different from their own. In order to be sensitive to others, it is first necessary to know and accept one's own values and beliefs. Students and faculty demonstrate mutual respect for the rights of others and appreciation of these differences.



### The School of Nursing Mission & Purpose

In keeping with the mission of Fairfield University to develop men and women for others, the School of Nursing builds on a tradition of innovation and a commitment to provide the very best nursing education, scholarship, and professional service locally, nationally, and internationally.

The School of Nursing is committed to leadership in nursing. The discovery, transmission, and use of knowledge are at the core of our work. Knowledge of health and illness in individuals, families, groups, and communities, both locally and internationally, provides the context for our charge. The ultimate test of our vision will be the results of contributions of faculty and graduates over time.

## Organizing Framework

### Ethics and Social Responsibility

Commitment to social responsibility, truth, and justice is inherent in the Jesuit ideal and underscores the need to provide care to vulnerable populations. Nurses have a moral and ethical obligation to provide and advocate for optimal healthcare for all members of society regardless of differences in culture, race, gender, socioeconomic status, religion, and age. Provision of care to vulnerable populations is a particular concern to nursing.

Nurses consider the interplay of health and social issues as they care for clients in various stages of health and illness. Students confront the range of ethical dilemmas and value conflicts inherent in care delivery, and develop an understanding and acceptance of self and others.

### Holism

Human beings are unique individuals who grow in complexity throughout life – physically, mentally, emotionally, socially, and spiritually. The interaction among human beings and between people and the many environments and cultures in which they live is considered in planning and providing care. The physical environment includes climate, geography, air and water quality, and food purity, as they affect health and wellbeing. The social environment, defined by roles, relationships, and a network of care, influences health and provides support. The cultural environment, which includes family norms, religious beliefs, health beliefs, health practices, and the development of values and mores, influences definitions of health and illness and determines the manner in which health problems are managed. These environments and their interactions with human beings are integral to a holistic perspective.

### Nursing Practice

Nurses diagnose human responses to actual and potential health problems, identify individual strengths and nursing care needs, and plan and deliver culturally competent care that promotes, maintains, or restores health. The role of the nurse is conceptualized as helping clients across the life span to maximize their optimum potential.

As students engage in clinical practice, they consider the complex interactions among individuals, families, and communities and analyze how those interactions influence health and the larger society in providing care. Nursing practice integrates scientific problem-solving with holistic caring. Based on research and theoretical knowledge, the nursing process is used as a problem-solving approach to analyze information and prioritize patient care needs for individuals and groups.

### Professionalism

Characteristics of professional nursing practice include critical thinking, decision-making, and accountability. Behaviors integral to professional nursing's role are advocacy, political activism, effective communication, collegiality, commitment to lifelong learning, scholarship, and the upholding of standards as defined by the profession.

Nurses function as integral members of multidisciplinary teams, engage in interdependent roles, and collaborate with other healthcare providers, clients, and family members.

Students facilitate collaborative processes, make referrals, teach others, confer with individuals and groups, and strategize to shape health policy at various levels. The purpose of this collaborative, interdisciplinary activity is to improve care through education, consultation, and management.

Professional nursing practice combines holistic care with evidence-based practice. Nursing research is viewed as the investigation of issues of concern in nursing practice with the aim of answering complex questions and developing knowledge to improve care and potentiate health.

Leadership and management skills are essential to shape the future of healthcare and help others attain goals and facilitate change. Participation in professional organizations and groups, role modeling, client advocacy, political activism, and fostering a learning environment by mentoring and precepting others is expected.

**Undergraduate Program Objectives**

1. Demonstrate effectiveness in planning and providing therapeutic nursing care, managing information, and promoting self-care competence of culturally diverse individuals, families, groups, and communities.
2. Employ a variety of technologies and other therapeutic modalities with sensitivity for the provision of care.
3. Make sound clinical judgments based on nursing science and related theory, using critical thinking and ethical decision-making.
4. Demonstrate collaboration with peers, patient, healthcare professionals, and others within healthcare teams in the process of planning, delegating, implementing, and evaluating care.
5. Communicate with clarity, purpose, and sensitivity using a variety of methods including technology.
6. Identify clinical problems and apply research findings in order to promote evidence-based and creative practice in nursing.
7. Synthesize knowledge from the humanities and sciences in developing and providing care that is holistic, visionary, culturally competent, fiscally responsible, and socially relevant.
8. Demonstrate accountability for professional growth, the provision of nursing care, and lifelong learning.
9. Advocate for patients, consumers, and the nursing profession through involvement in the political process, and health/patient care policies and practices.

The four components of the School of Nursing undergraduate program are:

### The core curriculum
Nursing students must complete the core curriculum that is required of all Fairfield undergraduates, except that nursing students may meet either the visual and performing arts or the language requirement. Students meet the U.S. diversity requirement through enrollment in the NS 112 Healthcare Delivery Systems. Students meet the World diversity requirement through enrollment in a course focusing on non-western culture or society, exclusive of Europe and the United States (may be met through existing core courses). Statistics is required for all nursing students; the minimum requirement is MA 17 Introduction to Probability and Statistics. Those who complete two semesters of calculus enroll in MA 217 Accelerated Statistics.

### 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 science elective.

### Nursing courses
Classroom instruction in nursing theory begins in the freshman 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, schools, and its own Health Promotion Center in Bridgeport. Students provide their own transportation to clinical agencies.

### Electives
Two free electives in the curriculum provide students with an opportunity to explore topics of interest including the liberal arts, nursing, and minor options.

### Transferring into the School of Nursing
Students may transfer into the School of Nursing from the College of Arts and Sciences, Dolan School of Business, University College, or another accredited college on a space-available basis. Minimum criteria include an overall grade point average of 2.80 or better and completed prerequisite courses for the semester. The typical transfer student has earned A's and B's in prerequisite courses and an overall GPA of 3.0 or better.

### Standards for Admission and Progression at Fairfield University School of Nursing
At Fairfield University School of Nursing, students are required to successfully complete clinical practica involving direct patient care. By accepting admission in the School of Nursing, the student understands the program eligibility and progression requirements.

#### I. DISABILITY STATEMENT
Consistent with its mission and philosophy, Fairfield University School of Nursing 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 nursing program must be able to meet minimum standards for clinical practice, with or without reasonable accomodations. To receive accommodations on the basis of disability, the student must self-identify, provide documentation for the disability, and request accommodation from the Office of Academic and Disability Support Services. The decision regarding appropriate accomodations will be based on the specifics of each case. Accommodations must specifically address the functional limitations of the disability. An accommodation will not be made in those situations where the accommodation itself would fundamentally alter the nature of the program, cause hardship to the school, or jeopardize the health or safety of others. For further information, refer to the Fairfield University Office of Academic & Disability Support Services http://www.fairfield.edu/adss_index.html.

#### II. 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 School of Nursing 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 sythesize 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.

**Interpersonal & Communication**
Relationship & communication abilities appropriate for interacting sensitively with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds. Ability to accurately and clearly communicate appropriate information regarding patient status and response to care, both orally and in writing.

- Interpersonal skills to communicate effectively with patients/families and members of the healthcare team.
- Ability to gather and record patient data concerning history, health status and response to care.
- Ability to give and follow verbal and written reports and directions to patients, families, and members of the health care team.

**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.

- Visual acuity necessary to observe physical changes in health status, prepare and administer medications, and gather reference material and patient data from written and digital sources.
- Auditory ability to differentiate normal and abnormal heart, lung, & bowel sounds.
- Tactile ability to differentiate temperature and anomalies of the skin, as well as unsafe patient care devices.
- 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 physical care such as ambulation, positioning, and assist 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.

**Emotional Stability**
Emotional stability for providing care safely to patients and their families within a rapidly changing and often stressful healthcare environment; 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 nursing.
- Emotional ability to maintain calm in a crisis and emergency situation.
- Ability to develop mature relationships with the health care team and modify behavior in response to constructive feedback.

**Physical Health and Abilities**
Physical health and stamina sufficient to provide care to diverse patient populations.

- Sufficient energy and ability to manage a typical patient assignment in a variety of settings for a full seven hour clinical day.
- Physical health necessary to care for those who are immuno-compromised, incapacitated, and/or otherwise vulnerable.

**Progression in the Nursing Curriculum**
Nursing students must follow all University educational policies and general regulations including those regarding academic progress.

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. BI 107 Human Anatomy and Physiology I, BI 108 Human Anatomy and Physiology II, BI 151 Microbiology, CH 84 Chemistry, and PY 163 Developmental Psychology 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 CH 84, Chemistry 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 School of Nursing. 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. A grade of less than C in three or more prerequisite courses will result in dismissal from the School of Nursing.

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. 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 School of Nursing. 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.

## Health and Professional Requirements

Nursing majors must be certified in cardiopulmonary resuscitation by Jan. 1 of the 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 course offered through the American Red Cross. All health requirements and OSHA training requirements must be met each year prior to clinical practica. To attend clinical, students must provide a physical examination and non-reactive Mantoux test yearly. Proof of immunization or immunity must be provided for the following: hepatitis, varicella, measles, mumps, rubella, and diphtheria-tetanus. Some agencies require drug testing. Students unable to comply with agency requirements will be dismissed from the program. All costs associated with clinical placements are the responsibility of the student.

## Student Background Checks

In accordance with hospital and agency contracts, students will be expected to obtain a background check prior to their first clinical experience. CertifiedBackground.com is the source for background checks for Fairfield University School of Nursing students.

## 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. All students must meet the national average on the final assessment test before transcripts are released.

## Licensure

All nursing students graduate with a bachelor of science degree in nursing. 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 try. Application procedures vary by state. Information may be obtained in the School of Nursing office or on the National Council of State Boards of Nursing website: http://www.ncsbn.org.

Please note that 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

### Honors Program

The School of Nursing participates in the University Honors Program for those undergraduates who have distinguished themselves in their studies. Successful completion of the Honors Program is recorded on the graduating student's transcript.

### 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 600 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. Undergraduate nursing students in the top 35 percent of their class are eligible for membership after completion of at least one-half of the required nursing curriculum. Students in the graduate program are eligible when they have achieved a grade point average of at least 3.5 and have completed a minimum of one-quarter of the required graduate curriculum.

# BACHELOR OF SCIENCE – MAJOR IN NURSING

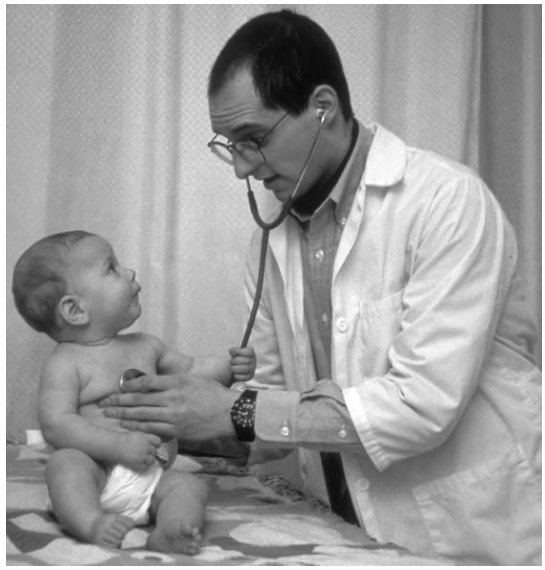
## CURRICULUM PLAN FOR FULL-TIME UNDERGRADUATE STUDENTS

| First Year – Fall Semester | | Credits |
|---|---|---|
| PH/RS 10 | Philosophy or Religious Studies | 3 |
| EN 11 | Composition and Prose Literature | 3 |
| ML/VA | Language or Visual and Performing Arts | 3 |
| MA 17 | Introduction to Probability and Statistics | 3 |
| PY 163/ CH 84 | Developmental Psychology or Chemistry | 3/4 |
| Total | | 15/16 |

| First Year – Spring Semester | | Credits |
|---|---|---|
| NS 110/ NS 112 | Introduction to Professional Nursing or Healthcare Delivery Systems | 3 |
| EN 12 | Introduction to Literature | 3 |
| ML/VA | Language or Visual and Performing Arts | 3 |
| CH 84/ PY 163 | Chemistry or Developmental Psychology | 4/3 |
| MA 19 | Introduction to Calculus | 3 |
| Total | | 15/16 |

| Sophomore Year – Fall Semester | | Credits |
|---|---|---|
| NS 112/ NS 110 | Healthcare Delivery Systems or Introduction to Professional Nursing | 3 |
| BI 107 | Anatomy and Physiology I | 4 |
| PH/RS | Philosophy or Religious Studies Elective | 3 |
| HI 30/ BI 151 | Europe and the World or Microbiology | 3/4 |
| RS/PH 10 | Philosophy or Religious Studies | 3 |
| Total | | 16/17 |

| Sophomore Year – Spring Semester | | Credits |
|---|---|---|
| BI 108 | Anatomy and Physiology II | 4 |
| BI 151/ HI 30 | Microbiology or Europe and the World | 4/3 |
| NS 270 | Health Assessment | 4 |
| NS 272 | Geriatric Nursing | 3 |
| Total | | 14/15 |



| Junior Year – Fall Semester | | Credits |
|---|---|---|
| NS 301 | Wellness to Illness | 4 |
| NS 303 | Basic Concepts of Pathophysiology and Pharmacology | 3 |
| NS 305 | Mental Health Nursing | 4 |
| NS 307 | Therapeutic Nursing Interventions | 3 |
| HI | History Elective | 3 |
| Total | | 17 |

| Junior Year – Spring Semester | | Credits |
|---|---|---|
| NS 310 | Research in Nursing | 3 |
| NS 312 | Patterns of Illness I | 5 |
| NS 314/ NS 323 | Nursing of Women and the Childbearing Family or Nursing of Children and Family | 4 |
| AE | Ethics Elective | 3 |
| Total | | 15 |

| Senior Year – Fall Semester | | Credits |
|---|---|---|
| NS 323/ NS 314 | Nursing of Children and Family or Nursing of Women and the Childbearing Family | 4 |
| NS 325 | Patterns of Illness II | 5 |
| PH/RS | Philosophy or Religious Studies Elective | 3 |
| EN | English Elective | 3 |
| SS | Social Science Elective | 3 |
| Total | | 18 |

| Senior Year – Spring Semester | | Credits |
|---|---|---|
| NS 321 | Professional Nursing: Leadership and Management | 3 |
| NS 330 | Public Health Nursing | 4 |
| NS 332 | Transition: Professional Nursing Practice | 4 |
| EL | Free Elective | 3 |
| EL | Free Elective | 3 |
| Total | | 17 |

**Total Credits: 129**
**Total Courses: 38**

# NURSING STUDY ABROAD

The School of Nursing offers study abroad opportunities for short-term and semester study at Fairfield University affiliated programs. The Nursing Study Abroad Program is open to Fairfield University nursing students who have successfully completed the spring semester of the sophomore year, have a GPA of 2.8 or better, and are recommended by their faculty advisor and dean.

