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FAIRFIELD UNIVERSITY  
UNDERGRADUATE CATALOG

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2012-13

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## 2012-13 ACADEMIC CALENDAR

### Fall 2012

June 21 - June 22	First-Year Orientation Class of 2016
June 27 - June 28	First-Year Orientation Class of 2016
July 5	Registration begins for all Continuing Studies Programs for Fall, 2012
July 9	Applications for Degree are due for August graduation
Aug. 24	Deadline for undergraduate readmission application for Fall, 2012
Sept. 2	Orientation and Fall Welcome - Class of 2016; Residence Halls will open at 8 a.m. for first year students New International students and transfer students on-campus move in day
Sept. 2 - Sept. 4	Orientation for International Students and transfer students
Sept. 3	Fall Welcome Continues Labor Day-University holiday Residence Halls will open for the Class of 2015 from 10 a.m.-4 p.m.; BCC Dining Hall will open at 4 p.m.
Sept. 4	Fall Welcome Continues Residence Halls open at 10 a.m. for the Class of 2013 and the Class of 2014 from 10 a.m.-4 p.m.
Sept. 5	Classes begin for all undergraduate programs
Sept. 5 - Sept. 11	Drop/Add for Undergraduate students
Oct. 8	Columbus Day – University holiday
Oct. 12	Deadline for freshman deficiencies Deadline for Summer '12 and Spring '12 make up of Incompletes
Oct. 19	Last day for course withdrawal - Undergraduate and Continuing Studies (Except ASAP II Courses)
Oct. 29 - Nov. 16	Undergraduate advising and registration for Spring, 2013
Nov. 21 - Nov 25	Thanksgiving Recess - all schools; BCC Dining Hall closes at 2 p.m. on 11/20; BCC Dining Hall reopens at 4 p.m. on 11/25; Residence Halls close at 6 p.m. on 11/20; (Undergraduate students with evening classes on 11/20 are permitted to remain until 10 p.m.) Residence Halls re-open at noon on 11/25
Nov. 26	Classes resume for all schools
Dec. 3	Applications for Degree are due for January graduation-all schools; Registration begins for all Graduate and Continuing Studies Programs for Spring, 2013
Dec. 12	Last day of classes for undergraduate students
Dec 13, 16, 19	Reading Days-undergraduate students
Dec. 14 - Dec. 21	Final Examinations for undergraduate students (except for reading days) (All grades entered on StagWeb 72 hours after final exam is administered)
Dec. 21	Residence Halls close at 6 p.m.; BCC Dining Hall closes at 2 p.m.; Undergraduate students with a 3 p.m. final are permitted to remain until 8 p.m.
Jan. 2 - Jan. 8	Winter 2013 Intersession Undergraduate Classes

### Spring 2013

Jan. 7	Deadline for undergraduate day readmission for Spring, 2013
Jan. 21	Residence Halls open at 10 a.m. New undergraduate Student Orientation and Orientation for International Students BCC Dining Hall opens at 4 p.m. Martin Luther King, Jr. Day - University holiday Classes begin for all schools Drop/add period for undergraduate students
Jan. 22	Deadline for Study Abroad applications for Fall 2013 and Spring 2014
Jan. 22-Jan. 28	Deadline for Fall, 2012 make up of "Incompletes"
Feb. 1	President's Day P University holiday
Feb. 13	Deadline for freshman deficiencies;
Feb. 18	Last day for course withdrawal Undergraduate and Continuing Studies (except ASAP II courses)
Feb. 22	Residence Halls close for Spring Recess at 6 p.m.
Mar. 8	BCC Dining Hall closes 2 p.m. Spring Recess all schools and Spring Undergraduate Intersession Residence Halls reopen 12 noon BCC Dining Hall opens 4 p.m. Classes resume all schools Easter Recess Continuing Studies Easter Recess for full-time undergraduates Registration begins for Undergraduate Summer Session Applications for Degree are due for May graduation-all schools Classes resume for Continuing Studies Classes resume for full-time undergraduates Undergraduate advising and registration for Fall, 2013 Last day of classes for undergraduates Reading Days - Undergraduate day students Final Examinations for undergraduate day students (except for reading days) (All grades entered on Stag Web 72 hours after final exam is administered.) BCC Dining Hall closes at 2 p.m.;
Mar. 11-Mar. 15	Residence Halls, Townhouses and Apartment Complex close at 6 p.m.
Mar. 17	Undergraduate students with a 3 p.m. final are permitted to remain until 8 p.m. Baccalaureate Mass
Mar. 18	63rd Commencement, Undergraduate Ceremony - 9:30 a.m.
Mar. 28 - Mar. 31	Residence Halls, Townhouses and Apartment Complex close at 12:00 noon for Seniors
Mar. 29-Apr. 1	
Apr. 1	
Apr 2	
Apr. 8 - Apr. 26	
May 1	
May 2, 5, 8	
May 3 - May 10	
May 10	
May 18	
May 19	
May 20	
<b>Summer 2013</b>	
May 20 - Aug. 2	Engineering Summer Session
May 22 - May 29	Undergraduate One Week - Pre Session (Memorial Day Holiday, May 27)
June 3 - July 5	Undergraduate Session I (July 4 - Holiday)
June 20 - June 21	First-Year Students Orientation Class of 2017
June 26 - June 27	First-Year Students Orientation Class of 2017
July 8	Registration begins for Continuing Studies Programs for Fall, 2013; Degree applications due for August 30th graduation (All schools)
July 8 - Aug. 2	Undergraduate July Session II
Aug. 7 - Aug. 13	Undergraduate - One Week Post Session

Dear Student,

Welcome to Fairfield University, and thank you for interest in becoming a member of our community.

As a Jesuit institution, Fairfield is the inheritor of an almost 500-year-old tradition that believes the purpose of an education is to develop our students as "whole persons" - in mind, body, and in spirit.

It is our mission to pursue excellence in education in the fullest sense, by forming young men and women to be global citizens, confident in their capacities, trained to succeed in any circumstance, and inspired to put their gifts at work in the world. As a student at Fairfield, you will learn from our first-class faculty who are leaders in their field, who share with our students a passion for learning.

During your years at Fairfield, you will discover what it means to be a member of a community that shares your interests. Our faculty and mentors will accompany you along a pathway of vocational self-exploration. You will engage in the greater community - as a student leader, through study abroad experiences, and hands-on learning opportunities and you will develop an area of unique study that will help you discern the right path for the future.

Our proximity to New York City means that our students have an exciting range of internship possibilities, as well as exposure to the most current developments in their areas of intellectual pursuit. Fairfield graduates go on to fulfilling careers, as global leaders in business, education, medicine, law, the arts, and countless other professions where they are sought after for their intellectual acumen and strength of character.

A Fairfield education will form you in this manner, preparing you to meet future challenges. We invite you to browse through this catalog of courses and take the first step towards your Fairfield education.

Sincerely,



**Jeffrey P. von Arx, S.J.**  
President



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



# 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, 1,300 graduate students, and more than 800 part-time students enrolled for degree completion programs as well as personal and professional enrichment courses.

Fairfield offers over 40 undergraduate majors, 17 interdisciplinary minors, and 38 graduate programs. The University is comprised of five schools: the College of Arts and Sciences, the Charles F. Dolan School of Business, and the schools of Engineering, Graduate Education and Allied Professions, 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 60 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 Barone Campus 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/stag-card](http://www.fairfield.edu/stag-card).

## Academic Resources

**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.

**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, co-curricular involvement, and high-impact learning opportunities such as study abroad, capstones, and internships. Fairfield's faculty advisors, along with professional advising staff and peer mentors, promote a holistic approach to academic advising that encourages students to be actively engaged and to make thoughtful choices regarding their current and future plans.

**Office of Exploratory Academic Advising.** The office of Exploratory Academic Advising is available to all students exploring choice of major and minor, including those considering a change of major. Services are provided to students regardless of class year. The Office of Exploratory Academic Advising also works with faculty advisors and academic dean's offices to ensure the academic progress of all first-year students and NCAA student athletes through a comprehensive academic alert system-Early Alerts, Midterm Estimates, and Final Alerts.

## Academic Support Programs

•**Tutoring.** The Office of Disability Support Services, located in the Kelley 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 up to two hours of individual or group tutoring per course per week free of charge through the peer tutoring program. Additional tutoring services are available through the University's individual schools in select subject areas.

•**The Office of Disability Support Services.** The Office of Disability Support Services provides trained undergraduate peer tutors to work with students in a variety of subject areas. Students may receive free up to two hours of individual or group tutoring per course per week through the peer tutoring program. For more information about Disability Support Services, please visit [fairfield.edu/student/adss\\_about.html](http://fairfield.edu/student/adss_about.html).

•**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](http://www.fairfield.edu/writingcenter).

•**Academic Skills Development.** Administered by the Office of Disability Support Services, students in this program meet with the Director to discuss academic enhancement skills. The office is located at the Kelley 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.

**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, Academic & Disability Support Services, and the Career Planning Center.

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 cafe. 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; photocopyers, microform readers, and printers; and audio-visual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 365,000 bound volumes, 290,000 e-books, 528 print journal and newspaper subscriptions, electronic access to 53,000 full-text journal and newspaper titles, 14,000 audiovisual items, and the equivalent of 110,000 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://www.fairfield.edu/library/>. From this

site, students use their NetID and password to access their accounts, read full-text journal articles from more than 170 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via IM, e-mail, Skype 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, in which all first-year students are involved, is focused on teaching Fairfield's core Jesuit values, cultivating student self-discovery, exploring the importance of community, and providing practical skills to promote a successful transition to college. FYE includes a weekly seminar in the fall, designated campus events for students to attend throughout the year, and a mentoring program. FYE groups are led by a faculty or staff Community Associate and a New Student Leader (NSL) who facilitate the FYE seminar and serve as resources for first-year students in their transition to Fairfield.

**International Students.** International students are served through the Office of Student Support Services, located in the Kelley Center. 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 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 Disability Support Services.
  - a. Full-time 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 Disability Support Services at (203) 254-4000, ext. 2615, or by going to [www.fairfield.edu/adss](http://www.fairfield.edu/adss).
  - b. Transfer students, part-time students, graduate students, and those who are currently enrolled at Fairfield University, should contact the Office of Disability Support Services at (203) 254-4000, ext. 2615 or go to [www.fairfield.edu/adss](http://www.fairfield.edu/adss).
2. The student should return his/her Request for Consideration for Reasonable Accommodations Form, as well as his/her documentation to:

Office of 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 Disability Support Services at (203) 254-4000, ext. 2615, or visit [www.fairfield.edu/adss](http://www.fairfield.edu/adss).

3. The Office of 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 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 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 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 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 Disability Support Services at (203) 254-4000, ext. 2615.

**Accommodations** - 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 RFBID 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 [www.fairfield.edu/student/adss\\_housing.html](http://www.fairfield.edu/student/adss_housing.html) for more information about changes to housing.

Send letters requesting accommodations to the Director of 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 department 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. Psychiatrists come to campus weekly to evaluate and treat students. Services are confidential.

The staff at the **Health Center** promote healthy living and lifestyle choices and provides medical care for common health problems. The staff includes Registered Nurses and Nurse Practitioners. Physician appointments are available when recommended by the Nurse Practitioner. The Health Center is open seven days a week when classes are in session. Hours are posted on the Health Center website.

Services provided by the Health Center include treatment for minor illness and injuries, allergy shots, lab tests upon arrangement, prescriptions, health education and wellness programs for the campus community, and a women's health clinic. Specialists in all fields of medicine are readily available upon request and in consultation with the Health Center's medical staff.

In the case of serious illness or injury and emergency situations, students are transported via ambulance to an area hospital. St. Vincent's Hospital and Bridgeport Hospital both serve Fairfield students. Health related questions may be directed to [health@fairfield.edu](mailto:health@fairfield.edu).

Currently, services in the Health Center are limited to full-time, undergraduate students. The Health Center will gladly provide graduate or part-time students with recommendations to local healthcare providers.

**Health Immunizations.** Full-time undergraduate students must complete a Medical Report provided by and maintained on file with the Health Center. In accordance with Connecticut state law, all students are required to provide proof of immunity to mumps, measles, rubella (MMR), and varicella (chicken pox). Graduate and part-time students complete a proof of immunization form as part of the application process. In addition to the immunizations required of all students, those residing on campus are also required to provide proof of immunization against meningococcal meningitis.

**Health Insurance.** Fairfield University requires that all 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. 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 policy), the student can waive the University-sponsored coverage and receive a full credit on their bill. Information about the insurance company that provides the sponsored plan may be found at [www.gallagherkoster.com/fairfield](http://www.gallagherkoster.com/fairfield).

## Athletics and Recreation

**Varsity Athletics.** Through the Department of Athletics, students can participate in 20 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 Webster Bank Arena, located in nearby Bridgeport, considered one of the top facilities in the region. Basketball tickets are available at no cost to full-time undergraduate students. For tickets or other information, call the Fairfield Athletics Ticket office at ext. 4136 or visit [www.fairfieldstags.com](http://www.fairfieldstags.com). In addition, all other athletic events held on campus are free to students.

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, under the auspices of Academic Support Services. 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.

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

Sport 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, sailing, men's and women's lacrosse, field hockey, and coed tennis.

Intramural sports programs are open to all students. Some of the sports include 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 (BCC)** is the focal point of student life on campus. The first floor contains a large, open lounge equipped with wireless access to the campus network; the University radio station (WVOF-FM 88.5); the student yearbook, *The Manor*; the Offices of Student Diversity Programs; the Office of Residence Life; the StagCard office; the Fairfield University Student Association (FUSA); and offices for student clubs and organizations around its perimeter.

Meeting rooms are located on the second floor, and a large multi-function room, the Oak Room, is located on the third floor. The Office of University Activities is on the second floor, and the Offices of the Vice President for Student Affairs and the Dean of Students are located on the fourth floor. The BCC is also the location for an ATM machine, the Stag Spirit Shop, various dining outlets, the Information Desk, and the mailroom.