Full-time undergraduate students in the nursing study abroad program take liberal arts and nursing courses and study healthcare and professional nursing in an international setting. The semester long program is offered at the National University of Ireland, Galway in the spring. In addition, students must successfully pass all nursing courses in the fall of the junior year to enroll in nursing courses in Ireland.Upon return, students take a six week summer course on campus that begins in mid-May and they continue in the traditional nursing progression with some minor adjustments and graduate on time with their class. Students are responsible for the cost of the course and housing in the summer.

Selected opportunities for short-term study during intercession and summer sessions are available for all students including adult learners and graduate students. Nursing Research is normally offered each summer in Italy at the University of Padova for undergraduate or graduate credit. A new study abroad option in Managua, Nicaragua, during Spring Break is open to full- and part-time undergraduate, Second Degree, and RN-BSN nursing students and provides partial credit for the Public Health nursing course. Students interested in the experience in Nicaragua will need to commit to group meetings prior to and following Spring Break.

**Nursing Study Abroad – Curriculum Plan (for full-time undergraduates)**

| **First Year – Fall Semester** | | **Credits** |
|---|---|---|
| PH/RS 10 | Philosophy or Religious Studies | 3 |
| EN 11 | Composition and Prose Literature | 3 |
| ML/VA | Language or Visual and Performing Arts | 3 |
| MA 17 | Introduction to Probability and Statistics | 3 |
| PY 163/ CH 84 | Developmental Psychology or Chemistry | 3/4 |
| Total | | 15/16 |

| **First Year – Spring Semester** | | **Credits** |
|---|---|---|
| PH/RS 10 | Philosophy or Religious Studies | 3 |
| EN 12 | Introduction to Literature | 3 |
| ML/VA | Language or Visual and Performing Arts | 3 |
| CH 84/ PY 163 | Chemistry or Developmental Psychology | 4/3 |
| MA 19 | Introduction to Calculus | 3 |
| Total | | 16/15 |

| **Sophomore Year – Fall Semester** | | **Credits** |
|---|---|---|
| BI 107 | Anatomy and Physiology I | 4 |
| NS 110 | Introduction to Professional Nursing | 3 |
| NS 112 | Healthcare Delivery Systems | 3 |
| PH/RS | Philosophy or Religious Studies Elective | 3 |
| HI 30/ BI 151 | Europe and the World or Microbiology | 3/4 |
| Total | | 16/17 |

| **Sophomore Year – Spring Semester** | | **Credits** |
|---|---|---|
| BI 108 | Anatomy and Physiology II | 4 |
| BI 151/ HI 30 | Microbiology or Europe and the World | 4/3 |
| NS 270 | Health Assessment | 4 |
| NS 272 | Geriatric Nursing | 3 |
| Total | | 15/14 |

| **Junior Year – Fall Semester** | | **Credits** |
|---|---|---|
| NS 301 | Wellness to Illness | 4 |
| NS 303 | Basic Concepts of Pathophysiology and Physiology | 3 |
| NS 305 | Mental Health Nursing | 4 |
| NS 307 | Therapeutic Nursing Interventions | 3 |
| HI | History Elective | 3 |
| Total | | 17 |

| **Junior Year – Spring Semester** | | **Credits** |
|---|---|---|
| NU 216 | Research Methods | 3 |
| NU 219 | Fundamentals Issues in Health Care (Ethics) | 3 |
| NU 230 | International Nursing (WDiv) | 3 |
| EN EL/ SS EL | English Elective/ or Social Science Elective | 3 |
| Total | | 12 |

| **Summer Session (upon return)** | | **Credits** |
|---|---|---|
| NS 312 | Patterns of Illness I | 5 |

| **Senior Year – Fall Semester** | | **Credits** |
|---|---|---|
| NS 314 | Nursing Women & Childbearing Family | 4 |
| NS 323 | Nursing of Children and Family | 4 |
| NS 325 | Patterns of Illness II | 5 |
| PH/RS | Philosophy or Religious Studies Elective | 3 |
| Total | | 16 |

| **Senior Year – Spring Semester** | | **Credits** |
|---|---|---|
| NS 321 | Professional Nursing: Leadership and Management | 3 |
| NS 330 | Public Health Nursing | 4 |
| NS 332 | Transition: Professional Nursing Practice | 4 |
| EL | Free Elective | 3 |
| EN EL SS EL | English Elective/ or Social Science Elective | 3 |
| Total | | 17 |

| | |
|---|---|
| **Total Credits:** | **129** |
| **Total Courses:** | **38** |

# PROGRAM OPTIONS FOR ADULT LEARNERS

The programs for adult learners are designed to draw on previous education and experience and allow students to earn the bachelor's degree by different routes. A program of study for individuals without a bachelor's degree allows students to pursue a career in nursing in the part-time program. Another option for adult learners is an accelerated format for persons holding a bachelor's degree in another field.

### Admission

Students interested in pursuing a bachelor's degree in nursing may attend on a part-time basis. Classes are available during the academic year and in the summer. Adult learners and registered nurses may begin prerequisite courses through the School of Nursing. Admission is competitive and all students must have a minimum GPA of 2.80 to declare a nursing major. Students must complete an application to begin nursing courses.

### Matriculation

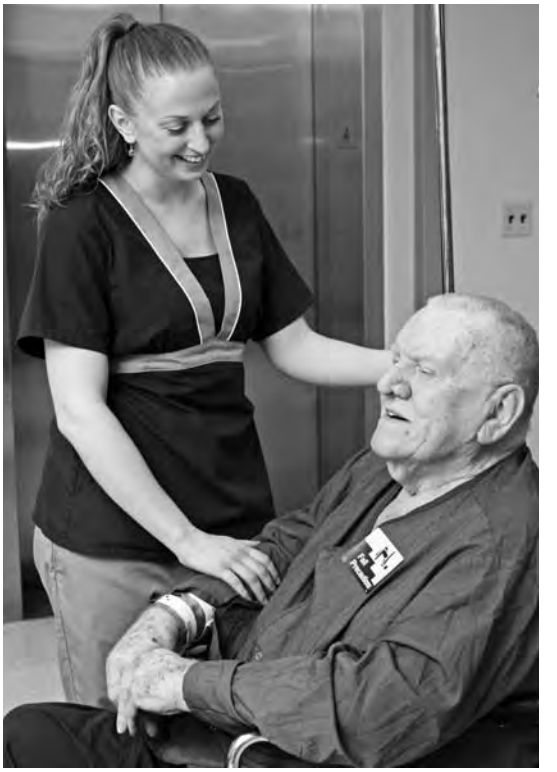
Matriculation is official enrollment in a degree program. Until such time as they matriculate, students are classified as special status. Students in the part-time and Second Degree Programs must matriculate after the completion of 12 credits to continue in the nursing curriculum. Students in the RN to B.S. in Nursing Program must matriculate after successful completion of NS 250, Professional Nursing.

### Core Requirements

Adult learners must meet the University's core course requirement. 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 School of Nursing 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 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. Students are expected to enroll in at least one semester as a full-time student.

### 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. Information may be obtained from World Education Services (800-937-3895 or e-mail info@wes.org).

### Diversity Requirements

Students meet the U.S. diversity requirement through enrollment in NS 112 Healthcare Delivery Systems. Students meet the World diversity course requirement through enrollment in a course focusing on non-western culture or society, exclusive of Europe and the United States (may be met through existing core courses).

# BACHELOR OF SCIENCE – SECOND DEGREE PROGRAM

For students who have earned a bachelor's degree in another field, the school offers a Second Degree Program in an accelerated format leading to a B.S. in nursing. Upon completion of prerequisite courses, students matriculate and complete degree requirements in approximately 15 months. A total of 60 credits must be earned at Fairfield University after the first degree is awarded. Admission is competitive and students are expected to have completed all prerequisite and non-nursing courses prior to admission. Applicants normally have completed science courses within the last 3-5 years with grades of A or B. Tuition for students in this program is based on a cohort rate.

## Second Degree Core Courses

**Humanities:** five courses distributed as follows:

- English (six credits)
- Philosophy (three credits)
- Ethics (three credits)
- Religious Studies (three credits)

**Prerequisites:** six courses

- Statistics (three credits)
- Developmental Psychology (three credits)
- Anatomy and Physiology (eight credits)
- Microbiology (four credits)
- Chemistry (four credits)

Selected prerequisite requirements may be met through challenge exams or transfer of credit from approved academic institutions.

**General Electives:** 11 courses (33 credits)

| **Summer 1** | | **Credits** |
|---|---|---|
| NS 110 | Introduction to Professional Nursing | 3 |
| NS 112 | Healthcare Delivery Systems | 3 |
| NS 270 | Health Assessment | 4 |
| NS 272 | Geriatric Nursing | 3 |
| NS 307 | Therapeutic Nursing Interventions | 3 |
| Total | | 16 |

| **Fall 1** | | **Credits** |
|---|---|---|
| NS 301 | Wellness to Illness | 4 |
| NS 303 | Basic Concepts of Pathophysiology and Pharmacology | 3 |
| NS 305 | Mental Health Nursing | 4 |
| NS 312 | Patterns of Illness I | 5 |
| Total | | 16 |

| **Spring 1** | | **Credits** |
|---|---|---|
| NS 310 | Research in Nursing | 3 |
| NS 314 | Nursing of Women and the Childbearing Family | 4 |
| NS 323 | Nursing of Children and Family | 4 |
| NS 325 | Patterns of Illness II | 5 |
| Total | | 16 |

| **Summer 2** | | **Credits** |
|---|---|---|
| NS 321 | Professional Nursing: Leadership and Management | 3 |
| NS 330 | Public Health Nursing | 4 |
| NS 332 | Transition: Professional Nursing Practice | 4 |
| Total | | 11 |

# BACHELOR OF SCIENCE – PART-TIME PROGRAM

Fairfield University's School of Nursing offers a traditional B.S. in Nursing degree for adult learners who are not college graduates or have an associate degree. Depending upon the number of general education courses completed prior to application, students may complete the program in a minimum of three years. Students begin classes in the fall semester and the program is individualized to meet the unique needs of each student. Some core requirements may be met through challenge exams or transfer of credit from approved academic institutions. Applicants normally have completed science courses with grades of A or B in the last three to five years. Study abroad opportunities may be available for selected students.

## Adult Student Core Courses

**Humanities:** 12 courses distributed as follows:

- English composition (three credits)
- English literature (three credits)
- History of Western civilization (three credits)
- History elective (three credits)
- Visual and performing arts (two courses totaling six credits) or two modern language courses at the intermediate level totaling six credits
- Philosophy (three credits)
- Ethics (three credits)
- Religious Studies (three credits)
- Three elective courses chosen from classics, communication, or any of the above disciplines (nine credits)

**General Electives:** two courses (six credits)

**Social Science:** four courses from at least two disciplines distributed as follows:

- Developmental psychology (three credits)
- Three social science courses (at least one not in psychology) (nine credits)

**Math and Science:** five courses distributed as follows:

- Anatomy and physiology I (four credits)
- Anatomy and physiology II (four credits)
- Microbiology (four credits)
- Chemistry (four credits)
- Statistics (three credits)

| **First Fall Semester** | | **Credits** |
|---|---|---|
| NS 110 | Introduction to Professional Nursing | 3 |
| NS 112 | Healthcare Delivery Systems | 3 |
| NS 303 | Basic Concepts of Pathophysiology and Pharmacology | 3 |
| Total | | 9 |

| **First Spring Semester** | | **Credits** |
|---|---|---|
| NS 270 | Health Assessment | 4 |
| NS 272 | Geriatric Nursing | 3 |
| NS 310 | Research in Nursing | 3 |
| Total | | 10 |

| **Second Fall Semester** | | **Credits** |
|---|---|---|
| NS 301 | Wellness to Illness | 4 |
| NS 305 | Mental Health Nursing | 4 |
| NS 307 | Therapeutic Nursing Interventions | 3 |
| Total | | 11 |

| **Second Spring Semester** | | **Credits** |
|---|---|---|
| NS 312 | Patterns of Illness I | 5 |
| NS 314 | Nursing of Women and the Childbearing Family | 4 |
| Total | | 9 |

| **Third Fall Semester** | | **Credits** |
|---|---|---|
| NS 323 | Nursing of Child and Family | 4 |
| NS 325 | Patterns of Illness II | 5 |
| Total | | 9 |

| **Third Spring Semester** | | **Credits** |
|---|---|---|
| NS 321 | Professional Nursing: Leadership and Management | 3 |
| NS 330 | Public Health Nursing | 4 |
| NS 332 | Transition: Professional Nursing Practice | 4 |
| Total | | 11 |

# BACHELOR OF SCIENCE – RN TO BS IN NURSING PROGRAM

The RN to B.S. in nursing program individualizes learning experiences for completion of the degree. The sequence of courses for registered nurse students is designed to build on existing knowledge and skills, and integrates a professional, research-based, family-oriented, community-focused perspective.

### Advanced Placement in Nursing for Registered Nurses

Registered nurse students may earn advanced placement in the nursing major for a maximum of 30 credits. Advanced placement is awarded for most students through the articulation agreement among nursing programs. Occasionally RN credit is awarded through challenge exams or portfolio assessment. The RN to B.S. program individualizes learning experiences for completion of the degree.

### Partnership Programs

The Fairfield University School of Nursing has partnerships with the Schools of Nursing at Norwalk Community College and St. Vincent's College. These unique programs provide seamless transition from the associate to bachelor's degree in nursing, and grant 34 credits in advanced placement nursing.

## RN to BS Core Courses

**Humanities:** 12 courses distributed as follows:

- English composition (three credits)
- English literature (three credits)
- History of Western civilization (three credits)
- History elective (three credits)
- Visual and performing arts (two courses totaling six credits) or two modern language courses at the intermediate level (totaling six credits)
- Philosophy (three credits)
- Ethics (three credits)
- Religious Studies (three credits)
- Three elective courses chosen from classics, communication, or any of the above disciplines (nine credits)

**General Electives:** three courses (nine credits)

**Social Science:** four courses (12 credits) from at least two disciplines as follows:

- Anthropology, Sociology, Psychology, Political Science, or Economics

**Math and Science:** four courses distributed as follows:

- Science (3-4 credits)
- Science or math (2 courses totaling 6-8 credits)
- Statistics (3 credits)

### Diversity Requirements

Students meet the U.S. diversity with NS 250 and World diversity requirements through enrollment in designated courses (see diversity requirements in catalog).

## Nursing Courses for RN to BS Students

| | | Credits |
|---|---|---|
| NS 250 | Professional Nursing | 3 |
| NS 252 | Health Assessment | 3 |
| NS 310 | Research in Nursing | 3 |
| NS 321 | Professional Nursing: Leadership and Management | 3 |
| NS 330 | Public Health Nursing | 4 |
| NS 356 | Transition: Professional Nursing | 3 |
| NS EL | Nursing Elective (with advisor approval) | 3 |

Advanced Placement 30-34 credits
By Articulation, Partnership or Exams

# UNDERGRADUATE COURSE DESCRIPTIONS

Courses described below are nursing courses only. Descriptions of other required courses can be found in the appropriate departmental listing in the College of Arts and Sciences section of the catalog.

**NS 110 Introduction to Professional Nursing**
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 course introduces the process of critical thinking/judgment as an approach to the planning and delivery of nursing care to individuals, families, groups, and communities. Discussion of nursing's history and accomplishments serves as the cornerstone for the advancement of professional behaviors including scholarship, communication, collaboration, personal responsibility/ accountability, integration of research and practice, and peer and self-evaluation. (Pre- or co-requisites: CH 84 or CH 11, PY 163) Three credits (42 theory hours).

**NS 112 Healthcare Delivery Systems**
This course explores the healthcare delivery system in the United States through issues relating to conceptual, historical, economic, political, and technological developments. The course emphasizes ethical and legal aspects of the current system that remain unresolved, such as access to care, type of services to provide, and roles within the system and discusses consumer use of traditional, alternative, and experimental therapies. This course gives an interdisciplinary perspective to students interested in healthcare from any field of study. *This course meets the U.S. diversity requirement.* Three credits (42 theory hours).

**NS 250 Professional Nursing**
This course orients the registered nurse to baccalaureate nursing education to facilitate re-entry into a new educational system. The course articulates the scope and aims of professional nursing practice in the study of concepts and issues of multiple aspects of healthcare delivery and education. Students examine the School of Nursing philosophy and conceptual framework. (Prerequisites: Connecticut RN license or academic transcript and approval of advisor) Three credits (42 theory hours).

**NS 252 Health Assessment for Registered Nurses**
This course provides the registered nurse with knowledge and skills of health assessment of clients throughout the life span, with consideration of cultural and ethnic variations. Critical thinking and communication are essential components of health assessment and are incorporated in this course. This is a Web-enhanced course that also uses lecture, discussion, demonstration, supervised and individual practice, and opportunities to develop self-evaluation skills. Students organize and prioritize data, and record assessment data on designated forms. (Prerequisites: BI 107; BI 108; NS 250) Three credits (28 theory, 28 lab hours).

**NS 270 Health Assessment**
This course introduces students to the knowledge and skills of client health assessment throughout the life span, with consideration of cultural and ethnic variations. Critical thinking and communication are essential components of health assessment. The course uses lecture, discussion, demonstration, supervised and individual practice to help students expand their skills in interviewing, taking a health history, and completing a physical examination. Students organize and prioritize data using functional health patterns and record assessment data on designated forms. This course also includes a separate one-credit laboratory module designed to complement physical assessment skills. Students use the School of Nursing Learning Resource Center to develop skills pertaining to infection control, body mechanics, and client hygiene. (Prerequisites: BI 107; CH 84 or CH 11; NS 110; NS 112; PY 163; pre- or co-requisites: BI 108, BI 151, NS 272) Four credits (28 theory, 56 lab hours).

**NS 272 Geriatric Nursing**
This course focuses on nursing care of older adults living in a long-term care setting. Normal physiological changes of aging and related assessment skills are incorporated and evaluated. Management of common geriatric care problems is emphasized. Instruction in Medicare/Medicaid, insurance reimbursement systems, political focus of older adult care, the minimum data set framework, and policies and procedures as they relate to long term care are offered. (Prerequisites: BI 107, CH 84 or CH 11, NS 110, NS 112; pre- or co-requisites: BI 108, BI 151, NS 270) Three credits (28 theory hours, 42 clinical hours).

**NS 301 Wellness to Illness**
This course explores factors that influence the degree of health and wellness experienced by individuals across the life span. Epidemiology provides a framework for the assessment of risk and the management of common health problems. Students have opportunities to promote wellness through clinical experiences with healthy children and adults. The course examines how people make health-related decisions, what risks threaten their health, and reasons they give for adopting parti-cular lifestyles, and addresses spirituality and culture, with particular attention devoted to assessment techniques and intervention strategies. Students learn traditional and (alternative) complementary therapeutic techniques to enhance health. (Prerequisites: NS 270, NS 272, BI 108, BI 151) Four credits (42 theory, 42 clinical hours).

**NS 303 Basic Concepts of Pathophysiology and Pharmacology**
This course focuses on the study of physiological and biological life processes with an emphasis on deviations from normal and a particular emphasis on exemplar cases. The course discusses manifestations of disease and alterations in all body systems including pharmacological kinetics and dynamics as therapeutic strategies for treating alterations in normal life processes. (Prerequisites: NS 270, NS 272, BI 108, BI 151) Three credits (42 theory hours).

**NS 305 Mental Health Nursing**
This course focuses on the nursing care of individuals with psychiatric disorders. The course uses theories of human behavior and personality as well as biophysical and holistic models as foundations to plan and implement care in a variety of traditional and non-traditional treatment settings. It discusses factors that may contribute to an individual developing a psychiatric disorder and considers ethical, legal, and cultural issues. The course emphasizes development of a therapeutic nurse-patient relationship and use of communication techniques to assist patients toward mental health. (Prerequisites: NS 270, NS 272, BI 108, BI 151, PY 163) Four credits (42 theory, 42 clinical hours).

**NS 307 Therapeutic Nursing Interventions**
This course focuses on the provision of safe and effective care for the basic needs of clients of all ages using common nursing technical skills and considering cultural and ethnic variations. The course introduces psychomotor skills and various nursing interventions that help clients maintain physical well-being including wound care; administration of oral, parenteral, and intravenous medications; glucose monitoring; nasogastric and respiratory care; and measures to assist with urinary and bowel elimination. The School of Nursing Learning Resource Center provides opportunities to use critical thinking in skill practice, interactive learning, supervised return demonstration, and hypothetical clinical situations. (Prerequisites: NS 270, NS 272, BI 108, BI 151, MA 19 or higher) Three credits (14 theory, 56 lab hours).

**NS 310 Research in Nursing**
This course introduces 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. The course emphasizes critical thinking and writing skills and considers ethical, economic, technological, and statistical dimensions. The course applies concepts to clinical research, evidence-based practice, and quality improvement. (Prerequisites: NS 110 or NS 250, and, MA 17 or MA 217) Three credits (42 theory hours).

**NS 312 Patterns of Illness I**
This course introduces students to illnesses that are most frequently occurring in the adult population. Discussion of these illnesses includes application of the components of the nursing process: assessment, diagnoses, interventions, and evaluation of expected outcomes. The course discusses specific independent and collaborative therapeutic interventions including indications for their use and evaluation of effectiveness. Extensive use of case examples enhances learning. Students achieve competence in the performance of selected skills during this course, which includes a clinical practicum with an acutely ill adult population. (Prerequisites: NS 301, NS 303, NS 305, NS 307) Five credits (42 theory, 84 clinical hours).

**NS 314 Nursing of Women and the Childbearing Family**
This course provides students with the opportunity to master the knowledge and skills necessary to help families cope with changes in their reproductive needs, reproductive health issues, and gynecological challenges. Reproductive needs include the childbearing cycle: pregnancy; childbirth; postpartum care; care of the healthy newborn; and prenatal, intrapartal, and postpartal complications. Reproductive health issues include: infertility, family planning, menarche, and menopause. Gynecological challenges include breast and reproductive tract surgery. The course integrates ethical and legal aspects of reproductive issues throughout and discusses nursing theories and research findings generally related to reproductive health. (Prerequisites: NS 301, NS 303, NS 305, NS 307) Four credits (42 theory, 42 clinical hours).

**NS 321 Professional Nursing: Leadership and Management**
This course immerses students in issues and concepts central to professional nursing. It examines political, social, and legal systems that affect the image of nursing and influence its role definition. Students consider organizational dynamics and theories of leadership and management, with case studies and concurrent clinical practica providing the foundation for theory integration. Experiential projects that involve acute care and community-based practice settings facilitate critical reflection and creative planning. (Pre-or co-requisites: NS 310, NS 314, NS 323, NS 325; prerequisites for RNs: NS 250, NS, 252, NS 310) Three credits (28 theory, 42 clinical hours).

**NS 323 Nursing of Children and Family**
This course focuses on the nursing care of children, adolescents, and families dealing with health and developmental challenges of childhood and explores health promotion needs of childrearing families. Clinical resources reflect the trend toward community-based care, with student experiences in community agencies as well as in acute-care settings. The course employs a developmental perspective through which major causes of morbidity and mortality are examined. Case studies serve as vehicles for the integration of multicultural and multidisciplinary perspectives that introduce health problems. The course challenges students to develop critical and creative reasoning skills in working through the cases, guiding them in the use of developmentally and empathically appropriate communication strategies. (Prerequisites: NS 301, NS 303, NS 305, NS 307) Four credits (42 theory, 42 clinical hours).

**NS 325 Patterns of Illness II**
This course integrates knowledge learned in NS 312 and introduces other patterns of illness. Discussion involves the components of the nursing process: assessment, diagnoses, interventions, and evaluation of outcomes of patients throughout the adult lifespan. The course discusses specific independent and collaborative therapeutic interventions, including indications for their use and evaluation of their effectiveness. The course, which includes a clinical practicum working with high acuity patients across the adult lifespan, frequently uses case studies as a teaching strategy. (Prerequisites: NS 310, NS 312) Five credits (42 theory, 84 clinical hours).

**NS 330 Public Health Nursing**
This course focuses on the provision of safe and effective care to people living in communities. Students synthesize prior learning with public health theory and public health nursing core functions. Using an ecological model, students address population level concerns such as emergency preparedness (bioterror, disease outbreaks, and natural disasters), disease surveillance, and health promotion/disease prevention services. (Prerequisites: NS 314, NS 323, NS 325; pre- or co-requisite: NS 321; prerequisites for RNs: NS 250, NS 252, NS 310) Four credits (28 theory, 84 clinical hours).

**NS 332 Transition: Professional Nursing Practice**
This capstone course addresses health promotion, maintenance, and restoration with clients in a variety of healthcare settings. Students are placed in selected healthcare settings in which they can practice under the supervision of a staff nurse preceptor. The course focuses on moving students toward autonomous professional nursing practice within their clinical setting. Functional health patterns provide the framework for giving care. The course explores nursing theories for their relevance and utility to nursing practice, and students apply leadership principles in coordinating care for groups of clients. The course emphasizes decision-making, collaboration, autonomy, and outcome evaluation and includes weekly conferences to discuss professional, clinical, and health policy issues. (Prerequisite: NS 314, NS 323, NS 325; pre-or co-requisites: NS 321, NS 330) Four credits (168 clinical hours).

**NS 356 Transition Seminar: Professional Nursing Practice for RNs**
This course for registered nurses challenges students to facilitate change in a clinical setting for the purpose of positively influencing patient care in health promotion, health maintenance, and/or health restoration. Through clinical experiences and the implementation of an individually-designed project, students further develop their critical thinking and communication skills, demonstrate the application of research, leadership, management, education and therapeutic nursing principles, and make the transition to a more autonomous, professional level of practice (Prerequisites: Connecticut RN license, NS 310; pre-or co-requisite: NS 321, NS 330) Three credits (21 seminar, 63 clinical hours).

**NS 360 Critical Care Nursing**
This course introduces critical care nursing, focusing on nursing diagnosis and management of patients with cardiovascular, pulmonary, gastrointestinal, renal, neurological, and multisystem alterations. The course covers frequently used medications and basic EKG interpretation. (Prerequisite: NS 325) Three credits (42 theory hours).

**NS 399 Nursing Independent Study**
Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. (Prerequisite: permission of the instructor and dean). One to six credits.

University

College

# A Message to Students

At University College, you'll find faculty and staff dedicated to helping you meet your educational needs. We believe in providing a variety of learning opportunities for students within a caring environment. This belief is rooted in the Jesuit tradition of *cura personalis*, which is Latin for "care of the whole person," a hallmark of Jesuit education.

Lifelong learning also is embedded in the Jesuit tradition. St. Ignatius of Loyola, the founder of Jesuit education, was himself a returning student. Ignatius began his university studies at age 35, without any financial aid, attending four colleges over the course of nine years before earning his degree. He demonstrated his commitment to lifelong learning by walking from Barcelona to Paris so he could study at the best university of his time. Ignatius realized that it is never too late for learning.

Nearly 500 years later, you, too, can continue in the footsteps of Ignatius. Take the first step to continuing your studies by meeting with a University College advisor. Learn how you can access resources and become self-directed in your learning pursuits. We pride ourselves in having superb faculty who care about students, and our faculty-student interaction is the most precious relationship on our campus. Faculty members are committed to working with you to develop your talents to their fullest. As a University College student, you'll learn new ways to develop your intellectual life and broaden your global perspectives. Take advantage of the quality, excellence, and reputation of Fairfield University. It's all within your reach.

University College is your gateway to Fairfield University and to your future. Your Fairfield education will enhance your life and work beyond your expectations.

Sincerely,

Edna F. Wilson

Dr. Edna Farace Wilson
*Dean, University College*
*Associate Vice President,*
*Global Relationships and*
*Community Engagement*

# UNIVERSITY COLLEGE

Designed to meet the unique needs of adults seeking degree completion as well as personal or professional enrichment, University College is the comprehensive college of Fairfield University, offering all the benefits of a Fairfield education in a wide-variety of programmatic and semester formats. Drawing from the resources of a distinguished academic community, and informed by the Jesuit tradition of scholarship, social justice, and ethics, University College provides students the opportunity to customize their educational curriculum. Through University College, community college graduates and transfer students can transfer up to 75 credits of previous college credit through the bachelor of arts and bachelor of science degree-completion program. There are also opportunities to turn life experience and specific knowledge into credit through portfolio assessment and CLEP tests, respectively.

At University College, courses are designed to meet the needs of lifetime learners. With a commitment to flexibility and accessibility, University College courses are offered at various times (the late-afternoon, evening, and online) and for varying lengths: full semester (14 weeks), ASAP (seven weeks), summer (four weeks) and Intersession (one week and four weeks). University College students are also allowed to take classes during the day, depending on space availability. Advisors work individually with students to ensure they get the courses they need, whether their goal is graduate school, degree completion, or personal enrichment.

## Jesuit Education

Jesuit education focuses on the formation of the whole person and a vision of a graduate who is one of competence, conscience, and compassion. Professors strive to gain an awareness and understanding of students' own reality as well as the circumstances of their world. They provide students with experiences that engage them – emotionally and affectively – by appealing to their imagination, creativity, and senses. Upon the acquisition of knowledge, students are encouraged to make the truth their own, take a stand, make a judgment, and/or take some action.