The **Fairfield University Bookstore**, located at 1499 Post Road in downtown Fairfield, offers students a unique location to purchase textbooks and other reading materials as well as apparel, gifts and supplies. Starbucks adjoins the bookstore and frequent free public events are offered.

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](http://www.fairfield.edu/gseap/elc).

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.

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 Council of Student Organizations (COSO). Depending on their size and scope, student clubs and organizations may receive funding directly from student fees, academic or administrative departments, or from COSO itself.

**Arts and Minds Programs.** Fairfield University serves as an important hub for students and visitors from the region seeking entertaining and inspiring cultural events and activities. The Regina A. Quick Center for the Arts houses the Aloysius P. Kelley, S.J. Theatre, the Lawrence A. Wien Experimental Theatre, and the Thomas J. Walsh Art Gallery. Various departments also host exhibitions, lectures and performance programs throughout the academic year, including the popular lecture series Open Visions Forum. The new Bellarmine Museum of Art is located in Bellarmine Hall and displays a rich and varied collection of paintings, sculpture and decorative arts objects. Not only is the Museum a showcase for significant art objects, but it serves as a learning laboratory for students and members of the regional community. All Fairfield students receive free or discounted tickets for arts events. For a cultural calendar visit [www.fairfield.edu/arts](http://www.fairfield.edu/arts).

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** 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 pool table, dart board, and WiFi throughout.

**Student Government.** The Fairfield University Student Association (FUSA) is the official student association for full-time undergraduate students and is the largest student organization on campus. The association exists to represent student issues and concerns to the faculty and administration and to sponsor a multitude of student programs and activities. All full-time undergraduate students are members of FUSA.

FUSA is organized into four branches: the Executive Council, the Council of Student Organizations (COSO), the Programming Board, and the Senate. The Executive Council consists of the chair for all the other branches, plus the President, Vice President, Secretary of the Treasury, and the Secretary of Public Relations. The President and Vice President are popularly elected by the student body and the other positions are appointed, with the exception of the Chair of Senate. The FUSA President serves as the official spokesperson for all undergraduate students in addition to administering the student association on a daily basis. COSO consists of a group of about five students who are appointed by the Chair of COSO to govern and be a resource to clubs and organizations on campus. The Programming Board consists of a chair appointed by the President, and he or she then appoints a vice chair and directors of various programming committees including but not limited to Late Night events, special events, cultural entertainment, concert committee, Athletics, and class programmers. The Senate branch consists of 22 elected representatives (five from each undergraduate class year) and a chair and vice chair that are elected by the senators. FUSA derives its funding through a portion of the University's General Fee, a part of which is set aside for COSO and Resident Assistants (RAs). FUSA is advised by representatives from 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 first-year only residence halls where programming and activities are geared toward their needs. Students share a common bathroom on the corridor, and all buildings are coed, 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. Most sophomores apply to participate in one of our Residential Colleges. Sophomores can choose among three residential college experiences. These communities provide integrated living and learning environments that examine the question of vocation from a variety of lenses. These communities are: Creative Life Residential College, Ignatian Residential College, and the Service for Justice Residential College.



Juniors and seniors apply for the opportunity to live more independently in the on-campus townhouses or apartments. They also have the option of applying for a Build-a-House in the apartments, townhouses, or at the beach.

Residence halls have social and study lounges available. In addition to standard furniture, rooms are equipped with computer network data ports, cable television hookup, and a combination refrigerator/microwave unit. Laundry facilities are available, and all halls have a common kitchen facility. The apartments and townhouses have kitchens, cable television, and computer network data ports. All spaces on campus 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 and Graduate Peer Ministers 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. First-year and sophomore resident students are not permitted to have vehicles on campus. Vehicle registration fees are \$120 per year. In addition, a fee is charged for temporary day passes that are issued on a limited basis.

To register a vehicle, students go to their StagWeb account to complete and submit the vehicle registration form. Students 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.

**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.

**Student Handbook.** 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 made available to all full-time undergraduate students and graduate and part-time students through the University's Web site at [www.fairfield.edu/studenthandbook](http://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.

### Computing Services

Fairfield's Computing Services are state-of-the-art. Highspeed fiber-optic cable, with transmission capabilities of 1 gigabyte 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 register for courses and review their academic and financial records.

- **Administrative Computing (Ellucian)** 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 grades, calendars, course schedules and other important information.
- **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 CNS. Office hours are 8:30 a.m. to 4:30 p.m. Contact the Help Desk at (203) 254-4069 or [cns@fairfield.edu](mailto:cns@fairfield.edu).

### 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 the opportunity to recruit on campus. General Career Fairs held in September and February attract numerous employers, and a separate Nursing Career Fair held in the fall attracts hospitals and 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 alumni of Fairfield. Undergraduates are encouraged to familiarize themselves with and use the center's services prior to senior year, and alumni are always welcomed back.

### Campus Ministry

Campus Ministry, located in lower level of the Egan Chapel of St. Ignatius Loyola, strives to be a home for students of all faith traditions who are interested in exploring and enriching their spiritual lives. Rooted in the Catholic faith and steeped in the Ignatian tradition, Campus Ministry is committed to the development of the whole person, and we believe that a healthy spiritual life is an essential and key element of the Fairfield University experience.

We acknowledge that not everyone is at the same point in their spiritual journey and that we come from different traditions, and so we offer many different opportunities to explore what it means to be a person of faith in today's world and to live a "faith that does justice."

Campus Ministry offers a wide variety of popular programs such as retreats, service trips, and justice groups, as well as opportunities for prayer and reflection. Additionally, there are many opportunities for musical, Eucharistic, and Lector liturgical ministries with the daily and weekend masses

The Manresa First Year Retreat, the Kairos Retreat, Women's and Men's Retreat, and Senior Retreat, offer students the opportunity to take a break from campus life and spend time in reflection with themselves, others, and God. The Community Service Council, Amazing Breaks Alternate Break program, and the Ignatian Solidarity Corps offer students an opportunity to volunteer and serve with a myriad of urban, national, and international sites and agencies during the University's winter, spring and summer breaks to plac-

es as diverse and far-ranging as Bridgeport, Kentucky, Utah, Jamaica, Ecuador, Nicaragua and beyond. All students are invited to participate in all programs, regardless of their faith tradition.

In an effort to attend the spiritual needs of our non-Catholic students Campus Ministry provides a host of services and collaborates with those beyond the Catholic and Jesuit tradition. In conjunction with the Carl and Dorothy Bennett Center for Judaic Studies at Fairfield University, Campus Ministry co-sponsors monthly Shabbat services and dinners. A Muslim Chaplain Intern is also available to provide support and opportunities for prayer for our Muslim students. A campus minister affiliated with InterVarsity Christian Fellowship is also available to meet the needs of some of our Protestant Students. The Orthodox Christian Fellowship also maintains a vibrant presence on Campus with regularly scheduled meetings, liturgies, and lectures. Campus Ministry also makes every effort to enable non-Catholic students to connect with local faith communities from their tradition by providing transportation to and from local churches, synagogues, and mosques. For more information on Campus Ministry events, programs and a schedule of liturgies, go to [http://www.fairfield.edu/student/cm\\_about.html#336](http://www.fairfield.edu/student/cm_about.html#336)

## 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)

Accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>  
(School of Engineering)  
B.S. Mechanical engineering  
B.S. Electrical engineering  
B.S. Computer engineering  
B.S. Software engineering

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  
Masters Nursing Programs

Connecticut State Department of Higher Education  
(GSEAP)

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

National Association of School Psychologists (NASP)  
(GSEAP)  
School Psychology

### Program approvals include:

Connecticut State Office of Financial and Academic Affairs for Higher Education  
Elementary and Secondary Teacher certification programs  
Graduate programs leading to certification in specialized areas of education  
School of Nursing programs

Connecticut State Department of Education and National Council for the Accreditation of Teacher Educators (NCATE)  
Elementary and Secondary Education  
Special Education  
TESOL/Bilingual Education  
School Counseling  
School Library Media  
School Psychology

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 Department of Public Safety's policies and procedures along with crime statistics as required. A copy of this report may be obtained in person at the Department of Public Safety office in Loyola Hall, Room 2 or by calling the department at (203) 254-4090. It can also be viewed on the website at [www.fairfield.edu/clery](http://www.fairfield.edu/clery). The Department of Public Safety is open 24 hours per day year-round. The University is in compliance with the Student Right to Know and Campus Security Act (PL 103-542).

### 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.

### Non-Discrimination Statement

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, gender identity, 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, gender identity, 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

In accordance with the Family Education Rights and Privacy Act (FERPA) as amended, Fairfield University provides the following notice to students regarding certain rights with respect to their educational records. FERPA rights apply to students "in attendance" (regardless of age) and former students. For purposes of Fairfield University's FERPA policy, a student is considered "in attendance" the day the student first attends a class at Fairfield University. That is the day that the FERPA rights described in this policy go into effect for the student.

The rights afforded to students with respect to their education records under FERPA are:

1. The right to inspect and review the student's education 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.
  - a. 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 (including but not limited to, an attorney, auditor, collection agent, or a provider of e-mail, network or other technological services (e.g., Google/Gmail); 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.
  - b. FERPA does make exceptions for disseminating information to students' parents or legal guardians, including if the student is under 21 years old and the disclosure concerns the student's violation of University policy concerning the possession or use of alcohol or a controlled substance.



- c. FERPA permits the non-consensual disclosure of personally identifiable information from education records in connection with a health or safety emergency.
- d. FERPA permits the non-consensual disclosure of education records in compliance with a lawfully issued subpoena or court order.
- e. Another exception that permits disclosure without consent is the disclosure of directory information, which the law and Fairfield University define to include the following: a student's name, home address including e-mail address, telephone number, date and place of birth, visual image (photographs), dates of attendance, major and minor, enrollment status, class year, degrees/awards received, other institutions attended, and weight and height information for members of athletic teams.

This exception related to directory information is subject to the right of the student to object to the designation of any or all of the types of information listed above as directory information in his or her case, by giving notice to the Office of the Dean of Students on or before September 15 of any year. If such an objection is not received, Fairfield University will release directory information when appropriate.

No disclosure of academic progress will be made to those outside the institution, including parents, without the written consent of the student unless the University Registrar has confirmed in writing that the party has a right to the information under the Family Educational Rights and Privacy Act of 1974, as Amended.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4605**

Questions regarding FERPA and the procedures followed by Fairfield University to comply with FERPA may be referred to the Office of the Dean of Students. Information about FERPA can be found online at [www.ed.gov/offices/OM/fpco](http://www.ed.gov/offices/OM/fpco).

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.

ADMISSION  
TUITION, FEES,  
AND FINANCIAL AID

Admission Policies and Procedures

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

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 areas listed below. Typically, freshman students are admitted in September only.

BASIC REQUIREMENTS	
English	4
Mathematics (may include)	3 to 4
<ul style="list-style-type: none"><li>• Algebra 1</li><li>• Algebra 2</li><li>• Geometry</li><li>• Pre-calculus</li><li>• Calculus</li></ul>	
Foreign Language	2 to 4
Laboratory Science (may include)	3 to 4
<ul style="list-style-type: none"><li>• Earth Science</li><li>• Biology</li><li>• Chemistry</li><li>• Physics</li></ul>	
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. Students who choose not to submit their test scores are 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/Early Decision 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. 1. 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. 1 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. Fairfield University also offers an **Early Decision** Admission Program. Early Decision is a BINDING agreement. If a student is admitted under the Early Decision guidelines, he/she must agree to withdraw any pending college applications and confirm enrollment at Fairfield. The deadline for Early Decision admission is January 1, and students will receive notification of the decision by February 1. 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 \$22,000 annual award, renewable for four years providing a student maintains a 3.0 grade point average. Additional merit scholarships ranging from \$5,000 to \$22,000 are available. 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 a 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

The University welcomes qualified students who wish to transfer to Fairfield from other accredited colleges. Students interested in transferring normally have accumulated at least 15 credits and have maintained 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. 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 must also submit a statement from the Dean of Students Office at the college from which they are transferring indicating they are in good standing at their current institution and eligible to return. 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:

- 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.
- 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.
- Prove sufficient financial support for the period of the student's stay at Fairfield, including tuition, room and board, and transportation.
- 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.

### Part Time Degree Seeking Students

Fairfield University welcomes part time students in the College of Arts and Sciences, the Charles F. Dolan School of Business and the School of Engineering. Classes in a variety of formats offer part time students the opportunity to earn a bachelors degree in many of the departments in each of the three schools. Faculty advisors and assistant and associate deans in each of the schools are available to help guide part time students through the admission process and the selection of courses and programs. Whether you are looking to enhance your career options or to expand your intellectual horizons, the fulfillment of your educational goals are within your reach at Fairfield University. Descriptions of the degree programs available for part time students are listed in the section for each school. Admission as a part time degree seeking student is on a rolling basis through the office of Undergraduate Admission. Degree-seeking applicants for part time studies must meet the same criteria as

applicants for full time study. In evaluating the applications of part time students. Undergraduate Admission will consider the full breadth of what each student could bring to Fairfield beyond a traditional review of transcripts. The customized online application for part time degree seeking students will be accessible through the Admission page of the University website.

### Personal and Professional Enrichment

In addition Fairfield University offers a number of programs and educational opportunities for lifelong learners who are not degree seeking but wish to take courses on a part time basis. Non degree seeking lifelong learners interested in educational enrichment may apply online through a dedicated landing page on the University website. This page will include listings of credit and non-credit continuing studies opportunities and programs.

### Articulation Agreements

#### Fairfield University School of Engineering

(for the completion of the bachelor of science degree in engineering)

Gateway Community College  
Housatonic Community College  
Manchester Community College  
Norwalk Community College  
Three Rivers Community College  
SUNY Westchester Community College

#### The Connecticut State Articulation Agreement

Fairfield University is in compliance with the Connecticut Articulation Model for Nurse Educational Mobility. This model provides standardized mobility for all nurses who have graduated from a diploma or associate degree nursing program. A minimum of thirty nursing credits from the associate or diploma program will be awarded when the student is able to demonstrate required competency by successfully completing NS 250 Professional Nursing.