## Bachelor of Arts/Bachelor of Science/ Professional Studies Degree Completion Programs

Fairfield University offers both traditional and online degree completion for students looking for flexibility and convenience from a comprehensive university. This degree is designed for:

- Adults who are returning to college to finish what they started
- Community college students seeking a bachelor's degree
- Working students who are looking to advance their career with a respected degree from an accredited university
- Students who need to complete their degree to advance to a graduate program

Fairfield University individualizes educational plans to help students achieve their goals. University College's 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 accredited colleges and universities, and credit is also granted through CLEP exams and/or portfolio credits for life/work experience. University College offers classes in online formats as well as accelerated and traditional programs.

The B.A./B.S./Prof Studies Degree-Completion Program offers several concentrations; this allows students to design a program to meet their professional and personal needs.

Concentrations within Professional Studies:

- behavioral science
- information technology
- liberal studies
- organizational leadership
- professional communication

## Bachelor of Arts Degree-Completion Program BEHAVIORAL SCIENCE CONCENTRATION

**Requirements:**
Complete 120 credits with a minimum of 45 credits at University College. Meet the requirements of the University core curriculum.

Complete the following courses:

| | |
|---|---|
| PY 248 | Social Psychology |
| | **OR** |
| SO 279 | Seminar: Criminal Justice System |
| PY 261 | Biological Basis of Behavior |
| PY 263 | Developmental Psychology for Majors |
| SO 142 | Sociology of the Family |
| SO 162 | Race, Gender, and Ethnic Relations |
| HI 246 | Excellent Women, Deviant Women: The Female Experience |
| | **OR** |
| PO 168 | Politics of Mass Popular Culture |
| ENW 295 | Composition and Style |
| AE | Applied Ethics elective |
| GC 300 | Special Topics |
| GS 399 | Independent Research Project |

*Note: Each of these courses has specific prerequisites.*

## Bachelor of Arts Degree-Completion Program INFORMATION TECHNOLOGY CONCENTRATION

**Requirements:**
Complete 120 credits with a minimum of 45 credits at University College. Meet the requirements of the University core curriculum.

Complete the following courses:

| | |
|---|---|
| AE 287 | Engineering Ethics |
| IS 135 | Introduction to Business Programming |
| AE 291 | Business Ethics |
| IS 240 | Systems Analysis and Logical Design |
| CS 233 | Introduction to C++ |
| IS 300 | Special Topics in Business Computing |
| ENW 332 | Business Writing |
| ENW 335 | Technical Writing |
| GS 300 | Special Topics |
| GS 399 | Independent Research Project |

*Note: Each of these courses has specific prerequisites.*

## Bachelor of Arts Degree-Completion Program LIBERAL STUDIES CONCENTRATION

**Requirements:**
Earn a B.A. by choosing courses from the humanities and social and behavioral sciences. Earn a B.S. by choosing courses from mathematics and science and professional studies.

Complete 120 credits with a minimum of 45 credits at University College.

- Meet the requirements of the University core curriculum.
- Complete GS 300 Special Topics
- Complete GS 399 Independent Research Project
- Complete eight upper-level courses from at least two of the areas below to concentrate your studies. No more than four courses can be taken in any one subject.

### Areas of Concentration and Subjects

**The Humanities**
Applied Ethics, Classics, Communication, English, History, Modern Languages, Philosophy, Religious Studies, Visual and Performing Arts

**Social and Behavioral Sciences**
Anthropology, Economics, Geography, Politics, Psychology, Sociology

**Mathematics and Science**
Biology, Chemistry, Mathematics, Physics

**Professional Studies**
Accounting, Information Systems, Engineering, Finance, Management, Marketing, Nursing

**Bachelor of Arts Degree-Completion Program**
**ORGANIZATIONAL LEADERSHIP**
**CONCENTRATION**

**Requirements:**
Complete 120 credits with a minimum of 45 credits at University College.

Meet the requirements of the University core curriculum.

Complete the following courses:

| | |
|---|---|
| AE 291 | Business Ethics |
| PY 132 | Introduction to Industrial/Organizational Psychology |
| | **OR** |
| PY 187 | Applications of Industrial/Organizational Psychology |
| BU 211 | Legal Environment of Business |
| ENW 332 | Business Writing |
| MG 235 | Managing Human Resources for Competitive Advantage |
| MG 302 | Topics in Human Resources |
| CO 220 | Introduction to Organizational Communication |
| CO 321 | Communication Processes in Organizations: Negotiation |
| GS 300 | Special Topics |
| GS 399 | Independent Research Project |

*Note: Each of these courses has specific prerequisites.*

**Bachelor of Arts Degree-Completion Program**
**PROFESSIONAL COMMUNICATION**
**CONCENTRATION**

**Requirements:**
Complete 120 credits with a minimum of 45 credits at University College.

Meet the requirements of the University core curriculum.

Complete the following courses:

| | |
|---|---|
| CO 200 | Interpersonal Communication Theories |
| CO 220 | Introduction to Organizational Communication |
| CO 321 | Communication Processes in Organizations: Negotiation |
| ENW 332 | Business Writing |
| AE 281 | Ethics of Communications |
| AE 291 | Business Ethics |
| MK | Marketing Elective |
| MK 241 | Internet Marketing |
| MK 331 | Media Strategy |
| GS 300 | Special Topics |
| GS 399 | Independent Research Project |

*Note: Each of these courses has specific prerequisites.*

# Course Descriptions

**GS 11 Introduction to Adult Learning and Development**
This course examines major adult learning and development theories and their implications for university study. Designed for adults returning to college or beginning a course of study for the first time, the course helps students gain an understanding of their personal cognitive style and how it applies to adult learning. Students establish learning objectives and address the components of a liberal arts education through research and written assignments. Three credits.

**GS 299 Independent Study**
Independent study provides students with the opportunity for supervised research and study. Advanced students work individually with a faculty member to address a specific area of interest. Three credits.

**GS 300 Special Topics**
This seminar offers in-depth analysis and discussion of a timely topic that integrates a diversity of theories and perspectives. Three credits.

**GS 399 Senior Project**
This required course for all students earning a B.A. or B.S. degree through University College 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. Three credits.

## Core Curriculum

The core curriculum is designed to engage students in understanding the value of a liberal arts education and to develop the critical thinking and problem-solving skills that enhance every aspect of lifetime learning.

**Bachelor's Degree**

Students who matriculate in University College must complete a minimum of 120 credits with a QPA of 2.0 or better. Of these, 60 must be Fairfield University credits (or 45 credits if the student has enrolled in the University College Degree-Completion Program). The distribution of the 120 to 123 credits (40 to 41 courses) required for the bachelor's degree is listed below.

**I. CORE AREAS**

**Humanities** (36 credits)

*Twelve courses as follows:*

| | |
|---|---|
| English | Two courses (one in composition; one in literature) |
| History | Two courses (one must be HI 30) |
| Philosophy | One course |
| Religious Studies | One course |
| Philosophy/ Religious Studies/ Applied Ethics | One course chosen from any of these three disciplines |
| Visual and Performing Arts | Two courses, one of which may be a studio course |
| Humanities | Three courses |

**Social Sciences** (12 credits)

*Four courses from at least two of the following disciplines:*

Anthropology
Economics**
Politics
Psychology
Sociology

***Business majors must take EC 11 and EC 12*

**Natural Sciences and Mathematics** (12 credits)

*Four courses, including at least one science and one mathematics course from:*

Biology
Chemistry
Physics
Mathematics

*Note: specific math and science courses are required for certain majors*

**II. MAJOR** (10 to 16 courses)

**III. FREE ELECTIVES** (4 to 10 courses)

Diversity requirement: All students must complete one U.S. and one world diversity course selected from the published list on pages 34-35.

## Evening B.A. and B.S. Degree Programs

In addition to the Degree Completion Program with a variety of concentrations, University College offers the following evening degrees:

**Bachelor of Arts**
Communication

**Bachelor of Science**
Accounting
Marketing

***Note:*** *Except for the core curriculum, students follow the same degree requirements listed in this catalog under the applicable academic departments. Students must complete 60 credits including their last 30 credits at Fairfield University for a bachelor's degree in these areas.*

## Part-Time Studies

A significant number of University College students enroll in courses with no intent of degree completion. These students may be seeking advanced knowledge in particular areas or seeking to advance their careers.

Those wishing to learn for personal fulfillment may also enroll online for day and evening courses through University College.

## Associate of Arts Degree

This degree constitutes the foundation for a bachelor's degree. Of the 60 credits required, 30 must be completed at Fairfield University. The Associate's degree at Fairfield is viewed as recognition of achievement and not as a terminal degree. To earn an A.A., students must maintain a grade point average of 2.0 or better and complete the following curriculum:

**Humanities** (24 credits)

*Eight courses including:*

- English: one composition course, one literature course
- Visual and Performing Arts: one course
- History: HI 30 Europe and the World in Transition
- Philosophy: one course
- Religious Studies: one course
- Humanities: two courses

**Social Science** (9 credits)

*Three courses selected from at least two of the following disciplines:*

- Anthropology
- Economics
- Politics
- Psychology
- Sociolog

**Natural Sciences and Mathematics** (9 credits)
*Three courses including at least one mathematics and one science course selected from:*
- Biology
- Chemistry
- Mathematics
- Physics

**Electives**
- six courses (18 credits)

All classes must be lower-division courses (numbered 200 or lower). At least two courses must meet the University's diversity requirement (see page 36), and students must complete a minimum of 30 credits at Fairfield University.

Students whose long-range goals include earning a bachelor's degree are encouraged to complete prerequisite courses for their chosen majors and must complete a minimum of 60 credits at Fairfield University (45 credits for the B.A./B.S. Degree-Completion Program).

## Post-Baccalaureate Certificates

### Undergraduate Accounting

| | |
|---|---|
| AC 11 | Introduction to Financial Accounting |
| AC 12 | Introduction to Management Accounting |
| AC 203 | Intermediate Accounting I |
| AC 204 | Intermediate Accounting II |
| AC 310 | Advanced Accounting |
| AC 320 | Cost Management |
| AC 330 | Auditing |
| AC 343 | Federal Income Taxation I |

### Business Processes

| | |
|---|---|
| AC 11 | Introduction to Financial Accounting |
| AC 12 | Introduction to Management Accounting |
| IS 100 | Introduction to Information Systems |
| AE 291 | Business Ethics |
| | **OR** |
| BU 211 | Legal Environment of Business |

### MBA Preparation

| | |
|---|---|
| EC 11 | Introduction to Microeconomics |
| EC 12 | Introduction to Macroeconomics |
| MA 17 | Introduction to Probability and Statistics |
| MA 19 | Introduction to Calculus |

### Marketing Certificate

| | |
|---|---|
| MK 101 | Principles of Marketing |
| MK 212 | Consumer Behavior |
| MK 231 | Advertising and Promotion |
| MK 311 | Strategic Market Planning |

### Professional Writing

| | |
|---|---|
| EN 11 | Composition and Prose |
| EN 12 | Introduction to Literature |

Choose four of the following: (12 credits)

| | |
|---|---|
| ENW 200 | Creative Writing |
| ENW 205 | Creative Writing: Fiction I |
| ENW 220 | News Writing |
| ENW 295 | Advanced Composition |
| ENW 305 | Creative Writing: Fiction II |
| ENW 309 | Topics and Techniques for Women Writers |
| ENW 320 | Writing the Feature Story |
| ENW 332 | Business Writing |
| ENW 335 | Technical Writing |
| ENW 347 | Independent Writing Project |

## Professional Development

The professional development certificate programs are designed for those seeking the basic knowledge and skills required for an entry level position in a special field, whether or not they are currently employed in the field, and for those who are currently employed and are seeking additional knowledge to enhance their careers. Certificates include:

- Interior Design
- Interior Decorating
- Society for Human Resource Management Learning System
- Certified Financial Planning
- Emergency Medical Technician
- Leadership Development
- Music Industry

For more information, call (203) 254-4307 or visit www.fairfield.edu/uc_profdevelopment.

## Arts and Culture

University College offers a variety of ways for adults to expand their knowledge of the arts and culture. These include:

Open VISIONS Forum

MFA Distinguished Author Series

Manhattan Art Tours

Art Lectures

Community Cultural Engagement Programs

Cultural Trips Abroad

Language Immersion Weekends

Interior Decorating and Design Programs

## Learning for a Lifetime

Lifelong Learners participate in broadly based monthly symposia, audit a wide range of University courses, and attend special-interest programs. Members have the privilege of auditing one or two select undergraduate courses each semester. The current membership of $230 (spouse $205) per semester covers the cost of instruction and materials exclusive of textbooks. For more information, contact (203) 254-4110.

## Au Pair Program

University College has a special arrangement with several Au Pair organizations. Earn your required six auditing credits through us. You may either audit one course a semester at $290 or audit two courses a semester for $580. Au Pairs do not earn grades but enjoy the benefits of a full semester undergraduate course. Au Pairs may take evening, daytime, or weekend courses. For more information, contact (203) 254-4110.

## Study Abroad Programs

An International experience has become an invaluable part of a complete undergraduate education. Fairfield University provides numerous opportunities for study abroad and assistance in navigating the wide array of international study choices. Students in EVERY major have the opportunity to find a program that links major, language, and destination to have a life-changing experience.

Fairfield offers exceptional learning opportunites for students beyond the classroom including internships, community volunteer work, academic excursions and events that make your abroad experience enjoyable and meaningful. Visit the study abroad website at: www.fairfield.edu/studyabroad for more detailed information.

Nearly 40% of Fairfield students participate in some type of international program. With this strong interest in study abroad, the University needs to balance its enrollments bewteen fall and spring semester. Therefore, students need to be flexible about when they will study abroad. All requests will be considered, but not all students will receive placement for their desired semester. Students planning to study abroad must file the Statement of Intent to Study Abroad form no later than February 1st. Students are notified of their semester placement by the end of February of that same year.

Students must have a cumalative GPA of 2.8 or above at the time of application and be in good standing at the University. As a rule, federal and state financial aid can be used toward study abroad programs. Fairfield University institutional aid and scholarships will be applied ONLY to Fairfield and approved affiliated programs and ONLY for one semester; students majoring in one of the modern languages, international studies or international business MAY be eligible for two semesters of finanical aid. Financial aid does not apply to summer or short-term study abroad programs. For most study abroad programs, students pay standard Fairfield University costs for tuition and, if applicable, room and board. For students participating in Fairfield University -administered programs where the program fee is less than the corresponding on-campus Fairfiedl University fee, Fairfield University grants/scholarships are reduced by a comparable percentage.

All students planning international study are strongly encouraged to plan ahead to maximize program opportunites and to ensure optimal match of major, minor, previous language studies and intended destination. Study Abroad is intended to build upon and enhance majors and minors and for this reason, program choices will be carefully reviewed to ensure fit between academics and destination.