Partnership Agreements with the Connecticut College Nursing Program

Capital Community College  
Gateway Community College  
Naugatuck Valley Community College  
Three Rivers Community College

Partnership Agreement with Bridgeport Hospital School of Nursing

#### College of Arts & Sciences

Housatonic Community College  
Norwalk Community College

#### Charles F. Dolan School of Business

(accepts only Liberal Arts credits)

Housatonic Community College  
Norwalk Community College

TUITION, FEES, AND FINANCIAL AID

Application Fee\$60  
(This fee is not refundable)

Tuition & Fees

Full-Time Undergraduates

Tuition\$41,090 per year  
(12 to 18 credits per semester)  
General Fee\$600 per year

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

Part-Time Undergraduates

Summer Term & Intersession Terms\$650 per credit  
Tuition (less than 12 credits)\$700 per credit  
(Fall & Spring)  
Tuition (twelve credits or more)\$20,545 per semester  
(Fall & Spring)  
Tuition (Full-Time Undergraduates going to Part-Time)\$1,370 per credit  
Bachelor of Professional Studies\$650 per credit  
Registration Fee\$30 per semester

Matriculation Fee\$60

Resident Student Fees

Residence Halls and Meals\$12,550  
Townhouse (Room Only)\$10,200  
Apartment Complex (Room Only)\$10,530

Payable on or before August 1 for fall semester and January 1 for spring semester.

Room Deposit\$400  
Not refundable if reservation is voluntarily canceled.  
Credited when graduating or leaving the school or University housing.

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)\$1370  
Continuous Registration for Educational Leave (per semester)\$500  
Automobile Registration Fee\$120  
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  
Background Check Fee\$45  
Immunization Tracker Fee\$30

Nursing (Adult & Second Degree)

Adult Nursing, RN-BSN\$650 per credit  
Nursing BS - Second Degree Program\$710 per credit  
Registration Fee\$30 per semester  
Matriculation Fee\$60

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 attorney's 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 first-year students 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 on filing the Free Application for Federal Student Aid (FAFSA) and CSS/Financial Aid Profile applications on time every year.

Students who demonstrate need will receive a financial aid package that may consist of grants, scholarships, student employment, and student loans. Although the University invests a significant amount of its own resources in its student aid programs, funds are limited; it is usually not possible to meet a student's full need. In those instances where a family needs additional resources, the University will recommend a payment plan and loan options.

Financial aid awards are usually made to prospective first-year students during the March, assuming the appropriate applications have been filed on time. Returning students who apply for financial aid will receive their award notifications in mid-May via their StagWeb e-mail account.

Financial Aid administrators 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 e-mail at [finaid@fairfield.edu](mailto:finaid@fairfield.edu).

Application Procedures

To apply for financial aid, all undergraduate students must complete the Free Application for Federal Student Aid (FAFSA) and the CSS/Financial Aid Profile Form on an annual basis; forms must be submitted to the respective processing centers by University deadlines. Prospective first-year students are required to complete the FAFSA and CSS/Financial Aid Profile Form by Feb. 15; early action and early decision candidates must complete the CSS/Financial Aid Profile by January 1 and the FAFSA by February 15. Returning students must apply by March 1 and transfer students must apply by May 1.

Students may file the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and may file the CSS/Financial Aid Profile at [www.collegeboard.org](http://www.collegeboard.org). Fairfield's FAFSA code is **001385** and the CSS/FinancialAid Profile code is **3390**. Additional documentation may be required from all aid applicants to verify submitted information, including individual tax returns, IRS tax transcripts, W-2 forms and other financial documentation. This information will be requested at the time of the financial aid application review.

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, continues to demonstrate sufficient need and makes satisfactory academic progress. Need-based awards may be increased or reduced depending on changes in a student's need. Renewal of state and federal award 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 as long as the required minimum grade point average is earned for renewal.

Standards for Satisfactory Academic Progress

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

Academic performance is measured by GPA including grades earned only in Fairfield University courses. In order to make SAP, students advancing from the first year to the sophomore year are expected to have a weighted cumulative GPA of 1.80 or better. At the end of the sophomore year, students are expected to have a weighted cumulative GPA of 1.90 or better. At



the end of junior year, students should have an overall weighted cumulative GPA of 2.0 or better. For the purposes of both pace and academic performance, summer courses will be included as the trailing term of the academic year.

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

### 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 2012-13 academic year, is as follows:

Tuition and Fees	\$41,090
General fee	\$600
Room and Board Allowance	\$12,550
Books and Supplies	\$1100
Personal Expenses	\$900
Transportation	\$800
Total Residential Budget	\$57,040

### Academic Withdrawal

Those who are asked to withdraw from the University for academic failure will lose entitlement to financial aid. Students who are later readmitted to the University may appeal for reinstatement of some financial aid, but aid is not automatically reinstated.

## Types of Financial Aid

### Scholarships

All merit scholarships awarded by Fairfield University are renewable for up to eight semesters of study provided the recipient earns the required minimum GPA for renewal. The GPA renewal requirement, which varies by level of award, is included in the initial award letter provided at the time of the student's admission to Fairfield and is measured at the end of each academic year. Students who lose eligibility for merit scholarship as a result of failure to meet the minimum GPA requirement may appeal to be placed on merit scholarship probation. The appeal, which would explain the circumstances surrounding the student's academic achievement, must be accompanied by an academic plan developed by the student and academic advisor out-

lining steps that lead to achievement of the minimum GPA. Merit scholarship probation may last for up to one year, unless there are extraordinary circumstances. While on probation, a student's progress will be monitored at the end of each semester.

### 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 \$46 million of its own resources in 2011-12 for financial aid. Most scholarships and grants-in-aid are packaged with other types of federal or state aid.

## Federal Grants

### Federal Pell Grant

A federal entitlement program that provides grants of up to \$5,550 to eligible students in the 2012-13 academic year who are pursuing their first baccalaureate degree.

### Federal Supplemental Educational Opportunity Grant

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

## State Scholarships and Grants

All financial aid applicants should research 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 consult their high school guidance counselor for information.

## Loans

### Federal Perkins Loan

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 first-year students.

### Federal Nursing Loan

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. Repayment may extend up to 10 years, depending on the amount borrowed. Funding for the program is very limited.

### Federal Direct Stafford Loan Program

Federal Direct Stafford Loans may be obtained from [www.studentloans.gov](http://www.studentloans.gov). 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. Students must file a FAFSA before a Federal Direct 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).

### Federal Direct PLUS Loan Program

This is a loan program for parents of dependent undergraduate students. A parent may borrow up to the cost of education minus any financial aid received during any one academic year. Beginning with the 2011-12 year a FAFSA must be filed to borrow a Federal Direct PLUS Loan. Repayment begins 60 days after disbursement of the loan at a fixed interest rate of 7.9%. To apply online, visit: [www.studentloans.gov](http://www.studentloans.gov).

### Alternative Loans

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

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

### Tuition Pay Payment Plan

The University offers the Tuition Pay Payment Plan, an interest-free, 10-month plan for payment of educational expenses. Please contact the Office of the Bursar for further information.

## Campus Employment

### Federal Work-Study Program

Work Study jobs on- or off-campus may be arranged for students demonstrating need who have been awarded work-study funding as part of their financial aid award. Where possible, the work assigned relates to the student's field of study. For more information regarding this program, please go to [www.fairfield.edu/fws](http://www.fairfield.edu/fws).

### 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 locations.

## Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through Fairfield's Veterans Pride Program. Information about the program, including free tuition for some veterans, is available at [www.fairfield.edu/veterans](http://www.fairfield.edu/veterans). The University Registrar's office will complete and submit the required certification form for all VA benefits.

## Consumer Information

Fairfield now offers a Net Price Calculator, a new resource to help students and their families estimate the merit-based and need-based aid for which you may be eligible at Fairfield University. For access to the calculator and more information, please go to [http://www.fairfield.edu/admission/uga\\_netpricecalc.html](http://www.fairfield.edu/admission/uga_netpricecalc.html)



## 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 Office of Financial Aid 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.

**Bouchard Family Scholarship:** Awarded to students with financial need with a preference for students majoring in communication or any major within the Dolan School of Business.

**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.

**David and Eunice Bigelow Scholarship:** To be used toward financial aid for undergraduate students who have demonstrated financial need. Preference is that it is granted to a student who is matriculated in the School of Business, is community-minded, and possesses an entrepreneurial spirit.

**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.

**The Richard J. Brennen, III Endowed Scholarship:** Established by Mr. and Mrs. Richard J. Brennen, Jr. P'06 in honor of their son. The scholarship supports students with demonstrated 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 encourage 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:** 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 and English majors in the top 10 percent of their high school classes and who are graduates of Fairfield Warde High School, Fairfield Ludlowe 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.

**Carl and Margaret Cascella Scholarship:** Established by Roberto Cascella '80, this fund is to be awarded with a preference for undergraduate or graduate engineering students.

**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 beneficiaries include J. Jeffrey Campbell '65 and the Pillsbury Co., in addition to members of the Class of 1965.

**Ciola Family Scholarship:** 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:** 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:** This fund, established by E. Gerald Corrigan '63, a former member of the Fairfield University Board of Trustees, provides assistance with a preference for first generation, minority, or foreign students in good academic standing.

**David and Lori Cowen Scholarship:** An endowed fund established by Mr. and Mrs. David Cowen to provide annual scholarships for Fairfield University students on the basis of financial need.

**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:** 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 the former vice president for advancement, who retired in 2006 after 31 years of service to the University.

**David J. Dolan Memorial Scholarship:** 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.

**Rao Dukkipati Scholarship:** An endowed scholarship established in the memory of Dr. Rao V. Dukkipati, a long-time faculty member in the School of Engineering. Provides financial aid to engineering students with demonstrated need.

**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:** 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:** 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 Feracane, who was a secretary in the Psychology Department, to help needy and deserving students.

**Michael and Claudine Gibbons Ferrante Scholarship:** An endowed scholarship established by these two alumni from the class of 1990 to assist students with demonstrated financial need.

**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.

**Helene Fuld Health Trust Scholarship for Baccalaureate Nursing:** An endowed scholarship that gives preference to baccalaureate students in Fairfield's nursing program 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:** 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:** 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 Offices of Admission 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 Connecticut.

**John T. Gorman, Jr. '54 Scholarship:** Established by John T. Gorman, Jr. in 1984 to provide undergraduate students with financial aid.

**Simon Harak and 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 Offices of Admission 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 Connecticut.

**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 in 2002 by Paul J. Hoffman '72 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.

**Howard Education Scholarship:** Established by Bruce '73, MA '79 and Sheila MA '77 Howard to provide financial aid to an undergraduate student working toward teacher certification.

**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:** 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.

**Siobhan Leigh Kinlin Scholarship:** Established by Mr. and Mrs. Charles Crowley P'11, this scholarship is to be awarded to a student with demonstrated need.

**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 Charles F. 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:** 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.

**Michele Macaudo and Vanessa DeMatteo Scholarship:** Established by former Trustee Michele Macaudo '78, this scholarship is to benefit students with financial need. Preference is given to students majoring in the sciences, math, or engineering.

**Richard Magro, Jr. '81 Scholarship:** Established by Ronald F. '81 and Newell Carapezzi in memory of their classmate and friend.

**Leo D. Mahoney Memorial Scholarship:** Established by Shelagh Mahoney '87, this scholarship provides aid to students with demonstrated financial need.

**Vincent J. Maiocco Scholarship In Memory of William J. Lucas '69:** Established in memory of William J. Lucas, former Vice President for Finance at Fairfield, this scholarship is to benefit students from Connecticut who have demonstrated financial need.

**Malloy Family Scholarship:** Established by alumnus William A. Malloy '80 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.

**Josephine Maria Marino Scholarship:** Established by a bequest, this fund provides financial aid with a preference for business students from the greater Bridgeport area.

**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.

**Robert J. Markovic Endowed Scholarship:** Established in 2011 by the estate of Robert J. Markovic, Class of 1954, for students with financial need.

**Rev. Thomas A. McGrath, S.J., Scholarship:** Established in 1986 by John Levery 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:** 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.

**Marguerite M. Minck Memorial Scholarship:** Established by the bequest of Marguerite M. Minck, this scholarship is to be awarded to one or more admitted applicants from Northern Fairfield County who have demonstrated financial need.

**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 Office of Financial Aid and Student Affairs 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 mentally challenged 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.

**Robert F. and Maureen T. O'Keefe Scholarship:** An endowed scholarship established in 2009 by Robert F. and Maureen T. O'Keefe for students majoring in engineering who have demonstrated need for financial aid.

**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:** 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:** 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. Scholarship:** 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:** 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 pursuing 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. An application is required and the fund will be awarded during the recipient's junior and senior years.

**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 Risetto**

**Scholarship:** Established in 2001 by Harry and Grace Risetto of Falls Church, Va., this is a need-based scholarship. Mr. Risetto is a practicing attorney in Washington, D.C.

**Dr. Robert D. Russo Sr. Scholarship:** 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:** 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:** 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:** 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:** 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. '70 and Terese K. Small 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, the scholarship was later amended to remember his late widow. 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 select high schools and cities in northeastern Rhode Island.

**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:** 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:** 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:** Created by Francis T. "Fay" Vincent, former university trustee, 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.

**Washington Family Scholarship:** An endowed fund that is given to a student with demonstrated financial need as determined by the Office of Financial Aid.

**Leo '58 and Kathleen Waters Scholarship:** A scholarship fund established by Mr. and Mrs. Waters to provide financial assistance to Fairfield University students.

**Edmund J. Weinrich Memorial Scholarship:**

Established in memory of Edmund J. Weinrich, founder of Weinrich Advertising and Communications, Inc. in appreciation for his work since 1972 in making Innovation Data Processing, Inc. in Clifton, New Jersey the success that it is today. This scholarship is awarded with a preference for juniors from New Jersey who have a minimum G.P.A. of 3.0 and are majoring in Communication, English, Marketing or New Media and Film with interest in a career in advertising, marketing and communications.