Credits for studying abroad will only be granted for academic work successfully completed in approved international programs. All coursework must receive pre-approval from their academic advisor. Only pre-approved courses, taken at an approved program location, will be transcripted and accepted into a student's curriculum. All students must work with their academic advisor and the study abroad staff to choose courses from the approved list of study abroad sites that enhances their academic interests.

## Scholarships

***Alpha Sigma Lambda Scholarship:*** The William F. Murphy Award is available to matriculated adult undergraduate students with a quality point average (QPA) of 2.0 or better. Sponsored by Alpha Sigma Lambda and named after the first dean of the School of Continuing Education (University College's previous name), this scholarship is awarded on the basis of need. Deadlines: Aug. 20 and Dec. 15.

***The Albert M. Loch Scholarship*** is available to matriculated adult undergraduate students with a QPA of 2.8 or better. Sponsored by the association of lifelong learners, this scholarship is awarded on the basis of need. Deadline: Nov. 15.

## Lifetime Learning Tax Credits

You may be eligible for a lifetime-learning tax credit, which can come in the following ways. Please consult IRS tax publications or an accountant to determine your qualifications.

*Hope Scholarship*
- Credits up to $1,500 per eligible student
- A student is eligible for the Hope Scholarship credit if for at least one academic period (semester, trimester, quarter) during the calendar year, the student is enrolled at least part-time in a program leading to a degree, certificate, or other recognized educational credit.

*Lifetime Learning Credit*
- Credits up to $2,000 per tax return
- In this case, you do not need to be pursuing a degree or other recognized educational credentia.

## Financial Aid

The Office of Financial Aid administers all institutional and outside financial assistance programs for the University. Students that require assistance with the financial aid application process should contact the Office of Financial Aid. Financial aid consists of federal loans and grants and in certain instances, institutional financial aid. Work-study jobs are coordinated by the Office of Financial Aid. Please note that the award notification, review and acceptance of financial aid awards are done through StagWeb and that almost all correspondence to students about financial aid is sent through StagWeb email.

## University College Policies and Procedures

### Application

New students are required to complete a brief application prior to or at the time of enrolling in courses. New students can go to www.fairfield.edu/ucapp to fill out an online application.

### Matriculation

Matriculation is official enrollment in a degree program. Until such time as they matriculate, students are classified as special status students. After completing four courses at Fairfield University with a minimum 2.0 quality point average and a grade of C or higher in each course, students are qualified to apply for matriculation.

To matriculate, students must complete the application and immunization forms, send all transcripts to University College, and submit a $55 matriculation fee.

Students who speak English as a second language may be required to take a TOEFL examination and will be required to attain a minimum score of 550 on the paper exam or a score of 213 on the computerized version for matriculation.

Matriculating and declaring a major as soon as these requirements are met is desirable for the following reasons:

- Academic requirements for the major will be fixed at the time of matriculation. If those requirements are changed at a later date by the University, students have the option of fulfilling the requirements in effect at the time of their matriculation.
- Upon matriculation, credits from other academic institutions will be reviewed and accepted if they meet University standards. Transfer credits should be less than 10 years old at the time of matriculation. Transfer credits earned more than 10 years prior to matriculation can only be transferred into the B.A./B.S. professional studies degree.
- After declaring a major, students receive information about special course offerings in their area of study from University College.
- Matriculated students are eligible to apply for financial aid. Students who seek and are approved for provisional matriculation status are also eligible to apply for financial aid.
- Matriculated students are eligible to apply for the two University College scholarships.
- Matriculated students are eligible for independent study courses and for receiving credit for life-experience learning.
- Degree-seeking students are required to complete the matriculation process upon successful completion of 30 credits at Fairfield University.

Prior to matriculation, students should meet with a University College advisor to discuss courses and a plan of study leading to a degree.

### Provisional Matriculation

Provisional matriculation is available to students who plan to enroll in a degree program in University College, but who have not yet completed four courses. This status enables students to apply for financial aid or provide immediate proof to their employers of enrollment in a degree program. To provisionally matriculate, students submit a completed Matriculation form, proof of immunization, official transcripts from high schools and colleges attended, and a $55 fee.

## Request to Change Schools
**(part-time to full-time)**
Part-time students who wish to enroll in a full-time, day program at Fairfield University must first have matriculated within University College and have completed at least two semesters of study (excluding intersession) in University College. A Request for Change of School form may then be submitted to the associate dean's office in University College. Upon approval, the student's file will be sent to the dean of the appropriate school, who will review the student's request for admission.

**Request to Change Schools (full-time to part-time)**
Students who wish to change from full-time status to part-time status and transfer to University College must fulfill the following requirements:

- The student must formally request to change schools by filling out a Change of School Form in the appropriate Dean's Office.
- The student must meet with his/her academic dean in order for the Change of School Form to be processed.
- Eligibility for the following areas may be impacted once the student becomes part-time and should be discussed further with the appropriate office.
  - On-campus Housing
  - Financial Aid
  - Health Insurance
  - Student Life and Activities
  - Honors Societies and Senior Awards
- The deadline to switch to University College during any given semester is the last day of the Drop/Add Period as outlined in the academic calendar.

A graduating senior may transfer to University College and complete his/her final semester as a part-time student if he/she has less than 12 credits remaining. The policy and deadline as outlined above must be adhered to.

**Transfer Credit Policy**
Refer to page 27.

**ACE Credit**
The University accepts the evaluations of the American Council on Education and grants credits for programs comparable to its curriculum.

**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) and Excelsior examinations for credit. Both of these standardized examination programs are designed to let students demonstrate proficiency in various college-level subjects. The Excelsior examinations are generally taken by nursing students. An advisor should be consulted about applicable examinations prior to taking any CLEP or Excelsior 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 where there are no CLEP or Excelsior examinations. An evaluation process of the documented learning is necessary. Portfolios must be submitted to the dean's office a minimum of one semester prior to the anticipated graduation date. Contact a University College advisor for complete information.

**Academic Policies:**
- EN 11 & 12 taken within first four courses
- Non-matriculated students are limited to 100 and 200-level courses.
- Academic Probation policy/dismissal

# Admission Tuition, Fees, and Financial Aid

# ADMISSION POLICIES AND PROCEDURES

## Admission

Fairfield University admits without discrimination students of any sex, race, color, marital status, sexual orientation, 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.

### Freshman 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 prepare students for college. No vocational, commercial, or industrial units are considered to be preparatory to the work of the liberal arts college. Candidates for admission must take units chosen from the following areas. Typically, freshman students are admitted in September only.

**BASIC REQUIREMENTS**

| | |
|---|---|
| **English** | 4 |
| **Mathematics** (may include) • Algebra 1 • Algebra 2 • Geometry • Pre-calculus • Calculus | 3 to 4 |
| **Foreign Language** | 2 to 4 |
| **Laboratory Science** (may include) • Earth Science • Biology • Chemistry • Physics | 3 to 4 |
| **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 Supplement to the Common Application whether or not it is their intention to have their scores considered in the admission process. If students choose not to submit their standardized test scores, they will be asked to respond to an additional essay question which will be included on the Supplement to the Common Application. Students who choose not to submit their test scores are also strongly encouraged to schedule a personal interview.

The deadline for regular decision applicants to have all application materials (application, high school transcript, and recommendation) postmarked is Jan. 15. The University also strongly recommends a campus visit including a tour, information session, and/or an optional personal interview.

Students who speak English as a second language should take the Test of English as a Foreign Language (TOEFL) if they have resided in the United States for fewer than five years. The University may, at its discretion, admit students who do not meet the regular published entrance requirements.

### Early Action Admission

Students who consider Fairfield University to be among their top choices for their undergraduate education and who would like to have their application reviewed early may submit it under our Early Action Program. Applicants for Early Action must submit all application materials, including the Common Application, Fairfield University Supplement, high school transcript, and recommendation by Nov. 15. Students may choose whether to submit the results of their ACT or SAT exams. Early Action candidates who are interested in arranging a campus interview should be sure to make that request before the Nov. 15 deadline. Early Action candidates will be notified of their admission decision before Jan. 1. Early Action admission is non-binding, and students have until May 1 to make their college selection.

Superior students who have completed a four-year high school program at the end of three years may apply for admission to the University.

### Academic Scholarships

A number of academic scholarships are available to outstanding students. The Magis Scholarship is a $20,000 annual award, renewable for four years providing a student maintains a 3.0 grade point average. All students who apply for admission are automatically

considered for the scholarship. Successful candidates will be students with outstanding academic records, as well as strong records of achievement and engagement outside of the classroom.

## Wait List

Freshman applicants to Fairfield will receive one of three decision letters: admit, deny, or wait list offer. Wait list students who are serious in their intent to remain on the wait list are asked to return a card indicating their interest.

## Alumni Relatives

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.

## Transfer Admission – Admission to Advanced Standing

The University welcomes qualified students for either first or second semester who wish to transfer to Fairfield from other accredited colleges. Students interested in transferring normally have accumulated at least 15 credits and have maintained at least a 2.5 grade point average (the Charles F. Dolan School of Business and the School of Nursing require at least a 2.8 GPA). Please note that the GPA is simply a guideline, and not a guarantee of admission.

Applicants who are current first-semester freshmen may not apply for admission to the spring term. To apply, students must submit, in addition to the required application forms, a high school transcript, college records, a recommendation form, and a personal statement explaining current academic and/or work activities and reasons for transferring. Students may choose whether or not to send the results of their SAT or ACT exams.

Every effort is made to accept transfer credit as a program rather than totaling single course credits so students may be admitted to a specific year at Fairfield, e.g., accepted as a second semester sophomore or first semester junior. The core courses of Fairfield's program should be met, but appropriate adjustments will be made in individual cases.

Every transfer student is required to complete at least two years of full-time undergraduate study in order to receive a Fairfield University bachelor's degree. Applications should be directed to the Office of Admission. The application deadline for September admission is May 1; the application deadline for January admission is Nov. 15.

## International Students

Matriculating international students must attend Fairfield University on a full-time basis (minimum of 12 credits per semester). Degree-seeking (freshman or transfer) students should contact the Office of 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 minimum score of 550 (paper-based), 213 (computer-based), or 80 (Internet-based) on the Test of English as a Foreign Language is the preferred documentation. Results from the SAT exam may also be submitted.
3. Prove sufficient financial support for the period of the student's stay at Fairfield, including tuition, room and board, and transportation.
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 is 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 Services, (203) 254-4000, ext. 2445.

# TUITION, FEES, AND FINANCIAL AID

## Tuition and Fees

**Application Fee** $60
(This fee is not refundable)

**Tuition**

| | |
|---|---|
| Full-Time Undergraduates (12 to 18 credits per semester) | $36,900 per year |

*Payable on or before Aug. 1 for fall semester and Jan. 1 for spring semester. An acceptance deposit (non-refundable and credited toward the semester's tuition) of $100 is paid on acceptance of the notice of admission.*

| | |
|---|---|
| University College (Part-time) (1-11 credits)* | $495 per credit |
| Engineering (Part-time) (1-11 credits)* | $495 per credit |
| Nursing (Part-time) (1-11 credits)* | $495 per credit |
| Nursing Cohort | $635 per credit* |

** plus a $25 Registration fee per semester*

**Resident Student Fees**

| | |
|---|---|
| Residence Halls and Meals | $11,270 |
| Townhouse (Room Only) | $9,155 |
| Apartment Village (Room Only) | $9,450 |

*Payable on or before Aug. 1 and Jan. 1.*

Room Deposit $300
*Not refundable if reservation is voluntarily canceled. Credited when graduating or leaving the school or University housing.*

**General Fee, per year** $590

**Special Fees**

| | |
|---|---|
| Orientation | $230 |
| Science Laboratory Fee (per course) | $50 |
| Language Laboratory Fee (per course) | $50 |
| Fine Arts Materials Fee (per course) | $45 |
| Computer Science and Information Systems courses (per credit) | $15 |
| Practice Teaching | $20 |
| Extra course (per credit hour) | $1,025 |
| Continuous Registration for Educational Leave (per semester) | $200 |
| Change of Single Course | $10 |
| Late Registration ($10 per course) | $50 |
| Automobile Registration Fee | $80 |
| Returned Check Fee | $30 |
| Commencement | $150 |
| Academic Transcript | $4 |

**Nursing student costs:**

| | |
|---|---|
| Two uniforms and equipment (estimated) | $150 |
| Student malpractice insurance | $20 |
| ATI Testing Fee (per semester) | $115 |
| Nursing pin (estimated) | $100 |
| Material Fee-NS 270 and NS 307 ($100 per course) | $200 |

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.

All checks are to be made payable to Fairfield University. The University reserves the right to make a finance charge computed by a periodic rate of 1 percent per month which is an annual rate of 12 percent on amounts past due 30 days or more and to add all costs of collection, including a reasonable sum for attorneys fees, or charge a one-time $50 late fee per semester.

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, state, and private loan programs. Brochures 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.

### Institutional Refund Policy

Refunds, as the result of official withdrawal through the University Registrar's Office, will be made according to the following schedule. General and special fees are not refundable.

| *Official Withdrawal Date* | *Charges Refunded* |
|---|---|
| first week | 90 percent |
| second week | 80 percent |
| third week | 60 percent |
| fourth week | 40 percent |
| fifth week | 20 percent |
| sixth week | 0 percent |

# 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 need-based assistance provided to a student will vary from year to year depending on the student's need and the availability of funds. Merit-based awards are made to academically talented students as entering freshmen and are generally renewed for their remaining three years of enrollment. Assistance funded by the University is credited toward tuition unless otherwise indicated. Renewal of any type of assistance is contingent on the recipient making satisfactory academic progress and by filing the Federal aid application on time every year.

Students who demonstrate need will receive an assistance 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; and it is usually not possible to meet a student's full need. In those instances where a family needs additional resources, the University will recommend a payment plan and a number of loan options.

Financial aid awards are usually made to prospective freshmen during the first week of April, assuming the appropriate applications have been filed on time. Upperclass students who apply for financial aid will receive their award notifications approximately mid-March via their StagWeb email account.

Staff members in the Office of Financial Aid are available throughout the year to answer questions and to provide assistance. The Office of Financial Aid is located at the Kelley Center, and may be reached by phone at (203) 254-4125 or by email at finaid@fairfield.edu.

## Application Procedures

To apply for financial aid, all new students must complete the Free Application for Federal Student Aid and the CSS Profile Form on an annual basis and must submit the forms to their respective processing centers by University deadlines. Fairfield's FAFSA code is 001385 and the CSS Profile code is 3390. Prospective freshmen are required to complete the FAFSA and CSS Profile Form by Feb. 15; upper-class students by March 1, and transfer students must apply by May 1.

Students may file the FAFSA online at www.fafsa.ed.gov. See the CSS Profile at www.collegeboard.com.