**Wesley T. Wood Scholarship:** 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.

**Further Information**

For further information about financial aid at Fairfield University, please contact the Office of Financial Aid at (203) 254-4125 or [finaid@fairfield.edu](mailto: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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# Academic Policies

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## 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.

## 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 15 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.

**Admission Expectations**

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

Beginning with the Class of 2014, we expect to no longer encourage a policy that allows for routine transfer from full-time to part-time status for undergraduate students. Undergraduate students admitted into the University on a full-time basis are expected to remain fulltime until they graduate.

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

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

**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.

**Credit Hours**

Classes at Fairfield University meet three times a week for 50 minutes each meeting for a three credit course; twice a week for 75 minutes each meeting for a three credit course; once a week for 2 ½ hours each session for a three credit course. Classes meet four times a week for 50 minutes each meeting for four credit courses.

**Class Ranking System**

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

Class	Credit Hours Earned	Year
First-year	0 through 26	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 regularly scheduled class session. The impact of attendance on grading is specified in the syllabus for each course. Unexcused absences may be reported to the appropriate academic dean.

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

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

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

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

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

- Athletics
- all varsity sporting events, including post season tournaments
  - all club sporting events
- Others
- concerts, plays, or other group performances where the absence of a member would detract from the overall performance

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.

The form of the final, end-of-semester evaluation (written examination, take-home, oral exam, paper, etc.) must appear on the syllabus at the beginning of the semester. No alternative form of final evaluation is to be due prior to the date assigned by the Registrar for that course's final examination. Students are not required to take more than two exams in any final exam day.

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

### Grade Point Value

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

Grade Points	Numerical Equivalent
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D	1.00
F	0.00

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

### Incomplete

A grade of "I" is issued when, due to an emergency situation such as illness, a student arranges 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. The minimum rate of work for full-time students is 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 by the mid-point of the course (e.g., through the end of the seventh week of a traditional semester) provided that (a) the student's academic dean, in consultation with the course instructor, finds withdrawal to be in the student's best interest (note that a student must maintain 12 credit hours for full-time status). After the mid-point of the term, course withdrawal will only be granted in highly unusual circumstances, such as documented health emergency. Withdrawal after the mid-point of the term will not be permitted simply to prevent receipt of a grade that might not meet the student's satisfaction. In addition, students who have violated the academic honor code may not be eligible for withdrawal. In all approved cases, the University Registrar will record a grade of a "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. A "W" may not be granted after final grades have been submitted except in very rare cases, during which an instructor must file a change of grade form.

### Repeat Course Policy

When a student repeats a course that was failed, the new grade will be recorded. Grade point values will be averaged into the cumulative average, and the credits will count toward the degree. The original grade will remain on the transcript and be calculated into the cumulative average. When a student repeats a course for which the student has previously obtained a passing grade, the new course and grade will be recorded on the transcript with the notation, repeat course. The original grade and the repeated grade will be averaged into the GPA. The credit for the repeat course will not

count toward the degree. The original grade will remain on the transcript.

### Transfer Credit

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

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

Every transfer student is required to complete at least two years (60 credits) of full-time undergraduate study at Fairfield in order to receive a Fairfield University bachelor's degree.

### Early Alerts, Midterm Estimates, & Final Alerts

The academic progress of first-year students and NCAA athletes is monitored through a comprehensive academic Alert system. Early alerts are designed to provide specific feedback about a student's performance in a course at the 4th week; Midterm Estimates are grade reports C-, D or F received for a student in the 7th week ; and, Final Alerts are both a performance and grade report for a student at the 14th week in the semester. Although not part of a student's official academic record, the Alerts and Midterm Estimates are designed to allow faculty advisors, academic deans, and Director of Exploratory Academic Advising to review a student's academic progress throughout the year. Each student who receives an Alert or Midterm Estimate is individually advised by an academic dean or director. The goal is to connect students who may be having difficulty or who are academically at-risk to the appropriate University academic and support resources.

### Grade Reports

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

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

### Voluntary Withdrawal from University

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

1. To discuss voluntarily withdrawing (for non-medical reasons); contact the appropriate Academic Dean's Office. This meeting is necessary to facilitate the withdrawal process and to discuss any future plans to return to the University.
  - College of Arts and Sciences, CNS 100, ext. 2221
  - Exploratory Academic Advising, Kelly Center ext. 2222
  - Dolan School of Business, DSB 1125, ext. 3230
  - School of Nursing, SON 102, ext. 4150
  - School of Engineering, MCA 106, ext. 4147
2. The student must submit a written request for withdrawing from the University, including the reasons for the withdrawal. Voluntary withdrawals from the University are subject to the following conditions:
  - 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.
  - Voluntary withdrawals cannot be granted retroactively.

**Note:** If a student wants to withdraw when classes during the traditional semesters are not in session, the student must still submit a letter to the Academic Dean's Office. Students scheduled to live in University-housing should send a copy of that letter to the Office of the Dean of Students.

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. This meeting is required for the voluntary withdrawal process, whether the student lives in University-housing, lives off-campus, or commutes from home. Failure to set up this meeting will result in continuation of your financial obligation to the University. The **Office of the Dean of Students is located in BCC 408, ext. 4211.**

### Readmission after a Voluntary Withdrawal:

To seek readmission following a voluntary withdrawal, contact Dr. Mary France Malone in the Office of the Senior Vice President for Academic Affairs (SVPAA) in CNS 300. This contact should be done in the form of a personal meeting if at all possible.

1. To seek readmission following a voluntary withdrawal, contact Dr. Mary France Malone in the Academic Vice President's Office in CNS 300. This contact should be done in the form of a personal meeting if at all possible.
2. The student seeking readmission must write a letter stating the rationale for the request including why the student is ready and wants to return at this time. The letter should be sent in advance to Dr. Mary France Malone in the SVPAA Office in CNS 300 or to [Malone@fairfield.edu](mailto:Malone@fairfield.edu). The letter should include name, ID, address, school, major and semester that you wish to return to the University.
3. After formal review of the student's request, the Academic Dean's Office will review whether the student should or should not be readmitted. Those applications supported for readmission will be forwarded to the SVPAA 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.
4. Residency and your readmission: Students who voluntarily withdrew from Fairfield University and are readmitted as full time students are expected to live on campus and will be assigned a residential space on campus by the Office of Residence Life at the time their readmission request is approved. Students who were not voluntarily withdrawn from the University (this would include but is not limited to medical withdrawals, academic withdrawals and disciplinary withdrawals) will need to specifically request on-campus housing, and that request is subject to the review and approval of the Office of the Dean of Students.

Additional questions or concerns can be directed to the

Academic Dean's Office or the Office of the Dean of Students.

### Medical Withdrawal from the University

The following process applies to students who wish to withdraw from Fairfield University for medical reasons. A student may request and be considered for a medical withdrawal when extraordinary circumstances prevent that student from continuing with classes. Medical withdrawals cover both physical as well as mental health difficulties.

1. To discuss withdrawing as a student for medical reasons, contact the Office of the Dean of Students (ext. 4211, BCC 408), Health Center (ext. 2241, Dolan Hall), or Counseling and Psychological Services (ext. 2146, Dolan Hall)

Most students who seek to withdraw for medical reasons have been utilizing the services of the Health Center or Counseling and Psychological 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 psychologist is subject to review by the University, which has final decision making authority on the withdrawal request.

2. A request for a Medical Withdrawal must be made in writing or in person to the Office of the Dean of Students (but not the content of the request or the documentation supporting it). This office will review the request along with the opinion of the Health Center or Counseling and Psychological Services, and make a decision based on such endorsement or opinion. Where necessary in order to fully consider a request, the student may be required to provide the Office of the Dean of Students with a release of information. Where a withdrawal request is granted, arrangements must be made in advance of the actual withdrawal for students to return their key, their StagCard, and to establish a move-out with the University. The institutional refund policy applies.
3. A request for a medical withdrawal (whether physical or mental health based) must include at a minimum:

- a. an explanation of why the student is unable to perform the essential academic functions of a student;

- b. complete and timely documentation from a physician or other appropriate health care provider who is competent to provide an opinion as to the nature, severity, and duration of the illness; and

- c. authorization from the requesting student to allow the Director of the Health Center or the Director of Counseling and Psychological Services to contact the attending medical or health care provider if, after review of the documentation provided, it is determined that more information is required.



4. Medical documentation should generally be from a health care provider who provided treatment contemporaneous with, and in relation to, the condition(s) which form the basis for the requested withdrawal.
5. A medical withdrawal is an extraordinary remedy and is reserved for those students who have been presented with the extraordinary circumstances of the unanticipated physical or mental health condition. While each request for a withdrawal will be considered on its own merits, students should be aware that the following do NOT constitute an “extraordinary circumstance” and will not support a request for a medical withdrawal: failing to attend class, insufficient academic performance, financial difficulties, dissatisfaction with course materials or offerings, change of interest or major, or inability to meet all curricular and extracurricular commitments. Medical withdrawals cannot be granted retroactively.

### 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. A copy of this letter should be sent to Dr. Mary France Malone in the SVPAA Office in CNS 300 or to malone@fairfield.edu and to the Office of the Dean of Students in BCC 408 or dosoffice@fairfield.edu. The letter should include name, ID, address, school, major and semester that you wish to return to the University. 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 and Psychological 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 Office of the Dean of Students will ask the Health Center or Counseling and Psychological Services for their evaluation of the request. Upon receipt of that information, the Office of the Dean of Students will contact the student to arrange an appointment in person if at all possible or over the phone if necessary to go over the request.
3. After formal review of the student's request for readmission, the office of the Dean of Students will decide whether the student should or should not be readmitted. Those applications supported for readmission will be forwarded to the Office of the SVPAA 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 issued by the Office of the SVPAA.

4. Fairfield University recommends that all students seriously consider purchasing tuition refund insurance. Students with existing medical or psychological issues are especially encouraged to investigate such insurance. Information is available from the Office of the University Bursar.
5. Residency and your readmission: Students who voluntarily withdrew from Fairfield University and are readmitted as full time students are expected to live on campus and will be assigned a residential space on campus by the Office of Residence Life at the time their readmission request is approved. Students who were not voluntarily withdrawn from the University (this would include but is not limited to medical withdrawals, academic withdrawals and disciplinary withdrawals) will need to specifically request on-campus housing, and that request is subject to the review and approval of the Office of the Dean of Students.

Any questions about the withdrawal or readmission process please contact (203) 254-4211.

### 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 111 General Inorganic I	4
English Composition	EN 11 Texts and Contexts I	3
English Literature/Composition	EN 11 Texts and Contexts I	3
European History	HI 10 Origins of the Modern World	3
U.S. History	HI Elective	3
Calculus AB	MA 121-122 Applied Calculus I and II	6
Calculus BC	MA 171-172 Calculus I and II	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	T 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 Introduction to 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.

## 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

### About Academic Freedom and Responsibility

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

### Freedom of Expression

As an academic institution, Fairfield University exists for the transmission of knowledge, pursuit of truth, development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. Fairfield University recognizes that academic freedom, freedom of expression, and responsibility are required to realize the essential purposes of the University. Academic freedom and responsibility (distinguished from freedom of expression) are herein defined as the liberty and obligation to study, to investigate, to present, interpret, and discuss facts and ideas concerning all branches and fields of inquiry.

### Student Rights

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

Fairfield University students are both citizens and members of the academic community. As citizens of a private institution, Fairfield's students enjoy the same freedom of speech, peaceful assembly, and right of petition that students at other private institutions enjoy as accorded by law, and as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administration officials should ensure that institutional powers are not employed to deprive

students of their rights as accorded to them by law and University policy. At the same time, the institution has an obligation to clarify those standards which it considers essential to its educational mission and its community life. These expectations and regulations should represent a reasonable regulation of student conduct.

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

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

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



## Student Responsibilities

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

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

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

## Honor Code

Fairfield University's primary purpose is the pursuit of academic excellence. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Therefore, it is expected that all students taking classes at the University adhere to the following Honor Code: "I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

## Academic Honesty

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

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

- Falsification of academic records or grades, including but not limited to any act of falsifying information on an official academic document, grade report, class registration document or transcript.
- Cheating, such as copying examination answers from materials such as crib notes or another student's paper.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results, or sources.
- Giving, receiving, offering, or soliciting information in examinations.
- Using previously prepared materials in examinations, tests, or quizzes.
- Destruction or alteration of another student's work.
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- Appropriating information, ideas, or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course - commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one's own original work will be considered plagiarism.
- Unauthorized recording, sale, or use of lectures and other instructional materials.

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

## STUDENT ACADEMIC GRIEVANCE PROCEDURES

### Purpose

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

### Types of Grievances

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. This procedure is concerned solely with academic grievances. It excludes circumstances that may give rise to a com-

plaint for which explicit redress is neither called for nor sought, or for those for which other structures within the university serve as an agency for resolution.

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

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

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

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

### Time Limits

The procedure herein defined must be initiated within a reasonable period (usually a semester) after the event that is the subject of the grievance, and for graduating seniors, no later than one semester after a degree is awarded.

### Informal Procedures

**Step one:** The student attempts to resolve any academic grievance with the faculty member. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she or he advances to step two.

**Step two:** The student consults with the chair or program director, bringing written documentation of the process to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she or he advances to step three.

**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. After conversation with the instructor of record and the department chair/program director, the dean will inform the student whether or not the grade shall be changed by the instructor of record. If the student is dissatisfied with the outcome, the dean will inform the student of the right to initiate formal review procedures.

## Formal Procedures

**Step one:** If the student still believes that the grievance remains unresolved following the informal procedures above, she or he initiates the formal review procedure by making a written request for a formal hearing through the dean to the Senior Vice President for Academic Affairs (SVPAA). 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 SVPAA determines whether the grievance merits further attention. If not, the student is so informed. If, however, the grievance does merit further attention, the SVPAA determines whether it is a procedural appeal, an academic dishonesty appeal, or a quality of work appeal.

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

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

### Step three:

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

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

appeals process ends here.