All first-time applicants must also submit complete, signed copies of their own and their parents' federal income tax returns from the preceding calendar year to the Office of Financial Aid by March 1. Other forms and documents may be requested of applicants depending on individual circumstances. Additional documents and tax returns are required for upper-class students as indicated on StagWeb.

Early action candidates must complete the Profile Form and submit it for processing by Nov. 15. You may register and file the CSS Profile online at: www.collegeboard.com. Early action candidates should submit the Profile registration form by Nov. 1 to ensure that the CSS Profile Form is available for processing by Nov. 15. Early Action students will receive a tentative award decision by February. To finalize the award, students must file the FAFSA by Feb. 15 and must submit signed copies of their and their parent's Federal tax returns, Schedules and W-2's by March 1.

## Renewal of Financial Aid Awards

Need-based awards of University grants and scholarships will be renewed provided that the recipient reapplies for aid by University deadlines and continues to demonstrate sufficient need. Need-based awards may be increased or reduced depending on changes in a student's need. Renewal of awards of state and federal funds will depend on a student's continued eligibility and on the availability of funds.

Merit-based awards will be renewed at the same amount received as an entering freshman. Renewal of any type of award is contingent on a student making satisfactory academic progress. Merit awards have minimum grade point average requirements for renewal.

## Academic Eligibility for Financial Aid

For students to be eligible for financial aid, they must be in good academic standing and must make satisfactory academic progress toward a degree. Students are placed on academic probation when their GPA falls below minimum standards established by the University. (Specific requirements for good academic standing are described elsewhere in this catalog.) Students placed on academic probation are considered eligible for aid. However, consecutive terms of probation may result in dismissal, at which time aid eligibility would be suspended.

For the purposes of financial aid eligibility, satisfactory academic progress is defined as the successful completion of a minimum of 67 percent of the credit hours attempted. For merit awards, students must meet the additional criteria of a specified cumulative GPA. Students who fail to successfully meet these requirements will not be eligible for any form of financial assistance until additional coursework is completed, and the minimum GPA or completion of credit hours is

attained. All students who have received aid and who have attempted at least 60 credit hours must maintain a 2.0 GPA. Students who lack the required GPA to renew a merit scholarship will be given only one semester to achieve the specified GPA.

Students who lose eligibility for financial aid as a result of academic deficiencies and later re-establish eligibility are not guaranteed reinstatement of the same amount or type of assistance received previously. In those instances, eligibility for aid will be dependent on a variety of factors including demonstrated need, the timeliness of the application for financial aid, and the availability of funds.

The University realizes that individual circumstances may affect a student's academic performance. Students who have not met the academic requirements for continued financial aid eligibility may make an appeal for reinstatement if mitigating circumstances exist. Appeals should be addressed to the Office of Financial Aid, Kelley Center.

## Estimate of Expenses

The student cost of attendance used in determining financial aid eligibility includes direct charges from the University as well as other expenses incurred by a student during the course of the academic year. The cost of attendance for a full time resident student, for the 2009-10 academic year, is as follows:

| | |
|---|---|
| Tuition and Fees | $36,900 |
| General fee | 590 |
| Room and Board Allowance | $11,270 |
| Books and Supplies | 900 |
| Personal Expenses | 900 |
| Transportation | 1,000 |
| Total Residential Budget | $51,560 |

## Academic Withdrawal

Those who are asked to withdraw from the University for academic failure will lose all entitlement to financial aid.

# Types of Financial Aid

The following listing provides a brief description and general award ranges of the financial aid programs available at Fairfield University.

## Scholarships

All students who apply for admission to Fairfield University are automatically considered for a merit scholarship. The exact academic criteria for awarding scholarship will vary from year to year, depending on the size and quality of the application pool. All scholarships are renewable, providing students maintain a GPA of 3.0. For further details about the merit scholarships available to incoming students, please consult the University website, www.fairfield.edu.

## Fairfield University Grant

In addition to scholarships, a number of need-based grants are awarded by the University. Amount and availability of each grant is dependent upon the current status of revenues from which they are drawn. Demonstrated financial need, as well as academic performance and potential, are the criteria used in determining the awards. Fairfield University provided $31.5 million of its own resources in 2008-09 for financial aid.

Most scholarships and grants-in-aid are packaged with other types of federal or state aid.

## Federal Grants

***Federal Pell Grants***

A federal entitlement program that provides grants of up to $5,350 to eligible students in the 2009-10 academic year who are pursuing their first baccalaureate degree.

***Federal Supplemental Educational Opportunity Grants***

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 recipient.

***Academic Competitiveness Grants***

**First-year undergraduates:** (up to $750) must be U.S. citizens, Pell-eligible, and who graduated from a high school whose program the Secretary has deemed rigorous.

**Second-year undergraduates:** (up to $1,300) meet the first-year criteria above and have a 3.0 GPA after the freshman year.

**National Smarts Grants for third- and fourth-year undergraduates:** (up to $4,000) must be majors in math, science, technology, or certain foreign languages who retain a 3.0 in their major. Limited to U.S. citizens who are Pell-eligible and are full-time students. For a transfer student, a 3.0 cumulative GPA is required.

## State Scholarships and Grants

All financial aid applicants are expected to investigate the opportunities that exist in their home state for direct scholarships or grants. Students should contact their state board or commission for higher education or see their high school guidance counselor for information.

## Loans

***Federal Perkins Loans***

A campus-based federal loan program for students with exceptional need. Recipients are selected by the University. No payments of principal or interest are required until after the borrower completes his or her education, at which time repayment at 5 percent interest is assessed. Repayment may extend up to 10 years, depending on the amount borrowed. Funding for the program is very limited and is usually reserved for the freshmen class.

***Federal Nursing Loans***

A campus-based federal loan program for nursing majors with need. Recipients are selected by the University. No payments of principal or interest are required until after the borrower changes majors or completes his or her nursing degree, at which time repayment at 5 percent interest is assessed. Repay-ment may extend up to 10 years, depending on the amount borrowed. Funding for the program is very limited.

***Federal Stafford Loan Program***

Loans may be obtained from any participating lender. Up to $5,500 per academic year for freshmen (max $3,500 subsidized), $6,500 per academic year for sophomore-level students (max $4,500 subsidized), or $7,500 per academic year for junior- and senior-level students (max $5,500 subsidized) may be borrowed. Repayment begins six months after graduation at which time interest is assessed. Families must file a FAFSA before a Federal Stafford Loan can be processed. The FAFSA will determine if the student is eligible for a subsidized loan (government pays interest while student is enrolled) or unsubsidized loan (student pays or allows interest to accrue while enrolled full-time). To apply online, visit: www.fairfield.edu/loans.

***Federal Parent Loan Program***

A program of loans to 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. Repayment begins 60 days after disbursement of the loan at a fixed interest rate of 8.5%. To apply online, visit: www.fairfield.edu/loans.

***Alternative Loans***

All borrowers should borrow the maximum in their Stafford loan eligibility before considering an alternative loan. Alternative loans are an option to assist students cover any financial gap that may exist between their educational costs and the amount of financial aid they are receiving. There are many types of alternative loans, each calculated with different interest rates and repayment terms. The Office of Financial Aid will certify any alternative loan at the request of the borrower, however, it is up to the borrower to determine which alternative loan fits their needs. It is recommended that students should have a co-borrower to help obtain the lowest interest rate and fees. To view some of the alternative loans used by Fairfield students, go to: www.fairfield.edu/loans. If you have any questions, please contact the Office of Financial Aid at: finaid@fairfield.edu, or at 203-254-4125.

***Tuition Pay Payment Plan***

The University has an arrangement with Sallie Mae to offer the Tuition Pay Plan which is a 10 month plan for payment of educational expenses. Please contact the Office of the Bursar for further information.

## Campus Employment

***Federal Work-Study Program***

Jobs on the campus or off-campus in a community service organization may be arranged for students demonstrating need. Where possible, the work assigned relates to the student's field of study. For more information regarding the Federal Work Study Program, please go to: http://fairfield.edu/admission/fa_workstudy.html.

## University Employment

Students who are not eligible for participation in the Federal Work-Study Program, but who desire extra spending money, may obtain employment in the cafeteria, the bookstore, and several other campus location.

# Scholarships

Through the generosity of individuals, corporations, and foundations, a number of scholarships have been made available to students at the University. These gifts continue the rich tradition of philanthropy that characterizes American life, and it is through the donors' generosity that Fairfield is able to offer these scholarships. The University is pleased to be a beneficiary of that tradition and commitment.

Students applying for financial aid are considered automatically for the named scholarships listed here, which are administered by the Financial Aid Office in accordance with the wishes of the donors.

***Michael R. Andrews '89 Memorial Scholarship:*** A scholarship established by several former teammates and classmates of Mike Andrews with the intention of providing financial aid to a student with demonstrated need. Mike's passion and spirit will live on through those who receive this scholarship.

***Alumni Association Scholarship:*** A need-based scholarship with a preference for the son or daughter of an alumnus/alumna of Fairfield University.

***Alumni Multicultural Scholarship:*** A fund established with the proceeds from the annual Alumni Association Awards Dinner to help meet financial needs of minority students.

***Margaret M. Atwell Scholarship:*** A scholarship established through the generosity of Bill and Peggy Atwell P'08, this fund gives preference to a female student enrolled in the Charles F. Dolan School of Business who has demonstrated financial need.

***Beiersdorf Nursing Scholarship:*** An endowed scholarship established in 1986 by Beiersdorf Inc. of Wilton, Conn., the fund assists chemistry majors and offers an internship opportunity.

***Carl and Dorothy Bennett Scholarship:*** A fund established by Mr. and Mrs. Carl Bennett to provide annual scholarships for Fairfield University students on a financial need basis.

***Joseph F. '72 and Gail T. Berardino Scholarship:*** Established in 2001 by alumnus and University Trustee Joseph F. Berardino, this need-based scholarship assists students in the Charles F. Dolan School of Business.

***Barbara M. Berchem Memorial Scholarship:*** An endowed award established in 1988 by University Trustee Robert M. Berchem '62, to honor the memory of his mother. This scholarship has a preference for a student from Milford, Conn.

***James W. and Jean L. Birkenstock Scholarship:*** This scholarship has been made possible through the estate of James W. Birkenstock, former University trustee. Preference will be given to students who demonstrate financial need.

***John and Jane Bohnsack Scholarship:*** A scholarship fund established in 1985, to be awarded on the basis of financial need and divided equally between a nursing student and a business student.

***Salvatore F. Bongiorno Scholarship:*** Established in 1993 in memory of a long time University faculty member and former chair of the Biology Department, this scholarship assists minority biology majors in their junior or senior years who plan further studies and careers in the life sciences.

***Mr. and Mrs. Charles A. Bott Scholarship:*** Established by Mrs. Charles A. Bott and the late Mr. Bott of Huntingdon Valley, Pa., the fund provides assistance to students with financial need.

***John V. Brennan Scholarships:*** A gift from John V. Brennan, former president of U.S. Underwriters Inc., and parent of Paul F. Brennan '89, provides scholarships to assist minority students with financial need.

***Marina Holder Brewster Memorial Scholarship Fund:*** Established by Dr. and Mrs. John P. Sachs to provide financial assistance with a preference for nursing students.

***Ned John Briggs '69 Memorial Scholarship:*** Established in 1989 by the estate of his mother, Kathryn V. Briggs, this endowed scholarship perpetuates the memory of Ned John Briggs, who attended Fairfield in 1965 and 1966. It is awarded on the basis of academic potential and financial need.

***Gladys Brooks Foundation Asian Studies Endowed Scholarship:*** The Gladys Brooks Foundation Scholarship in Asian Studies, a one-year award, recognizes a student who has excelled academically in this program.

***Gladys Brooks Foundation Scholarship:*** Created in 1986 to enhance Fairfield's ability to attract students of the highest quality. Recipients will be asked to assume a "moral obligation" to support the University after graduation by voluntary service and/or contributions. Criteria for scholarship recipients include secondary school class rank, scholastic aptitude test scores, extracurricular activities, and leadership potential.

***Professor Frank F. Bukvic Scholarship:*** Established in 1997, the scholarship honors the memory of Dr. Bukvic who taught German and German literature in the University's Modern Languages Department for 35 years. Preference is given to a student with a major or minor in modern languages.

***Sophie Burger and Pauline Hagen Scholarship:*** An endowed scholarship made possible by the generosity of Carl E. Hagen '65 through the Chipman Union Foundation to provide financial aid assistance with a preference for students in the Charles F. Dolan School of Business.

***The Burger King Scholarship:*** An endowed scholarship established by The Burger King Corp. to provide financial assistance with a preference for minority students.

***Rev. Vincent Burns, S.J. Scholarship:*** A scholarship established by the Kara Foundation in honor of Fr. Burns. Preference is given to students with a minor in religious studies or ethics.

***Anna Cain Scholarship:*** A fund to support students who demonstrate financial need and strong academic qualifications. Established in 1978, the scholarship is a bequest of the late Anna Cain, an area educator who took many advanced courses at Fairfield.

***Louis Calder Foundation Scholarship:*** The Louis Calder Foundation Scholarship was established in 1988. The Foundation's initial award was designed as a challenge grant that ultimately encouraged various other donors to create scholarships in support of students with residency in one of New York's five boroughs. Additionally, these young people must demonstrate academic promise and have significant financial need.

***Margaret and Marjorie Campbell Scholarship:*** A scholarship established to provide financial assistance with a preference for a student whose life has been affected by alcohol or drugs.

***Jonathan Neff Cappello '00 Scholarship:*** This scholarship, in memory of Jonathan Cappello who died in the World Trade Center tragedy on Sept. 11, 2001, was established by his family and friends. Preference is given to graduates of Garden City High School in New York who have demonstrated need.

***Donna Rosanne Carpenter-Sederquest Memorial Scholarship Fund:*** A need-based scholarship established by family members and friends in memory of Donna Carpenter-Sederquest, who attended Fairfield University. Preference is given to communication arts and English majors in the top 10 percent of their high school classes and who are graduates of Fairfield High School or reside in Fairfield County. The scholarship is dedicated to the perpetuation of the academic, professional, and personal excellence Donna so well embodied.

***Alex Rafael Carrion Banco Popular Scholarship:*** Renamed in 2006 in memory of Fairfield student Alex Rafael Carrion, this scholarship was established in 2004 by Banco Popular to provide financial assistance with a preference for students from Puerto Rico.

***Celanese Corporation Minority Scholarship:*** A fund created by Hoechst Celanese Corp. to provide financial assistance with a preference for minority students from New Jersey who are in the Charles F. Dolan School of Business.

***JP Morgan Chase Scholarship:*** An endowed scholarship fund that assists students on the basis of need and academic promise. Current restrictions limit this award, which was established in response to a challenge grant from the Louis P. Calder Foundation, to New York City residents.