Step four:

- For procedural appeals and academic dishonesty appeals, the recommendation from the Grievance Committee is forwarded to the SVPAA in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation. Should the Grievance Committee conclude that a change of grade is warranted, the two faculty members on the Grievance Committee will recommend an appropriate grade. In case of disagreement between the two faculty members, the dean chairing the Grievance Committee will decide which of the two recommended grades to accept. The recommended grade change shall be included in the report.
- For quality of work appeals, if the final consensus of the department committee is that the academic evaluation that led to the course grade was prejudiced or capricious, the department committee will recommend an alternative course grade. If the instructor of record agrees to change the grade to that recommended by the committee, the appeals process ends here. If the instructor of record declines to change the grade, the department committee shall prepare a written report, including the department committee's recommended grade. The report will be forwarded to the SVPAA and the instructor of record, who may send the SVPAA a written response to the report.

Step five:

- For procedural appeals and academic dishonesty appeals, the SVPAA renders a final and binding judgment, notifying all involved parties. If such an appeal involves a dispute over a course grade given by a faculty member, the SVPAA is the only university official empowered to change that grade, and then only to the grade recommended by the Grievance Committee.
- For quality of work appeals, if the SVPAA agrees with the department committee that the academic evaluation that led to the course grade was prejudiced or capricious, she or he is authorized to change the course grade to the grade recommended in the department committee's report.

Structure of the Grievance Committee

The structure of the Grievance Committee will be as follows:

(i) Two faculty members to be selected from the Student Academic Grievance Board. The faculty member against whom the grievance has been directed will propose four names from that panel, the student will strike two of those names, and the two

remaining faculty members will serve.

(ii) Two students to be selected from a standing pool of eight students elected by the student government. The student filing the grievance will propose four names from that panel, the faculty member will strike two of those names, and the two remaining students will serve.

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

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

Due Process Procedure

- 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 crossexamine 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 Grievance Committee shall promptly and forthrightly adjudicate the issues.
- e. The full text of the findings and conclusions of the Grievance Committee shall be made available in identical form and at the same time to both the student and the faculty member. The cost shall be met by the university.
- f. In the absence of a defect in procedure, recommendations shall be made to the SVPAA by the Grievance 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.

### Pathways to Integration

In order to embody the university's goals of integrating the core, connecting living and learning, and practicing Jesuit values and to carry this vision into daily work, a set of pathways to integration offers a conceptual structure to organize efforts and aim at common outcomes across the university.

The pathways and their associated student learning objectives assist in getting beyond fragmented learning by constructing meaningful connections among curricular and co-curricular experiences. For students the pathways provide six frameworks to integrate learning across the core within their majors and minors and throughout their living and learning experiences. Integration using these frameworks is facilitated through faculty, staff, and peer advising, through students' own periodic reflections on their progress, and through guided living and learning programs. For faculty and staff the pathways offer a variety of overarching learning objectives that courses, co-curricular activities and learning communities can target as outcomes. Students conducting a science experiment, for instance, might demonstrate learning in how they communicated with team members, used quantitative analysis, and took responsible action as citizens based on their results, in addition to demonstrating their knowledge and skills in scientific reasoning -- all as components of an integrated learning outcome. **The goal of the pathways structure is to facilitate integration of recurring educational themes at Fairfield University, and to guide students in identifying these themes across their varied educational experiences.**

### Engaging Traditions

Liberal education in the Catholic and Jesuit tradition has always had, at its core, the act of retrieving the manifold traditions of human reflection - philosophical schools, religious traditions of faith and practice, historical accounts of peoples and cultures, and oral and literary traditions. The ability to engage a tradition in its own context is central to a credible and responsible

engagement with the world as it is. Always ordered to a new day, however, we not only mediate past and present, but use this knowledge to freshly approach enduring questions and take creative and accountable action in the world.

### Creative and Aesthetic Engagement

Creativity is a process of transformation, of taking things, whether they are physical or intellectual, and turning them into something new. Aesthetic Engagement refers to the awareness, understanding, and judgment of the aesthetic properties of art and nature. Such appreciation promotes emotional development, refines ways of seeing, interpreting, and makes life experiences more meaningful.

### Global Citizenship

Global citizenship encompasses identities and a sense of self-realization and belonging at many levels of participation and self-realization, from the individual, to family, society, country, the world, and planet earth itself. Even as tensions arise among our arenas of belonging, we navigate such obstacles to work constructively through differences and make the most of growing ethnic, cultural, racial, linguistic and religious diversity. The point is to reflect humbly on our privileges, connect with others, not only know the world but engage with the world, and work towards social justice by transforming society for the greater good.

### Rhetoric and Reflection

As habits of mind, rhetorical action and reflection are key principles of Jesuit education. The focus of both is to use thought and language for specific academic, intellectual, and social purposes, and to develop the habit of mindful reflection.

### Quantitative Reasoning

In order to perform effectively as professionals and citizens, students must become competent in using, interpreting and presenting quantitative data; in understanding the power and limitations of quantitative reasoning; and in applying basic quantitative skills to support arguments and solve real-life problems.

### Scientific Reasoning

This pathway evokes the power and importance of scientific knowledge and analysis in daily life. The questions of science emerge from measured observation of patterns exhibited by the natural world. If the answers to a particular question do not agree with the prevailing model, then the model or representation will change. This also involves taking responsibility for the role of science, and the technologies emergent from the science, in creating a better world for some people, places, and species, but at the same time compromising living standards and conditions for others.

### 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, engineering) 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	Master's and Certificate of Advanced Study courses, open to undergraduate students with permission
500-599	Master's and Certificate of Advanced Study courses
600-699	Doctoral courses, open to qualified Master's students

### 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 be a calculus course (MA 19, MA 121, MA 122, MA 145, MA 146, MA 171, MA 172, MA 225, MA 245, or MA 273).
- Two semesters of a natural science. Any two courses in any of the natural sciences, as well as AY110 or 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 10 plus one 200-level course. CL 115-116 (Greek and Roman Civilization) may be used to fulfill this requirement.
- Two semesters of anthropology (except for AY 110), communication (CO 100 and CO 130 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 101 is required followed by a 200-level course.
- Two semesters of religious studies. RS 101 is required followed by a 200-level course.
- One additional course in philosophy, religious studies, or applied ethics.

#### Area IV: English and Visual and Performing Arts

- Three semesters of English. EN 11 and EN 12 are required, plus one semester of English literature with a course number between EN 100-199. 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 with majors in the Charles F. Dolan School of Business are required to take specific courses as part of their core curriculum and may take two semesters of language at any level in fulfillment of the Area V language requirement. 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.
- School of Engineering students are exempt from the Area V language requirement and can take CD 211 (Engineering Graphics I) as one of the courses in fulfillment of the Area IV Visual and Performing Arts requirement. Engineering students also take EC 11 (Microeconomics) as one of their Area II Social and Behavioral Science electives and AE 287 (Engineering Ethics) for their Area III Applied Ethics elective.

**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 usually 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.

**Option for Graduate Level Courses**

Fairfield University undergraduates with permission from their faculty advisor and from the Dean of the school in which the course is offered may take a graduate course for undergraduate credit and as part of their undergraduate load. It would appear on their undergraduate transcript. A student could later petition to have those courses provide advanced standing in their graduate program and it would be up to the faculty to determine if the credits should apply to the graduate program at that point. Student might receive credit for these courses as part of a graduate program if the student did not apply the credits to complete the undergraduate degree.

An undergraduate student who has advanced beyond degree requirements and also has permission from the Dean of the school in which the course is offered may take a graduate level course for graduate credit as part of their regular undergraduate load. The number of graduate courses a full time undergraduate may take would be limited to two. The five year pre-structured programs would follow their own required sequence.

Registration for graduate courses is on a space available basis, with preference given to graduate students. Undergraduates with permission to enroll in a graduate course may petition to register in late August for the fall and early January for the spring.

**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 among 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 and not every course is offered every year.

AC 345	Federal Income Taxation II
AE 262	Ethics/Community
AE 265	Ethics in Education
AE 291	Business Ethics (designated sections)
AE 397	Seminar in Bioethics
AH 165	Black Experience
BL 101	Introduction to Black Studies
BU 320	Employment Law & Discrimination in the Workplace
BU 325	Law, Women & Work
CO 236	Gender, Sexuality, and 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
ED 200	Explorations in Education: Introduction to Teaching, Learning and Schooling
EN 11	Texts and Contexts I (designated sections)
EN 12	Texts and Contexts II (designated sections)
EN 125/TA 120	American Drama
EN 172	Literacy and Language
EN 205	Writing the Self: Autobiography in America
EN 261	The African American Literary Tradition
EN 262	The Harlem Renaissance
EN 263	African American Women Writers
EN 264	African American Fiction 1940 to 1980
EN 265	Contemporary African American Fiction
EN 281	Native American Literature
EN 282	Introduction to Latin@ Literature
EN 283	Novels and Films in the Asian Diaspora
EN 284	American Women Writers of Color
EN 352	Introduction to Cultural Studies
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 247	Family and Sexuality in U.S. History
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 (designated sections)
PY 264	Developmental Psychology for Majors with Lab (designated sections)
PY 291	Cognition, Race, Culture & Identity
PY 350	Seminar: Psychology of Race & Ethnicity
RS 213	Jews & Judaism in America
RS 235	Liberation Theology
RS 236	Christian Feminist Theology
RS 275	Islam 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 scientific 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-a-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 and not every course is offered every year.

AE 270	Ethical Dimensions of Global Violence, War, Terrorism and Humanitarian Intervention
AE 275	Ethics and the Global Environment
AE 276	Ethical Dimensions in Global Business Policy
AE 288	Ethical Dimensions in Global Human Policy
AE 289	Health Care Policy
AE 384	Reflections on the Environment: Focus on Latin America and the Caribbean
AH 012	Introduction to the Art History of Asia, Africa & the Americas
AH 100	Arts of India, China & Japan
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
AY 190	North African Society and Culture
BUS 301A	Cross-Cultural Management
CI 250/EN 118	Modern China thru Fiction & Film
CI 251	New Chinese Cinema
CI 252/EN 119	The City and Modern China
CO 241	Communication and Culture: East and West
EC 120	Environmental Economics
EC 230	Comparative Economic Systems
EC 235	Economic Development of Third World Nations
EN 101	Gateway to Literary and Cultural Studies
EN 102	Introduction to Contemporary World Literature
EN 105	The African Diaspora: Literature & Culture
EN 114/FR 295	Caribbean Literature: History, Culture and Identity

EN 354	Theories of/in Globalization
EN 375	Caribbean Women Writers
EN 376	Global Women's Fiction
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 260	Introduction to Sub-Saharan African Culture
HI 220	Ancient African Civilizations
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 301	Ancient Greece, Rome and Africa
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
HI 211	The History of Modern China
HI 212	Samurai to Citizen: History of Modern Japanese
HR 201	Non-Western Culture
IL 50	World Regions
IL 150	International Operations of Non-Profits
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 301	Latin America and the United States
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 240	Introduction to Asian Philosophies
PH 241	Confucianism
PH 242	Philosophical Daoism and Zen Buddhism

PO 012	Introduction to Comparative Politics
PO 136/IL 151	Gender, War, and Peace
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	Three Giants in Asia
PO 149	Third World: Common Fate? Common Blood?
PO 246	Seminar on China
PO 249	Seminar on Russia
PO 346	Vietnam Seminar
RS 101	Exploring Religion: Asian Religions
RS 270	Introduction to Islam
RS 280	Hinduism
RS 285	Buddhism
RS 287	Buddhist Thought in India
RS 289	Tantrism
RS 290	Religions of China
RS 291	Religions of Japan
RS 292	North Pacific Tribal Religions
RS 377	Sufism and Islamic Spirituality
RS 388	Buddhist Spirituality
RS 399	Seminar on Tibetan Religion
SO 184	Population: Birth, Death & Migration
SO 185	Introduction International Migration
SO 191	Social Change in Developing 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; environment; international studies; Irish studies; Italian studies; Latin American

and Caribbean studies; peace and justice; Russian and East European studies; and Women, Gender, and Sexuality Studies.

Because the minor is considered to be a supplement to the student's major program of study, its completion in a given case may not have the same priority as that of a major. In order to select a minor, students must submit a request and gain approval by their school or department that is placed on file with the University Registrar. The completion of the minor is subject to the availability of the courses selected.

## Cornerstone Courses

The Cornerstone Course program accelerates and intensifies the academic engagement of undergraduate first year students into the living and learning community of Fairfield University. Through these foundational core and major courses, students develop habits of mind and heart that will carry them through to degree completion and beyond. These residential courses also contribute to the integration of the Core curriculum and support mutual respect and co-responsibility within the residence halls.

## 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.

## SCHOLASTIC HONORS

### 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.

### 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

## Honor Societies

### 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 Kappa Delta - 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

## 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 provide a life-changing experience.

Fairfield offers exceptional learning opportunities 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](http://www.fairfield.edu/studyabroad) for more detailed information.

More than 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 submit the Study Abroad application online no later than February 1. Students are notified of their semester placement on March 1 of that same year.

An overall GPA of 2.8 is required to study abroad for all programs including short-term and summer; exceptions are rarely granted. A student must be in good standing with the Dean of Students at the time of application. Individual programs have their own criteria and may require higher GPAs. Students studying in a non-English speaking country must take one course in the language of the country.

As a general rule, federal and state financial aid can be used toward study abroad programs. Institutional aid, scholarships, and monthly payment plan eligibility through Sallie Mae's Tuition Pay plan will be applied ONLY to Fairfield University and affiliated programs. Neither athletic scholarships nor work-study monies may be applied to study abroad programs. With the approval of the program director, Modern Language, International Business, and International Studies majors may use Fairfield University grants/scholarships for two semesters abroad.

Students participating in a program in which the fees are less than the corresponding Fairfield University fee (Florence, Italy; Managua, Nicaragua; Dar es Salaam, Tanzania; Aix-en-Provence, France; Brisbane, Australia; and Campos, Brazil), will have their financial aid package (including merit scholarships, grants, need-based aid, and other forms of financial support) reduced by a comparable percentage.



All students planning international study are strongly encouraged to plan ahead to maximize program opportunities 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 (coordinated through the International Programs Office). Only pre-approved courses, taken at an approved program location, will be transcribed and accepted into a student's curriculum.

Fairfield University administers its own programs in Florence, Italy; Dar es Salaam, Tanzania; Galway, Ireland; Managua, Nicaragua; Aix-en-Provence, France; Brisbane, Australia and Campos, Brazil. All academic course work completed at University-administered programs is considered Fairfield University resident 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 including Europe, Asia, Africa, and Latin America through organizations such as Council on International Educational Exchange (CIEE), Academic Programs International (API), and 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 coursework), 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 opportunities throughout the year and programs for Freshmen through Seniors there is no time like now to get started on finding the right program. For Freshmen: it's not too early to consider destinations and start planning. Talk with your advisor about study abroad so you can take appropri-

ate courses both here at Fairfield University and your destination. Be sure to attend the Study Abroad Fair in September and attend a Study Abroad 101 session. For Sophomores: attend a Study Abroad 101 meeting to get information about the application process and the steps required before your departure. Learn about your options and discuss them with your academic advisor, faculty, and family. For fall/spring programs in your Junior year: the deadline in February 1. For Juniors: you may study abroad during the fall of your senior year at Fairfield programs for which grades as well as credits are recorded. Applications are due February 1 of Junior year to go abroad Fall of Senior year. To learn more about all our semester, summer, spring break and intersession 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.

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# College of Arts and Sciences

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## 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 160 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, imbuing you with the value and habits of lifelong learning and reflective practice.

In the College you will find a rich array of 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 2012-13

**Dean:** Dr. Robbin Crabtree

**Associate Deans:** Dr. Manyul Im, Dr. Aaron Perkus, Dr. James Simon

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

**Assistant to the Dean:** Jean Daniele

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 courses in critical languages, to enhance diversity at the University, to bring geographic information systems technology to area high school classrooms, and to promote family literacy. Through various scholarships, grants, and internship programs, students in the College have had the opportunity to study and conduct research in Brazil, China, Nicaragua, Russia, and Tanzania, among other locations.

Students are encouraged to select a major by the end of their 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, the Dean of Exploratory Academic Advising, or a career counselor 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, Italian, and 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:** The College of Arts and Sciences, in collaboration with the Graduate School of Education and Allied Professions, offers a 5-year Integrated B.A./M.A. Degree Teacher Certification Program in Secondary, Elementary, and TESOL Education. Secondary education tracks include English, science, math, social studies and world language education. Students earn a BA or BS in their major. They minor in Educational Studies (15 credits) and take 2-4 additional teacher preparation courses as undergraduates, depending on certification area. Students continue teacher preparation as graduate students, completing a 30 credit MA in Secondary, Elementary or TESOL education and eligibility for CT teaching certifications.

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

**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; supplementary advising is available through the Career Planning Center.

**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 Bachelor of Professional Studies program is an interdisciplinary degree offered for part-time students that is particularly suited to students who may have attempted but not completed undergraduate studies at an earlier time in their lives.

American Studies  
Applied Ethics  
Asian Studies  
Black Studies  
Catholic Studies  
Classical Studies  
Educational Studies  
Environment  
International Studies  
Irish Studies  
Italian Studies  
Judaic Studies  
Latin American and Caribbean Studies  
Peace and Justice Studies  
Russian and East European Studies  
Women, Gender & Sexuality Studies

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

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

**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 in Fairfield, nearby communities, as well as in NYC and New Haven. Majors who wish to take advantage of these opportunities should consult their department chair or program internship coordinator about eligibility requirements and other details.

## 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

#### Co-Directors

Bayers (English)  
Petrino (English)

#### Departmental Coordinators

Carolan (Modern Languages and Literatures)  
LoMonaco (Visual and Performing Arts)  
McFadden (History)  
Schlichting (Sociology and Anthropology)

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:

- Twelve credits in a discipline concentration in visual and performing arts, history, English, politics, or sociology;
- Twelve credits selected from American-oriented courses in at least three disciplines that differ from the chosen discipline concentration;
- Three credits in AS 201, The American Intellectual Tradition, taken during junior year; and
- Three credits in a research/theme course, AS 300, taken during senior year.

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

- AS 201 The American Intellectual Tradition (three credits);
- Three American studies elective courses in one of the following disciplines: English, history, politics, sociology, or visual and performing arts (nine credits); and
- 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.

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

## Courses Available for the American Studies Major

### American Studies

AS 201	The American Intellectual Tradition
AS 300	Independent Research Project
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 122	The Frontier in American Literature
EN 125	American Drama
EN 263	African American Women Writers
EN 264	African American Fiction 1940 to 1980
EN 265	Contemporary African American Fiction
EN 281	Native American Literature
EN 284	American Women Writers of Color
EN 332	American Romanticism
EN 333	American Realism and Naturalism
EN 334	American Modernism
EN 335	Contemporary American Literature & Culture
EN 374	The Woman Question: Early Feminism & 19th-Century Transatlantic Literature

### History

HI 232	Jefferson's America: 1760 to 1850
HI 237	The American Prophetic Tradition
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 the United States
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

### American Studies

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 331	Era of the American Revolution, 1763 to 1800
HI 342	Immigration, Ethnicity, and Race in U.S. History
HI 348	Social Movements in 20th-Century U.S. History: The 1960's
HI 356	History of the Cold War
HI 362	The Frontier: A Green History of North America

### Philosophy

PH 211	American Philosophy
PH 251	Ethical Theories in America

### Politics

PO 118	American Political Thought
PO 119	Sex, Sexuality and Gender
PO 150	Urban Politics
PO 151	Politics of the immigrant: The Irish Catholic and the East European Jewish Communities
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 213	Jews and Judaism in America
RS 249	American Catholic Theologians
RS 263	Non-Traditional American Churches
RS 265	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	Feminism, Gender, and Everyday Life
SO 169	Women: Work and Sport
SO 171	Criminology
SO 175	Sociology of Law
SO 179	Death Penalty in America

### American Studies

#### Visual and Performing Arts

AH 161	American Architecture (H)
AH 163	American Art: Colonial to Civil War (H)
AH 164	American Art: Civil War to Civil Rights (1860 to 1960) (H)
AH 165	The Black Experience: African-American Art and Criticism in the 20th Century (H)
FM 102	American Films: Decades (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 (H)
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 (H)
TA 241	Examining the Sixties: History, Art, and Legacy (H)

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

## Course Descriptions

### 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 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 (Management)

#### Steering Committee

Collins, S.J. (Jesuit and Catholic Mission and Identity)

Conelius (Nursing)

Hadjimichael (Physics)

Hannafey, S.J. (Religious Studies)

Hulse (GSEAP)

Naser (Philosophy)

Perkus (College of Arts & Sciences)

Van Hise (Accounting)

#### Adjunct Faculty

Brockman

Brown

Colburn

C. Johnson

Rion

Sticca

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, and the School of Engineering.

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.

### Applied Ethics

#### 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 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.

### Applied Ethics

#### 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. (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. (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 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. (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 Literature)

**PROGRAM IN ASIAN STUDIES****Faculty****Director**

Zhang (Communication)

**Program Faculty**

Aksan (Economics)  
Buss (Economics), *Emeritus*  
Davidson (Religious Studies)  
Franceschi (Economics)  
Im (Philosophy)  
Jung (Politics)  
Li (History)  
LoMonaco (Visual and Performing Arts)  
Rajan (English)  
Schwab (Visual and Performing Arts)  
Xiao (Modern Languages and Literatures)

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:

- 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.
- One course from CI 250, CI 251, CI 252, or a course from English, Philosophy, Religious Studies, or Visual and Performing Arts from the course offerings listed below; AND one course in Communication, Economics, History, or Politics from the course offerings listed below.

## Asian Studies

- Any three other courses from those listed below. Language courses may count for all three only if they are all courses in the same language.

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

**Course Offerings****Asian Studies**

AN 301 Independent Study  
AN 310 Asian Studies Seminar

**Communication**

CO 241 Communication and Culture: East and West

**Economics**

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

**History**

HI 279 China to the 1800s  
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 and Literatures**

CI 110-111 Elementary Chinese  
CI 210-211 Intermediate Chinese  
CI 220 Advanced Chinese  
CI 250/EN 118 Modern China Through Fiction and Film  
CI 251 New Chinese Cinema  
CI 252/  
EN 119 The City and Modern China  
JA 110-111 Elementary Japanese  
JA 210-211 Intermediate Japanese

**Philosophy**

PH 240 Introduction to Asian Philosophies  
PH 241 Confucianism  
PH 242 Philosophical Daoism and Zen Buddhism

**Politics**

PO 12 Introduction to Comparative Politics  
PO 145 Asian Politics  
PO 146 Three Giants in Asia  
PO 148 Political Violence

**Religious Studies**

RS 101 Exploring Religion: Asian Religions  
RS 280 Hinduism  
RS 285 Buddhism  
RS 287 Buddhist Thought in India  
RS 289 Tantrism  
RS 388 Buddhist Spirituality

**Visual and Performing Arts**

AH 12 Introduction to the Art History of Asia, Africa, and the Americas (by petition and pre-approval only)  
AH 100 Arts of India, China, and Japan  
TA 122 Asian Theatre

**Course Descriptions****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 examines selected topics concerning Asia. Students register for AN 310, but the course is taught in conjunction with another 100-300 level courses from a rotation of the course offerings listed above. Consult the Asian Studies director to identify the conjoined course for a given semester. The seminar concentrates on topics within the parameters of the conjoined course syllabus but adds research emphasis. Students registered for AN 310 must complete a research project, to include 300-level research in addition to the regular research requirements of the conjoined course, and a 25-50 page term paper in substitution of some portion of the conjoined course requirements, as determined by the instructor. For juniors and seniors only. Three credits.

## DEPARTMENT OF BIOLOGY

### Faculty

#### Professors

Braun  
Brousseau  
Phelan, *general biology coordinator*

#### Associate Professors

J. Biardi  
Harriott, *education advisor*  
Klug  
Osier  
G. Sauer  
Walker, chair

#### Assistant Professors

Byun, *graduate school advisor*  
Church, *health professions advisor*  
Fernandez  
Gerry

#### Professors of the Practice

Earls  
Zavras

#### Lecturers

L. Biardi  
Canuel  
Choly  
Collins-Priano  
DeCristofaro  
Dutta  
D. Sauer

**Biology Department Web page:**  
[www.fairfield.edu/biology](http://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 across all fields of Biology. In addition to a high success rate in placing graduates in medical school, physicians assistant programs, dental school and other health care professions, a significant number of our students also pursue graduate degrees (both Masters and PhD programs) in fields such as microbiology, physiology, cell biology and ecology. Many other students have been successful in careers in the pharmaceutical industry, and also, importantly, as teachers in primary and secondary education programs.

### Biology

#### 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 111-112	General Chemistry I and II	8 credits
MA 121-122	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 211-212	Organic Chemistry I and II	8 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.

### Biology

#### Molecular, Cell, and Developmental Biology Block (8 courses)

BI 261	Genetics
BI 327	Cell Biology
BI 342	Developmental Biology
BI 352	Fundamentals of Microbiology
BI 354	Molecular Biology
BI 357	General Virology
BI 358	Recombinant DNA Technology
BI 381	Special Topics Seminar

#### Biochemistry and Physiology Block (8 courses)

BI 107-108	Human Anatomy and Physiology*
BI 262	Human Physiology
BI 313	Comparative Physiology
BI 314	Endocrinology
BI 324	Biochemistry I
BI 325	Biochemistry II
BI 356	Immunology
BI 369	Plant Biology: Morphology, Biochemistry, and Physiology
BI 382	Special Topics Seminar

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

BI 260	Ecology
BI 318	Vertebrate Zoology
BI 319	Zoology Field Experience
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 372	Environmental Toxicology
BI 375	Biochemical Ecology
BI 383	Special Topics Seminar

\* *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 Biochemistry and Physiology block 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 the capstone experience, students connect the diverse experience and knowledge they have acquired as biology majors, focusing these skills on examining – in depth – a specific topic. In a small class setting (10-12 students maximum), students and the professor delve deeply into the chosen topic, assessing the peer-reviewed literature and most current trends around the particular subject. Students bring their breadth of knowledge to the discussion, and apply what they have learned over the course of their academic training to critically analyze the arguments and experiments presented in the literature. In most cases, students will be responsible for presenting a paper to the class, driving the content of discussion and debate with their fellow students and instructor. The capstone is a reading extensive experience, and, by definition, shows that the biology major is able to synthesize and apply their knowledge to examine interesting questions.

To maximize the value of the capstone experience, students enroll in an upper-level seminar course (BI 381, BI 382, or BI 383) during their junior or senior year. See course descriptions for topics.

### Research and Internship Experience

Students intending to continue their studies in graduate school should consider participating in two or more terms of research. All on-campus research experiences require prior approval from a student's faculty research advisor. Off-campus research or internship experiences require an on-campus faculty mentor and approval from the department chair or internship director. Prior consultation is required to assure that the particular activity is suitable.

Research and Internship experiences are extra courses and do not count towards the biology major degree requirements.

### 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. BI 324 Biochemistry I, BI 325 Biochemistry II, and BI 356 Immunology 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.

BI 78	Introduction to Marine Science
BI 362	Marine Invertebrate Zoology
BI 383	Ecology Block Seminar
	• Principles of Aquaculture
	• Coral Reef Ecology
	• Ecology of the North Atlantic Coast
BI 391-394	Biology Research
BI 397-398	Biology Internship

## Biology Major with a Minor in Educational Studies and the 5-year Teacher Education Program

Biology majors who elect a minor in Educational Studies and who have been admitted to the 5-year Integrated Bachelors-Masters Degree and Teacher Certification program should consult with Dr. Olivia Harriott, education advisor and Dr. Patricia Calderwood, director of the 5-year certificate program to insure that appropriate thought and reflection on their choices for upper division biology curriculum be made in assuring the best outcome for this unique 5-year program.

### Minor in Biology

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

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

Double counting is not allowed.