***Ciacci-Pascale '65 Scholarship:*** A fund established in 1985 in memory of Douglas Ciacci and Joseph Pascale, outstanding members of the Class of 1965. Preference is given to Connecticut student-athletes who have financial need and best demonstrate drive, compassion, courage, and leadership. Principal benefactors include J. Jeffrey Campbell '65 and the Pillsbury Co., in addition to members of the Class of 1965.

***The Ciola Family Scholarship Fund:*** A need-based scholarship which provides financial aid with a preference for Catholic students with academic promise.

***Citytrust Scholarship:*** An endowed scholarship established in 1985, by Citytrust Bank, to provide financial aid assistance to Fairfield University minority students.

***John A. and Edna Connaughton Scholarship:*** An endowed scholarship established in 1986 in memory of Mr. and Mrs. Connaughton by Mrs. Connaughton's daughter, Mrs. Charles A. Bott of Huntingdon Valley, Pa. Preference will be given to students with financial need.

***Connecticut Post Scholarship:*** Established by the Post Publishing Co. of Bridgeport, Conn., to provide financial aid assistance with a preference for minority students.

***Dr. Robert F. Conti '51 Scholarship Fund:*** An endowed scholarship established in 1994 to provide financial assistance with a preference for students in the pre-medical program.

***E. Gerald Corrigan Endowed Scholarship Fund:*** This fund, established by E. Gerald Corrigan '63, a member of the Fairfield University Board of Trustees, provides assistance with a preference for first generation or minority or foreign students in good academic standing.

***Arsene Croteau Family Scholarship:*** Provides financial assistance with a preference for a student majoring in French. The late Professor Croteau was a long-time member of the Department of Modern Languages and Literatures.

***William Cummings and Brothers Scholarship:*** A scholarship fund established by Mary C. Cummings in January 1968. Preference is given to entering freshmen from the town of Fairfield.

***James and Denise Daly Nursing Scholarship:*** An endowed fund, created in 1991 by Mr. and Mrs. James J. Daly, to provide financial aid with a preference for nursing students.

***Dennis and Marsha Dammerman Scholarship Fund:*** An endowed fund created by Dennis and Marsha Dammerman to provide multicultural scholarships.

***George E. Diffley Scholarship:*** Established in 2006 by Fairfield University, this need-based endowment honors former vice president for advancement, who retired in 2006 after 31 years of service to the University.

***Charles and Helen Dolan Scholarship Fund:*** An endowed fund established by Mr. and Mrs. Charles F. Dolan P'86,'85 to provide financial assistance to students of the Charles F. Dolan School of Business.

***David J. Dolan Memorial Scholarship Fund:*** An endowed scholarship established by Mr. and Mrs. Charles F. Dolan, honoring the memories of Mr. Dolan's father and brother. Income will provide financial aid assistance to Fairfield University students.

***E&F Construction Company Scholarship***: A scholarship funded by the E&F Construction Company to assist students attending Fairfield University.

***Rev. Anthony J. Eiardi, S.J., Scholarship Fund:*** A fund created in 1986 by the estate of Dominic R. Eiardi, who left the bequest in honor of his brother, Fr. Eiardi, a retired member of the Fairfield University mathematics department faculty. The fund will provide scholarship opportunities for deserving undergraduate students.

***Fairfield County ISA Endowed Scholarship:*** Established by the Fairfield County Instrument Society of America, this scholarship gives preference to engineering students from Fairfield County who have a G.P.A. of 3.0 or greater.

***Fairfield Jesuit Community Scholarship:*** An endowed fund established in 1983 by the Fairfield Jesuit Community to provide annual scholarships to Fairfield students on the basis of financial need.

***Helen T. Farrell Scholarship Fund:*** A fund created in 1983 from the estate of Helen T. Farrell, who was a Westport, Conn., resident, to provide financial aid to undergraduate students.

***Christiane Felsmann Memorial Scholarship:*** An endowed scholarship, established by Maja Dubois, to provide an annual scholarship for a student with demonstrated financial need.

***Mae B. Feracane Scholarship:*** Established through a bequest from Mae, who was a secretary in the Psychology Department, to help needy and deserving students.

***Daniel R. Finn, Jr. '66 Scholarship:*** Established in 1988 by Daniel R. Finn, Jr., member of the Class of 1966 and former University trustee, this need-based scholarship provides financial assistance with a preference for AHANA students.

***Professor Thomas J. Fitzpatrick, Sr. Minority Accounting Scholarship:*** A fund established by former professor of accounting Thomas J. Fitzpatrick, Sr. to provide financial assistance with a preference for a minority student majoring in accounting in the Charles F. Dolan School of Business.

***Fiume Accounting Scholarship:*** Established by Orest Fiume '64, this endowed scholarship gives preference to accounting students who have a G.P.A of 3.0 or greater.

***F.U.S.A. Scholarship:*** An endowed scholarship established by the Fairfield University Student Association in 1985. Income will provide financial aid assistance to Fairfield University students.

***Nelson Fusari Memorial Scholarship Fund:*** Established by Mr. and Mrs. Albert Fusari in 1981 in memory of their son Nelson, a member of the class of '83, for the benefit of handicapped students.

***John P. Gahan, Jr. Memorial Scholarship:*** A fund donated by friends of the father of John P. Gahan, Jr. (Class of '61). John was killed after completing one year of school. Preference is given to graduates of St. Mary's High School in Manhasset, N.Y.

***Dr. Edward E. Garcia '57 Scholarship Fund:*** Established by Mr. Ronald F. Borelli '62, this need-based scholarship honors the memory of Mr. Borelli's late brother-in-law. Preference is given to students studying in the natural sciences.

***Bernard A. Gilhuly Jr. '52 Scholarship:*** An endowed scholarship established by this alumnus and former trustee, to be awarded to students with demonstrated need.

***Gill Family Scholarship:*** A scholarship to be awarded to any undergraduate student with demonstrated need.

***Gladys Brooks Foundation Community Partnership Scholarship:*** Students are selected for this four-year scholarship by the Office of Admissions and Financial Aid based on the criteria established by the Community Partnership Scholarship Program. Students are selected from a group of ten high schools in New York City and Bridgeport.

***John T. Gorman, Jr. '54 Scholarship:*** Established by John T. Gorman, Jr. in 1984 to provide undergraduate students with financial aid.

***Simon Harak - Fr. John P. Murray, S.J. Glee Club Scholarship:*** Created in 1976, this endowed scholarship provides annual financial aid assistance to members of the University Glee Club. Preference is given to students who are sons or daughters of Glee Club alumni.

***William Randolph Hearst Foundation Scholarship:*** An endowed scholarship fund established in 1986 by the William Randolph Hearst Foundation to assist Charles F. Dolan School of Business students with financial need.

***William Randolph Hearst Foundation Community Partnership Scholarship:*** Students are selected for this four-year scholarship by the Office of Admissions and Financial Aid based on the criteria established by the Community Partnership Scholarship Program. Students are chosen from a grouping of ten high schools in New York City and Bridgeport.

***Cornelius A. Heeney Scholarship:*** Created by the Brooklyn Benevolent Society, this scholarship assists students who demonstrate financial need, with a preference for residents of Brooklyn.

***Jeanne Murphy Hoffman Scholarship:*** This scholarship was established by Paul J. Hoffman '72 in 2002 in honor of his mother. Preference is given to high-achieving students with demonstrated need.

***Rev. William H. Hohmann, S.J., Memorial Scholarship:*** A scholarship established by alumni and friends in memory of Fr. Hohmann, who was chairman of the University's economics department until his retirement. This need-based scholarship will be awarded with preference given to an economics major.

***Houlihan/McEvoy Family Scholarship:*** This scholarship was established by Jim and Pat Houlihan P'07, '10, '11 to support a student who maintains a G.P.A. of 2.5 or greater and is engaged in community service.

***Lorraine Hoxley M'66 Scholarship:*** Established in memory of Lorraine Hoxley, M.A. '66, by her husband, Paul Hoxley of Sun City, Ariz. The fund is used to assist needy students.

***Rev. Gerald F. Hutchinson, S.J. Scholarship:*** Inaugurated by an anonymous donor to honor the memory of Fr. Hutchinson, this need-based scholarship provides financial assistance with preference given to a student or students majoring in chemistry.

***Frank H. James Memorial Scholarship:*** A bequest from the estate of Frank H. James, late president of the Hat Corporation of America, established this need-based scholarship to provide financial assistance with a preference for students who are residents of Fairfield County.

***Keating Family Scholarship Fund:*** A need-based, renewable scholarship for undergraduate students, established in 1991 by a bequest from the late Loretta M. Keating.

***Aloysius and Teresa Kelley Scholarship:*** Established by a gift from Carmen A. Tortora on the occasion of the 25th anniversary of the ordination of the Rev. Aloysius P. Kelley, S.J., the proceeds from this fund will be available each year to assist an academically qualified and financially needy student at Fairfield University.

***Abbas Khadjavi Memorial Scholarship:*** A scholarship in honor of Dr. Khadjavi, a member of the Fairfield University faculty who died in 1983. Funded by family and friends, the scholarship provides financial assistance to Fairfield students.

***Jeffrey P. Killian Memorial Scholarship:*** An endowed scholarship established in 2001 by friends and family of Paul and Linda Killian in loving memory of their son, Jeff, from the Class of 1997. Preference is given to a junior in good academic standing who demonstrates financial need and participates in University activities.

***Edward F. Kirik and Family Scholarship:*** Provides financial aid with a preference for students of Polish or Eastern European ancestry. If a student fitting these criteria cannot be identified, preference will be given to a junior or senior in the Dolan School of Business with demonstrated financial need.

***Lt. William Koscher '67 Memorial Scholarship:*** Awarded each year to a graduating senior, this scholarship was established by the parents of alumnus William Koscher, who died in a military training accident soon after his graduation.

***Vincent A. LaBella '61 Scholarship:*** A permanent fund for the benefit of minority students. Established in 1996, the scholarship is a bequest from the late Vincent A. LaBella, a member of the Class of 1961. Mr. LaBella, an attorney and judge, resided in Washington, D.C.

***Lautenbach-Kelley Scholarship Fund:*** Established in 2000 by former trustee Ned Lautenbach and his wife, Cindy, in recognition of their friend, former University President Aloysius P. Kelley, S.J.

***Rev. Victor F. Leeber, S.J. Scholarship:*** Established in 1992 by friends and family of Fr. Leeber on the occasion of his retirement from the University's faculty. Preference is given to a student who has a major or minor in Spanish.

***Rev. Victor F. Leeber, S.J. Scholarship:*** A second scholarship honoring Fr. Leeber was established in 2000 by William '67 and Jacqueline Egan. Preference is given to students with demonstrated need who are majoring in a modern language.

***Thomas P. Legen '78 Memorial Scholarship:*** Created in 1994 to provide need-based financial assistance with a preference for a student from Bridgeport, Conn., or the surrounding area. Underwritten by contributions from People's Bank and Mr. Legen's friends and associates.

***Lawrence A. Lessing Scholarship:*** This endowed scholarship benefits an individual with financial need. It was established in 1990 by Stephen Lessing '76, and other family members, to honor his father.

***George A. and Grace L. Long Foundation Scholarship:*** A scholarship fund given by the George A. and Grace L. Long Foundation for support of nursing students.

***Loyola Chapel Community Scholarship:*** Established to provide financial aid assistance with a preference for a member of the junior or senior class at Fairfield University who is active in Campus Ministry.

***Donald S. Lupo Memorial Scholarship:*** An endowed scholarship in honor of Donald S. Lupo, a member of the Class of 1962. The fund, established by friends and associates at Merrill Lynch, provides financial aid to students in need.

***Rev. Donald M. Lynch, S.J. Scholarship:*** This need-based award was established in 2000 by William '67 and Jacqueline Egan. Preference is given to students who are majoring in English.

***Roger M. Lynch '63 Scholarship:*** An endowed scholarship, established by Mr. Lynch, to be awarded to a full-time student in the Charles F. Dolan School of Business who has demonstrated financial need, academic initiative, and the capacity to derive the most from his or her talents.

***Richard Magro, Jr. '81 Scholarship:*** Established by Ronald F. '81 and Newell Carapezzi in memory of their classmate and friend.

***William A. '80 and Debra Malloy Endowed Scholarship:*** Established by alumnus William A. Malloy and his wife Debra in honor of William's parents, Mr. and Mrs. Donald Malloy, to assist academically qualified students with demonstrated financial need.

***Richard A. Marfurt '68 Memorial Scholarship:*** This endowed scholarship was established in 2003 to honor the memory of Dick Marfurt, Class of 1968, whose friendship, energy and influence was an inspiration to so many. It is awarded on the basis of demonstrated financial need.

***Marketing Corporation of America Business School Scholarship:*** An endowment fund created by Marketing Corporation of America, providing scholarship aid to worthy students in the Fairfield University Charles F. Dolan School of Business.

***Rev. Thomas A. McGrath, S.J., Scholarship:*** Established in 1986 by John Leverty of Fairfield, Conn., and other friends. Fr. McGrath, who died in 1992, was a longtime professor of psychology, a greatly admired teacher, counselor, and priest. The scholarship is awarded on the basis of need with preference given to a student majoring in psychology.

***Joseph J. and Hope M. McAleer Scholarship:*** An endowed scholarship established by Joseph J. McAleer during his tenure as a University Trustee from 1983 to 1988. The scholarship is awarded on the basis of financial need.

***Elizabeth DeCamp McInerny Scholarship Fund:*** A permanent scholarship established by The Ira W. DeCamp Foundation created under the will of Elizabeth DeCamp McInerny. The fund provides financial assistance with a preference for students engaged in undergraduate study relating to the health sciences.

***Edward F. McPadden Memorial Scholarship:*** A scholarship fund created by Anabel McPadden Davey in honor of her brother.

***James and Margaret McQuaid Scholarship:*** This scholarship was established in 2000 by Joseph DiMenna '80, a member of Fairfield University's Board of Trustees. The need-based scholarship underwrites one full tuition with preference given to a student studying in the liberal arts or fine arts.

***John C. Meditz '70 Scholarship:*** This endowed scholarship was created by alumnus John C. Meditz and his mother, the late Clara Meditz. Established in response to a challenge grant from the Louis P. Calder Foundation, the scholarship requires residency in one of New York's five boroughs.

***Merrill Lynch & Co. Foundation Inc. Scholarship:*** An endowed scholarship established by Merrill Lynch & Co. Foundation Inc. to provide financial support with a preference for minority students.

***Merritt 7 Corporate Park Scholarship:*** An endowed scholarship funded by the First Merritt Seven Corp. to provide financial assistance to Fairfield students.

***Charles J. Merritt Jr. and Virginia B. Merritt Scholarship Fund:*** Established from the estate of Virginia B. Merritt in 1998, this scholarship fund provides financial assistance with a preference for students who exhibit high academic performance or promise. Mrs. Merritt served as personal secretary to three Fairfield University presidents.