*Please note many upper level biology courses require 4 semesters of Chemistry as prerequisites.*

## Course Descriptions

### BI 15 Fundamentals of 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.

### BI 16 Fundamentals of Biology II

Students examine biological systems, such as the human organism, in detail, with an emphasis on pathology, 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.

### BI 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. Genetics, disease and prevention, nutrition, current issues in public health, and environmental health problems that human populations face are discussed. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

### BI 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.

### BI 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 74 Biology of Food

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

### BI/CH 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 serves as a natural science elective in the Program on the Environment. 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 serves as a natural science elective in the Program on the Environment. 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 Latin American Ecosystems

This course introduces the non-science major to ecosystems representative of Central and South America. The course emphasizes the importance of biological diversity and natural products, and analyzes solutions for saving ecosystems in peril. This course may include a visit to Latin American countries for first hand exposure to the ecosystems studied. Note: This course serves as a natural science elective in the Program on the Environment and Latin American and Caribbean Studies. 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 Microbes and Your Health

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 95/ 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 genetics, adaptive evolution, neutral evolution, the genetic impact of selection on populations, the origin and maintenance of genetic variation, the importance of development in evolution, and the expression of variation. From the philosophical perspective, the course focuses on evolution as theory and ideology, the critique of the adaptationist program, evolution and contingency, typological versus population thinking, and the developmental systems critique. 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 is required for nursing majors as a prerequisite for most nursing courses. A strong chemistry background is recommended. Homeostasis is the major theme of the course with form and function covered together each semester. BI 107 introduces the student to anatomical terminology, homeostasis and feedback control, membrane physiology, and tissues followed by the integumentary, skeletal, muscular and nervous systems. BI 108 continues with the endocrine, cardiovascular, lymphatic, respiratory, urinary, digestive and reproductive systems. Laboratory work closely

follows the lecture and includes microscopic anatomy (histology), use of anatomical models, Human skeletons and dissections for study of gross anatomy, and physiology experiments including muscle recruitment measurements, cranial nerve tests, blood pressure measurements, blood typing, etc. 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. 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. 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 201-206 Biology Teaching Practicum**

This series of courses represent opportunities (up to six semesters) for Biology majors to gain experience in teaching practices in the laboratory as classroom setting. Students will be paired with an instructor, and assist in instruction, grading and overall successful running of a laboratory section. Strong prior performance in the laboratory to which the student will be assigned is required. Selection will be made by the biology department, after a general call is put out to all students who may be interested in the opportunity. (Prerequisites are BI 170, 171 and 172, and the successful completion of the laboratory to be assigned to. Instructor permission is required) One credit.

#### **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 hier-

archical 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 262 Human Physiology**

This course considers homeostasis in humans by means of a comprehensive survey of the morphology and physiology of human organ systems. Special emphasis is given to organ systems associated with water and electrolyte balance, respiration, digestion, movement, and neurological control. 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 111-112, and CH 211-212) 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 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 314 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 111-112, and CH 211) Three 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 319/319L Zoology Field Experience**

As a supplement to Biology 318 lecture or Biology 365, students will take part in an exciting field-trip experience to Brazil, where they will interact directly with research biologists doing field experiments in the Atlantic Coastal Rainforest and surrounding ecosystems of Brazil. While in Brazil, students will work in the field collecting data on a particular specialized topic, and work closely with the Brazil research team 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/or talk. (Prerequisites: BI 318 lecture or BI 365 or permission of the instructor, CH 211-212) Two (BI 319L) or three (BI 319) 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/CH 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. Three Lectures. (Prerequisites: BI 170, 171, and 172, CH 211-212) Three credits.

#### **BI/CH 325 Biochemistry II**

This course focuses on the regulation of metabolic pathways involved in the synthesis, breakdown, and interconversion of biochemical intermediates that are fundamental to all life. Basic principles of biological thermodynamics will be highlighted in order to understand the processes by which living cells obtain and utilize energy. Students will develop an understanding of basic biomedical principles in the context of overall cell function. Formerly listed as BI 326. Three lectures. (Prerequisites: BI 170, 171, and 172, CH 211-212) Three credits.

#### **BI/CH 324-325L Biochemistry 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 lab. (Prerequisite or concurrent BI/CH 324-325 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 111-112, 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 on the molecular level to tightly control developmental processes. Topics include mechanisms of cell fate and differentiation, the molecular basis of differential gene expression, analysis of the molecular cues regulating body axis formation, and the development of various specific structures in different experimental organisms. The laboratory for the course consists of experiments that focus on the influence of gene function on development. We will do experiments that allow us to observe expression patterns of important genes in development and we will study the effects of perturbing gene function during development. 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 plant biology examines the morphology, biochemistry, and physiology of gymnosperms and angiosperms. Emphasis is placed upon the understanding of biochemical and physiological processes such as photosynthesis, water, and sugar transport in vascular plants. The laboratory features comparative and experimental approaches to understanding structure-function relationships in the plant body and the plant life cycle. Three lectures, one lab. (Prerequisites: BI 170, 171, and 172) Four credits.

**BI 372 Environmental Toxicology**

Environmental toxicology is the study of the nature, properties, effects and detection of toxic substances in the environment and in any environmentally exposed species, including humans. Fundamental toxicological concepts will be covered including dose-response relationships, absorption of toxicants, distribution and storage of toxicants, biotransformation and elimination of toxicants, target organ toxicity, teratogenesis, mutagenesis, carcinogenesis, and risk assessment. The course

will include an overview of chemodynamics of contaminants in the environment including fate and transport. The effects of these contaminants will then be explored on a series of scales: the molecular level (biochemical pathways of metabolism and detoxification); the organismal level (target organs, behavioral effects); and the ecosystem level (nutrient cycling and ecosystem services). Three lectures, one lab. (Prerequisites: BI 170, 171, and 172; CH 211 and 212) Four 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 381 Special Topics Seminar - Molecular Block**

This course satisfies the Capstone Requirement for Biology Majors (see description above) This class may be repeated, with department and faculty permission to satisfy an upper-level block one course. The same seminar topic cannot be double-counted. (Prerequisites: BI 170, 171, and 172, one course from the Molecular Block, and senior status or permission of the instructor). Three credits. Sample topics:

**a. The Biology of Cancer** This seminar requires students to draw on nearly all of their training as biology majors to understand the disease of cancer in great detail. Topics include the genetic/cellular basis for the disease, physiological effects of tumor progression and metastasis, environmental influences, treatment modalities, and the personal, familiar and societal impacts of the disease. Students read extensively for the course and summarize and formally present current research in the field in an effort to develop their scientific communication skills.

**b. Molecular Mechanisms of Human Disease** 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. Formerly listed as BI 385.

**c. Bacterial Pathogenesis** This seminar examines the role of prokaryotes in disease, with an emphasis on the genetics and physiology of disease mechanisms. Topics include aspects of the human immune response, host-parasite relationships, and the epidemiology and evolution of infectious disease. Formerly listed as BI 386.

**BI 382 Special Topics Seminar - Physiology Block**

This course satisfies the Capstone Requirement for Biology Majors (see description above) This class may be repeated, with department and faculty permission to satisfy an upper-level block two course.. The same seminar topic cannot be double-counted. (Prerequisites: BI 170, 171, and 172, one course from the Physiology Block, and senior status or permission of the instructor). Three credits.

**• Reproductive Tactics** This seminar explores the ways animals have evolved creative mechanisms – physiological and behavioral – to maximize their reproductive success. Topics will include mate choice & sexual conflict, paternity, variability in reproductive anatomy, mechanisms for successful fertilization, sperm competition and sperm choice. Course format: A reading extensive course. Students will read from a source text for foundation ideas, then will each find and present to the entire class, scientific research papers from the primary literature.

**BI 383 Special Topics Seminar - Ecology Block**

This course satisfies the Capstone Requirement for Biology Majors (see description above) This class may be repeated, with department and faculty permission, to satisfy an upper-level block three course. The same seminar topic cannot be double-counted. (Prerequisites: BI 170, 171, and 172, one course from the Ecology Block and senior status or permission of the instructor). Three credits. Sample topics:

**a. Coral Reef Ecology** 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. Formerly listed as BI 383.

**b. 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. Formerly listed as BI 388.

**c. Principles of Aquaculture** This seminar 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. Field trips to nearby aquaculture facilities may be included. Formerly listed as BI 382.

#### BI 391-394 Independent Research I, II, III, IV

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  
Williams (History)

#### Advisory Committee

Bucki (History)  
Hohl (History)  
Jones (Sociology and Anthropology)  
Lacy (Sociology and Anthropology)  
McKisick (History)  
Sealey (Philosophy)  
Torff (Visual and Performing Arts: Music)  
Walker-Canton (Visual and Performing Arts: New Media Film, TV, and Radio)

Black Studies is an interdisciplinary inquiry into the body of knowledge about Africa and the African Diaspora (the global dispersion of people of African ancestry). It involves the study of the African 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

#### Anthropology

AY 130 Cultures of Africa  
AY 190 North African Society and Culture

#### Black Studies

BL 398 Independent Study/Research in Black Studies

#### Economics

EC 130 Economics of Haiti

#### English

EN 105 The African Diaspora: Literature and Culture  
EN 261 The African American Literary Tradition  
EN 262 Harlem Renaissance  
EN 263 African American Women Writers  
EN 264 African American Fiction, 1940-1980  
EN 265 Contemporary African/American Fiction

#### French

FR 260 Introduction to Francophone Sub-Saharan African Culture

#### 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

HI 301/CL 301 Ancient Greece, Rome, & Africa

#### Philosophy

PH 360 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  
FM 104 African American Cinema  
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 114/FR 295 Caribbean Literature: History, Culture, and Identity  
EN 284 American Women Writers of Color  
EN 375 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  
PO 290 Special Topics in Politics (in consultation with Black Studies program director)

#### 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 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)

Dallavalle (Religious Studies)

Rose (Visual and Performing Arts)

Catholic Studies is an inter-disciplinary 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 222 Byzantine Art

AH 242 The Arts of Spain and Its World, 1474-1700

**Biology**

BI 96 God and Modern Biology

**English**

EN 115 Dante

EN 161 Irish Literature

EN 311 Chaucer's Canterbury Tales

EN 312 Medieval English Drama

EN 372 All About Eve

**History**

HI 203 European Society in the Middle Ages

HI 215 Ireland from the Middle Ages to the Present

HI 288 Colonial Latin America, 1492 to 1800

HI 317 Religious Outsiders in Early Modern France and Europe

**Honors**

HR 202 Honors Seminar: Dante

**Italian**

IT 289 Dante

**Philosophy**

PH 207 Augustine, Pascal, and Camus

PH 208 Mysticism and Philosophy

PH 220 Philosophy of Religion

PH 261 Political Philosophy: Plato to Machiavelli

PH 305 Aquinas

PH 320 Metaphysics

PH 322 The Problem of God

**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 220 The Writings of Paul

RS 231 The Problem of God

RS 230 Introduction to Catholicism

RS 232 Jesus Christ, Yesterday and Today

RS 234 The Church

RS 235 Liberation Theology

RS 237 The Sacraments in Christian Life

RS 238 Evil

RS 242 Voices of Medieval Women: Silent No More

RS 244 Finding God in All Things: The Spiritual

Legacy of Ignatius Loyola

RS 245 The Reformation Era

RS 249 American Catholic Theologians

RS 252 Contemporary Moral Problems

RS 253 The Morality of Marriage in Christian Perspective

RS 255 Catholic Social Teaching

RS 257 Lay Perspectives on Christian Spirituality

RS 320 The Reinterpretation of the New Testament

RS 341 Selected Topics in the Catholic Tradition

RS 343 The Papacy

RS 354 Saints and Sinners: Images of Holiness in Contemporary Fiction

## DEPARTMENT OF CHEMISTRY & BIOCHEMISTRY

### Faculty

**Professor**  
O'Connell

#### Associate Professors

Kubasik  
Steffen, chair  
Weddle

#### Assistant Professors

J.M.Davis  
Harper-Leatherman  
Miecznikowski

#### Professor of the Practice

Reilly-Wiedow

#### Lecturers

Bethray  
Borowski  
Fischer  
Freeman  
Harper  
Lloyd  
Schirmann  
Sobczynski

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 111-112 General Chemistry I and II	3	3
CH 111L-112L General Chemistry I and II Lab	1	1
MA 145-146 Applied Calculus I and II or MA 171-172 Calculus I and II	4	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 227 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
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 Lab*		1
Core courses and electives	12	12

\* May be taken either Junior or Senior Year

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

	Credits	
First Year	Fall	Spring
CH 111-112 General Chemistry I and II	3	3
CH 111L-112L General Chemistry I and II Lab	1	1
MA 145-146 Applied Calculus I and II or MA 171-172 Calculus I and II	4	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 227 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 Lab*		1
CH 398 Research and Seminar	3 or	3
Core courses and electives	9	9

\* May be taken either Junior or Senior Year

- Students intending to enter primary or secondary school teaching should consult annually with the chairs of the departments of Chemistry and Education to facilitate scheduling of these curricula.
- Students intending to enter medical or dental school should consult with the Chair of the Chemistry Department and the Health Professions Advisor for appropriate modifications of this curriculum, which will include taking 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 or CH 341 Advanced Inorganic Chemistry 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	
<b>First Year</b>	<i>Fall</i>	<i>Spring</i>
CH 111-112 General Chemistry I and II	3	3
CH 111L-112L General Chemistry I and II Lab	1	1
BI 170-171 General Biology I and II + Lab	4	4
MA 145-146 Applied Calculus I and II or MA 171-172 Calculus I and II	4	4
Core courses	6	6
<b>Sophomore Year</b>		
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 227 Applied Calculus III or MA 217 Accelerated Statistics	3	
Core courses and electives	3	6
<b>Junior Year</b>		
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 Lab*		1
Biology Elective		3(4)
Core courses and electives	6	9

### Chemistry and Biochemistry

<b>Senior Year</b>		
CH/BI 325 Biochemistry II	3	
CH/BI 325L Biochemistry Lab*	1	
Chemistry elective	3(5) or	3
Core courses and electives	6/9	6/9

\* Biochemistry Lab is taken only once, consecutively with CH/BI 324 or CH/BI 325

#### Chemistry Electives

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

<b>Course</b>	<b>Credits</b>
CH 326 Chemical Instrumentation	3
CH 326L Instrumental Analytical Chemistry Lab	3
or	
CH 341 Advanced Inorganic	3
CH 341L Advanced Inorganic Lab (highly recommended)	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:

<b>CH 398 Research and Seminar</b>	3 or 3
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The biochemistry sequence places a greater emphasis on biochemistry and the life sciences. Students pursuing this track will be well prepared for professional schools in the life sciences, graduate schools in biochemistry and the more traditional fields of chemistry, as well as employment in chemical, environmental, or health-related fields. **Note:** Due to the additional lab component of the biochemistry major, CH 398 is recommended but not required for the B.S. with American Chemical Society certification.