***John G. Munro Scholarship:*** Established by John G. Munro '55 to provide financial assistance to students majoring in the sciences.

***Elizabeth K. Murphy Scholarship:*** This scholarship was established by Robert J. Murphy Jr. '71 in memory of his mother. The Financial Aid Office and Student Services Division jointly select a recipient who has distinguished himself or herself in the service of fellow students.

***Jamie and Laura O'Brien Scholarship:*** A scholarship fund established in 1986 by William O'Brien of Enfield, Conn., James O'Brien of Fairfield, Conn., and Richard O'Brien of Ashland, N.H., and other family members and friends, to honor two young retarded members of the O'Brien family. Preference is given to students who have financial need, are academically qualified for Fairfield University, and who are immediate members of a family with a retarded child.

***Teisha Capozzi O'Leary '87 Scholarship:*** Established in 1991 by her husband and family to honor the memory of this 1987 alumna. Preference is given to a computer science major, preferably a woman and a graduate of Notre Dame High School in Fairfield, who best exemplifies Teisha's "funny, loving, and irresistible personality."

***John Roe O'Mealia '80 Scholarship Fund:*** This endowed fund, established in memory of John R. O'Mealia '80 by his family and friends, provides financial assistance with a preference for a student who is a current or prospective hockey player with demonstrated need and a strong sense of character.

***O'Meara/Foster Scholarship Fund:*** Established in 1996 by B. Maxwell O'Meara '52 in memory of his mother, Marguerite F. O'Meara, and aunt, Grace M. Foster, to benefit a student with demonstrated need and strong academic standing, with a preference for a student matriculating in the College of Arts and Sciences.

***Rev. W. Laurence O'Neil, S.J. Scholarships:*** Established by TransAmerican Natural Gas Corp. in honor of the longtime counselor and dean of students, these awards are made to students who demonstrate financial need. Seventy-five percent of the awards go to Hispanic students with a preference given to Mexican-Americans.

***Gia Orlando Memorial Scholarship:*** A fund established in 1985 by Carl Orlando '64 in memory of his daughter. Preference is given to a senior or seniors who perform to the best of their abilities academically and who demonstrate a spirit of generosity and unselfish caring reminiscent of Gia Orlando.

***Lawrence F. O'Shea '56 Scholarship:*** An endowed scholarship, established in 1988 by Mr. O'Shea, to assist students with demonstrated financial need.

***Owens Family Scholarship:*** Through the generosity of Christopher '77 and Carol Owens, the Owens Family Scholarship has been endowed to assist students demonstrating financial need who are enrolled in the Dolan School of Business. Per the Owens' request, this scholarship will first give priority to those students who are graduates from the following high schools: Jesuit High School (Sacramento, CA), Trumbull High School (Trumbull, CT), Scecina Memorial High School (Indianapolis, IN), Warren Harding High School (Bridgeport, CT) and Paul Schriber High School (Port Washington, NY).

***Howard T. Owens Sr. Scholarship:*** A need-based scholarship fund created in 1986 by family members and friends of Mr. Owens, who received an honorary doctor of laws degree in 1967 from Fairfield University.

***Robert M. Owens Memorial Scholarship Fund:*** Established in 1998 by the family and friends of the late Mr. Owens. As the University's attorney for more than 25 years, Mr. Owens was integrally involved in University affairs, and his wisdom and devotion contributed mightily to Fairfield's evolution. The fund provides scholarship support to a student with demonstrated need.

***Pace-Barone Scholarship:*** This award is a full-tuition scholarship with a preference for a minority student who has graduated from either Bassick or Harding high school in Bridgeport, Conn. It was established in 1987 by Rose Marie Pace Barone, who taught business in Bridgeport high schools for 25 years.

***People's Bank Minority Scholarship:*** Awarded to minority students from the greater Bridgeport area, this scholarship was established by the bank in 1987.

***John G. Petti III '83 Scholarship:*** Established by John G. Petti III '83 in 1997 to underwrite full tuition for a commuter student in the Charles F. Dolan School of Business with financial need.

***Mildred Prial Scholarship:*** Named in memory of the grandmother of Susan Robinson King, a University Trustee, this scholarship gives preference to a young woman with financial need pursing her studies in journalism and/or communication.

***Elizabeth M. Pfriem Scholarship:*** A scholarship created in 1989 by Mrs. Pfriem, former president of the Bridgeport Post Publishing Co., to provide financial assistance with a preference for Fairfield University minority students.

***J. Gerald Phelan Scholarship:*** Established by J. Gerald Phelan in 1964 to provide financial assistance.

***John G. Phelan Scholarship for Engineering Excellence:*** This scholarship, established in 2000 by Fletcher-Thompson Inc., in recognition of John G. Phelan, P.E., is awarded to junior or senior engineering majors who have achieved top grade point averages. This competitive scholarship includes the possibility of a summer internship at Fletcher-Thompson Inc. Preference is given to electrical and mechanical engineering students.

***Phi Kappa Theta Memorial Fund:*** A scholarship established in 1980 with funds generously provided by alumni members of Phi Kappa Theta Fraternity in memory of Fraternity member David Caisse '71. Preference for this annual scholarship is given to a physically disabled student.

***Sharon Ann Pollice '85 Memorial Scholarship:*** This scholarship was established in 2001 by the friends and family of the late Sharon Ann Pollice '85. Preference is given to a student in the School of Nursing with demonstrated need and established academic achievement.

***Joseph A. Pollicino/CIT Group Scholarship:*** Restricted to students in the Charles F. Dolan School of Business, this scholarship was established by the CIT Foundation in 1987 to honor Mr. Pollicino, who is vice chairman of CIT Group Holdings. The fund has since been supplemented by gifts from Mr. Pollicino. He is the father of John Pollicino '82 and Kerry Pollicino '88.

***Pope Foundation Scholarship:*** An endowed scholarship to assist students with demonstrated financial need.

***Pope Foundation/New York Scholarship Fund:*** An endowed scholarship to assist students with demonstrated financial need.

***Bernadette and John Porter Fund:*** This need-based scholarship was established in 2003 by the estate of the late Professor John Porter, a member of the faculty at the University's School of Engineering. Preference is given to those students studying software and computer engineering at the bachelor's level.

***Thomas Puglise Honorary Scholarship:*** A need-based scholarship established in 1993 to honor Mr. Puglise's many years of teaching at Stratford High School. Preference is given to students entering Fairfield University from Stratford High School.

***Christopher C. Quick '79 Scholarship:*** An endowed scholarship established by Christopher C. Quick '79 to provide financial assistance to students with economic need due to unusual family hardship or circumstances.

***Mary B. Radwick Scholarship:*** A fund created from the estate of Mary B. Radwick to provide financial assistance to students.

***Rev. Albert Reddy, S.J., Scholarship:*** This fund was established in 2000, by William '67 and Jacqueline Egan, in honor of retired faculty member, Fr. Reddy. Preference is given to students with demonstrated need who are majoring in English.

***Herbert F. Rees and Kevin W. Carroll Scholarship:*** This scholarship has been established anonymously and benefits a recipient with demonstrated need who gives evidence of the kindness of spirit and generosity exhibited by the fund's namesakes.

***Harry '65 and Grace Rissetto Scholarship:*** Established in 2001 by Harry and Grace Rissetto of Falls Church, Va., this is a need-based scholarship. Mr. Rissetto is a practicing attorney in Washington, D.C.

***Dr. Robert D. Russo Sr. Scholarship Fund:*** Established in 2001 by Wanda Russo in memory of her late husband. The fund has a preference for pre-medical students with demonstrated need. Dr. Russo, who died in 1999, was a longtime friend and benefactor, and served on the University's Board of Trustees.

***Joseph '63 and Moira Russoniello Scholarship:*** This endowed scholarship fund established by Joseph '63 and Moira Russoniello gives preference to a student from the San Francisco Bay area and is awarded based on academic achievement, strength of character and demonstrated financial need.

***Walter G. Ryba, Jr. Memorial Scholarship Fund:*** This fund honors the memory of the late Dr. Walter G. Ryba, Jr., who served as dean of the Charles F. Dolan School of Business from 1998-2000. Awarding is decided with a preference for a person of color with demonstrated need and who has shown significant leadership in academics, student activities, and athletics in high school.

***Saint Michael the Archangel Scholarship:*** Established in 1988 by an anonymous donor, this scholarship is to be awarded to a minimum of two students each year, preferably from Fairfield or Bridgeport. Preference is given to a student of Polish ancestry.

***Casper A. Scalzi '52 Scholarship Fund:*** An endowed fund established by Casper Scalzi, a member of the Class of '52, to provide financial assistance with a preference for a student with demonstrated need majoring in mathematics.

***Paul Scolaro '78 Memorial Scholarship Fund:*** A fund established by family, alumni, and friends in memory of Paul J. Scolaro. Preference is given to a modern language major at the recommendation of the department. Academic achievement, financial need, and University community involvement are the basis for the award.

***Rev. Bernard M. Scully, S.J., Memorial Scholarship:*** Established in 1996 on the 10th anniversary of Fr. Scully's death. It has been underwritten by parishioners and friends at St. Agnes Church in Greenwich, Conn., where Fr. Scully served as a pastoral assistant. Fr. Scully also taught mathematics at Fairfield from 1960 through 1985.

***Arthur R. Sekerak Memorial Scholarship:*** This scholarship was set up by friends of Arthur Sekerak in 2004. It was established to provide annual scholarship assistance to students who demonstrate financial need.

***September 11 Scholarship Fund:*** This scholarship benefits children of alumni and rescue worker victims of the Sept. 11, 2001 tragedy. Recipients must qualify for admission and, similar to other University scholarships, must offer evidence of demonstrated need.

***Isabelle C. Shea Nursing Scholarship:*** An endowed fund established in 1984 by the George A. Long and Grace L. Long Foundation to honor the memory of Mrs. Shea, a long-time friend of Fairfield University. Provides financial aid assistance with a preference for nursing students.

***Christopher Slattery Fairfield Memorial Scholarship:*** This scholarship was established in 2002 and honors the memory of Christopher Slattery '92 who died in the World Trade Center attack on Sept. 11, 2001. Established by his family and friends, the scholarship gives preference to students who attended Chaminade High School in Mineola, N.Y., Chris's own alma mater.

***James D. Small '70 Scholarship:*** Established in 1990 by the family and friends of this alumnus who had forged a successful career in banking and died at the age of 42. Preference goes to students with financial need who have a parent working in the banking industry.

***Virginia Spillane and Family Golf Scholarship:*** This scholarship was established in 2004 by Todd '81 and Maureen '82 Spillane in loving memory of Virginia C. Spillane. Preference is given to a student who demonstrates financial need, maintains a minimum grade point average of 3.0, and is a member of the men's golf team.

***Dan Sullivan/Collette Vacations Scholarship:*** Funded in 2008 by Daniel J. Sullivan, Jr. '73, this scholarship is to be awarded annually to a student demonstrating financial need with a preference for students from Pawtucket, RI, the Blackstone Valley area of RI, or Rhode Island in general, should the first two criteria not be met.

***John J. Sullivan Scholarship:*** A fund established by friends of the late John J. Sullivan, first selectman of the Town of Fairfield, Conn., from 1959 to 1983, to provide financial assistance with a preference for a student who is a politics major.

***Surdna Foundation Scholarship:*** An endowed fund established in 1985 to underwrite scholarships for the benefit of minority students.

***Janet W. Tanner Scholarship Fund:*** This endowed fund was established in 1998 for the benefit of AHANA students with demonstrated need.

***Kathleen Nolan Tavino '80 Nursing Scholarship:*** Established in 1997 by family, friends, and alumni, to honor the memory of this 1980 alumna. This endowed award is a special memorial scholarship to provide financial assistance with a preference for nursing students. This scholarship is intended to benefit today's nursing students whose hopes and ambitions reflect the values that inspired Kathleen Nolan Tavino's life and work.

***Taylor Family Scholarship:*** A scholarship to be awarded to a student with demonstrated financial need.

***Aileen Thomann '94 Memorial Scholarship:*** Established in January 1992 by her family, this scholarship honors the memory of Aileen Thomann, a member of the Class of 1994 who was very involved in the music ministry at Egan Chapel and who died during her sophomore year. There are no restrictions other than financial need, although preference is given to a member of the Loyola Chapel Singers.

***Helena S. Thompson Scholarship:*** An endowed fund, set up by the estate of Helena S. Thompson, to provide financial assistance to students with need. Preference is given to students studying the arts and education.

***Robert A. Torello '56 Scholarship:*** This fund provides an award to an incoming freshman with one or both parents deceased. The fund is supplemented by proceeds from the Robert A. Torello Annual Memorial Scholarship Golf Tournament held in Orange, Conn.

***Daniel P. and Grace I. Tully Scholarship Fund:*** Established in 1997 by the Merrill Lynch Foundation, this endowed scholarship fund will help meet the financial aid needs of a Fairfield student, preferably one majoring in economics.

***Alice Lynch Vincent Scholarship Fund:*** Created by Francis T. "Fay" Vincent to assist qualified students who have demonstrated financial need.

***Dr. Joan Walters Scholarship:*** This fund was established in 2000, by William '67 and Jacqueline Egan, in honor of retired faculty member Joan Walters. Preference is given to students majoring in economics.

***Leo '58 and Kathleen Waters Scholarship Fund:*** A scholarship fund established by Mr. and Mrs. Waters to provide financial assistance to Fairfield University students.

***Wesley T. Wood Scholarship Fund:*** An endowed scholarship established in 1988 by Mr. and Mrs. Wesley T. Wood, whose two children are graduates of Fairfield University. Mr. Wood is a past member of the University's Trustee Advisory Council. The fund benefits deserving students with demonstrated need.

***Dennis Yee/Patricia Farrell Family Foundation Scholarship:*** This endowed fund was established in 2004 to provide financial assistance with a preference for Asian students. The scholarship is need based and recipients must maintain high academic standing.

***Stephen J. Zales '81 Scholarship:*** Established in 2006 by Stephen J. '81 and Grace Zales. Preference is given to finance majors with demonstrated need and strong academic potential.

***Ernesto Zedillo Scholarship:*** The Ernesto Zedillo Scholarship at Fairfield University was established by the Corrigan Foundation in 2004 as part of the University's endowed Multicultural Scholarship Fund. The Zedillo Scholarship recognizes academic achievement for students in the College of Arts and Sciences pursuing their studies in the humanities or the behavioral and social sciences, students of Mexican heritage, and financial need. The Ernesto Zedillo Scholar will be an undergraduate entering his or her sophomore, junior, or senior year at Fairfield. An application process is required and is managed by the Dean of the College of Arts and Sciences.

## Further Information

For further information about financial aid at Fairfield University, please call or email the Financial Aid Office at (203) 254-4125, email to finaid@fairfield.edu, or call the Office of the Bursar, (203) 254-4000, ext. 2165, or write to either office at Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.

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