### Chemistry and Biochemistry

\* 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 261, 262).

#### Minor in Biochemistry

The biochemistry minor consists of the following: (Not intended for Chemistry Majors)

<b>Course</b>	<b>Prerequisite(s)</b>	<b>Credits</b>
CH 111 General Chemistry I with Lab	None	4
CH 112 General Chemistry II with Lab	CH 111	4
CH 211 Organic Chemistry I with Lab	CH 112	4
CH 212 Organic Chemistry II with Lab	CH 211	4
CH 261 Physical Chemistry I	CH 212, PS 15-16*, MA 145-146* or equivalents	3
CH/BI 324 Biochemistry I	CH 212	3
CH/BI 324L Biochemistry Lab	CH 212	1
CH/BI 325 Biochemistry II	CH/BI 324, BI 170-171-172, CH 212	3

\* PS 15-16 and MA 145-146 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 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/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 serves as a natural science elective in the Program on the Environment. This course counts as a science core course but does not satisfy requirements for the chemistry or biology 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 carbohydrates, 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. (Co-requisite: CH 84 Lab) 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. (Co-requisite: CH 84 lecture) 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 111-112 General 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, geometries 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. (Co-requisite: CH 111-112 Lab) Three credits per semester.

**CH 111-112 General Chemistry I and II Labs**

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. (Co-requisite: CH 111-112 Lecture).

**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 112; Co-requisite: CH 211 Lab) 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; Co-requisite: CH 212 Lab) 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; 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 112; 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 112, MA 145 or higher, and PS 16; Co-requisite: CH 261-262 Lab) Three credits per semester.

**CH 261-262 Physical Chemistry Labs**

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 112, MA 145 or higher, and PS 16; Co-requisite: CH 261-262 Lab) Three credits per semester.

**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 324/325L Biochemistry Lab**

This course will investigate classic and most current methodology used in biochemistry. A semester project will be used to introduce techniques used in biochemistry to investigate the structure and function of a protein. In characterizing this protein, the analysis of DNA, lipids and carbohydrates will also be covered. (Taken concurrently with either CH/BI 324 or CH/BI 325 lecture) One credit.

**CH/BI 325 Biochemistry II**

This 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.

**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. (Co-requisite: 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. (Co-requisite: 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. 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 by departmental permission.) Three credits.

## PROGRAM IN CLASSICAL STUDIES

### Faculty

#### Professor

Rosivach, director

#### Classical Studies Committee

Brill (Philosophy)  
Drake (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 catalog entry for Individually Designed Major).

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 103/CL 106/EN 106\*

##### 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 104/CL 107/EN 107\*

##### 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 108/CL 121/EN 108\*

##### 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 109/CL 122/EN 109\*

##### 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. \*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 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/EN 127\* Romantic Love in Greek and Roman Literature

The course of true love never did run smooth. From Homer's Penelope to Ovid's *Remedies of Love* we will examine the permutations of romantic desire and its frustrations in the literature of Greece and Rome. Readings also include selections from Sappho's poetry, Sophocles' *Women of Trachis*, Euripides' *Hippolytos* and *Medea*, comedies by Menander and Terence, Catullus poems to Lesbia, Vergil's tale of Dido and Aeneas, selections from the elegies of Tibullus Sulpicia, Propertius and Ovide, and briefer excerpts from other authors. All readings are in English translation. \*May be taken to fulfill the core requirement in English literature. (Prerequisites: EN 11 and EN 12) Three credits.

#### CL 199 Special Topics in Classical Studies

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

#### CL/HI 221 The Hellenistic World, 336-30 BC

The course examines the Mediterranean world and the ancient near east from the late fourth to late first centuries BC. Focus is on: the career of Alexander the Great; the Greek kingdoms that emerge after the collapse of his empire; the interaction between local cultures and religions - e.g. Egypt, ancient Judaism - and Greek civilization; the social history of daily life in conquered lands under Greek rule; and the transformations in the Hellenistic world with the arrival of Roman rule. (Prerequisite: CL 115 or HI 30) Three credits.

#### 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. (Prerequisite: CL 116 or HI 30) 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/HI 301 Ancient Greece, Rome and Africa**

The course examines the interaction between Greco-Roman civilization and ancient African civilizations, in the period from the sixth century BC to the sixth century AD. Focus is on: initial contacts between mainland Greece and Pharaonic Egypt; the period of Greek rule in Egypt and subsequent Greek expansion in Sudan and the Red Sea; initial contacts between Republican Rome and North Africa, and subsequent Romanization in that region; the period of Roman imperial rule in Egypt and subsequent Roman expansion in Sudan and the Red Sea; and the Byzantine diplomatic interaction with and role in Christianization of Nubia and Axumite Ethiopia. This course meets the world diversity requirement. (Prerequisite: either CL 115 or CL116, or a 200-level History course.) 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.

**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.

**LA 111 Basic Latin**

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

**Associate Professors**

Gil-Egui

Gudelunas, chair

Pagano

Wills

Zhang

**Assistant Professors**

Arendt

Ryan

Serazio

**Lecturers**

Aggestam

Larkin

Trust-Schwartz

Communication envelops our lives - it shapes our ideas and values, gives rise to our politics, consumption and socialization, and helps to define our identities and realities. Its power and potential is inestimable - from briefest of text messages to grandest of public declarations, we indeed live *within* communication and invite you to join us in appreciating its increasing importance in contemporary society. From Twitter and reality television to family relationships and workplace dynamics, communication is about understanding ourselves, our media, our relationships, our culture and how these things connect.

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 courses engage students actively in understanding interaction in interpersonal, organizational, public, mediated, and cultural contexts. Students who successfully complete the Communication major will be able to: (1) recognize the centrality of communication in constructing, sustaining and transforming meaning, identities, relationships, communities and cultures, (2) understand and apply communication theories and concepts to everyday face-to-face and computer-mediated interactions with friends, significant others, family, coworkers, acquaintances and strangers, (3) demonstrate critical thinking and analytical reasoning, which includes identifying, evaluating, and integrating relevant sources for argumentation, research, and message creation, and identifying explicit and tacit constitutive elements of mediated messages, and (4) demonstrate oral and written competencies, which includes understanding that all communication is rhetorically situated, building and evaluating arguments, and designing, conducting, and reporting original communication content and research.

**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. All communication majors complete a set of five (three-credit) required courses known as communication foundations. With the aid of the communication faculty, students have the ability to focus their studies in several areas of interest and to develop a personalized trajectory that best suits their theoretical and applied interests. Communication majors are strongly encouraged to complete minors related to their areas of interest, to continue their 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 foundations and the areas of interest are detailed below.

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

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 first or second 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 CO 100 and CO 101. CO 200 and CO 130 need not be taken during the same semester.

•Students complete CO 309 - the required capstone course - during their senior year.

#### Communication Interests (15 credits)

All majors must also select five additional CO courses, at least one of which must be a 300-level course (that does not include internships, independent studies or capstone experiences). Students who matriculated prior to September 1, 2011 are permitted to take two approved courses from outside the major to satisfy up to 6 credits under "Communication Interests."

•No course that counts toward the communication major can be applied to "double count" for the University core.

•With the approval from the Department Chair, **double majors** can "double count" up to two courses from their second major as communication electives. Some *second major* and *minor programs* may also choose to "double count" communication courses to satisfy the second major or minor requirements. Students should check with those second major or minor chairs for approval.

•Internships (CO 398 and 399) can be counted toward the major one time only. Although two internships can be completed for academic credit (up to 6 credits) only 3 credits will count toward the CO major.

•Independent studies do not count toward the communication major.

•Special topics courses (CO 329, CO 339 and CO 349) can each be taken twice for credit if the titles of the courses are different.

•Students are encouraged to meet with faculty advisors to design a comprehensive academic plan that takes advantage of the varied offerings in the Communication Department as well as from complementary majors, minors and programs across the University.

•Possible interest areas that can be pursued through a major in communication include media studies, organizational communication, communication and the human condition, intercultural communication, critical and cultural studies, interpersonal communication and other interest areas determined in consultation with a faculty advisor. Students should note that course offerings vary from semester to semester.

Additionally special topics courses as well as new course offerings may be developed from semester to semester that would complement particular areas of interest. The Communication Department Handbook for Majors, available on the University website, provides more specific suggestions regarding courses relevant to specific areas of interest.

#### 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 397 *Independent Study* and CO 398/9 *Internship*. Communication minors may not enroll in CO 397 or CO 398/9. Communication majors receive priority registration for all CO courses.

#### Independent Study and Internship Policies

The Department of Communication offers credit for independent study - CO 397 - 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 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 (2.8 overall GPA) junior and senior majors. Students may earn no more than six internship credits. One three-credit internship course - CO 398 - can be used in fulfillment of the final elective requirement in any of the three areas of concentrated study within the communication major. Communication majors interested in applying for an internship complete the departmental internship application form before registering for CO 398 or CO 399.

## 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 for non-majors. All CO majors must fulfill their social science core requirements outside of the major. 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 for non-majors. All CO majors must fulfill their social science core requirements outside of the major. 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: CO 130) 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 requirement. (Prerequisite: CO 130) Three credits.

**CO 237 Sports, Media, and Culture**

Sports have long played a vital yet complex role in culture and this course examines the intersection of sports, the mass media, and society. Drawing upon Durkheimian theory, we will appraise and debate the ways in which sports are functional or problematic in their impact on and relationship to players, fans, journalists, co-cultural groups, and nations. Students will read both scholarly and journalistic reflections, view popular and documentary films, and analyze fan experiences, mediated presentations, and critical social issues. In short, we will go beyond the box score to understand the importance - and deconstruct the hype - that accompanies modern sports. (Prerequisite: CO 130 or instructor approval) 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 50 or instructor approval) Three credits.

**CO 241 Communication and Culture: East and West**

This course examines the dynamics of culture and communication focusing on the East-West dyad. It helps students gain a better understanding of why and how cultural issues influence our communication. The course explores the East-West cultural similarities and differences in values, communication processes, cognition, and relationships. It will enhance students' intercultural awareness and sensitivity in our increasingly globalized society. (Prerequisite: CO 100, IL 50 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 130, CO 220 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 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. (Prerequisites: CO 220 and junior or senior status) Three credits.

**CO 323 Gender and Organizing**

Gender is central to how we organize our lives. The way we communicate about gender can enhance or undermine all of our relationships. The purpose of this seminar is to augment, or even change, our understanding of the relationship between gender, communication, and organizations. Specifically, the goal for this course is to use a combination of scholarly essays and journal articles as well as popular news media to examine critically topics such as femininity, masculinity, and sexuality within the following contexts: education, sports, politics/government, leadership, the military, and other professions and organizations. (Prerequisite: CO 220 or instructor approval) Three credits.

**CO 325 Organizational Communication and Advertising**

This course will highlight how organizations market, promote, and advertise their brands. The importance of advertising for organizations, consumers, and the U.S. economy will also be a central focus of this class. Furthermore, the critical roles of research, audience analysis, persuasion, and effective communication in altering consumers' perceptions will be explored from both theoretical and applied perspectives. The value of deconstructing ads from a consumer, brand manager, and advertiser's viewpoint will be stressed and explored. In addition, the historical and contemporary ethical implications of advertising, especially in health care and for children, will be closely examined. (Prerequisites: CO 130 or permission of the instructor) 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. Students may take CO 329 up to two times with different topics. (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 334 Comparative Media Systems**

This course provides a comparative overview of the economic and regulatory structure of media industries worldwide. By exploring the ways in which different institutional frameworks, structural factors, and audiences' agency affect mass communication within and across regional borders, this course offers a comprehensive picture of common and interdependent processes underlying the individual development of media industries in each region. Students learn about emerging market and research trends concerning international media. Issues related to free flow of messages, social responsibility, universal access, intellectual commons, participatory communication, developmental communication, and cultural diversity in the global exchange of media messages through discussion of current, real-life cases, as well as through design and execution of an original research project. (Prerequisite: 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 337 Visual Communication**

This course provides a broad introduction to the structure, conventions, and effects of visual communication with a theoretical emphasis on media ecology. The first half is devoted to understanding formal properties including examining the basics of vision, techniques for visual persuasion, and the language of cinematography and editing. The second half surveys more controversial issues like digital manipulation and violence and sex in media. Course material and assignments will be drawn from media domains including advertising, photo/video journalism, and video games. Students will read both theoretical contributions to and empirical investigations of the field. (Prerequisite: CO 130) 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 341 End-of-Life Communication**

End-of-Life Communication focuses on the only reality for every human being - death. However, in spite of its certainty, American culture tends to minimize or ignore discussions of death and provides little insight into effective communication strategies for healthcare providers, family members, friends, and lovers. The complexities of this unique communication will be assessed vis-à-vis an applied approach that includes a service-learning opportunity at a 51-bed hospice. In addition, the course will include self-reflection, auto-ethnography, an exploration of scholarly research in palliative communication, and scholarly interaction between undergraduate students in the classroom and the hospice setting. (Prerequisite: CO 200, CO 220, or instructor approval) 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 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/Medicaid. The primary purposes of this course are to provide an understanding of how communication within, and from healthcare corporations impacts the organization, its employees, the health of its customers and U.S. healthcare delivery. This course will evaluate and explore the multidimensional processes involved in healthcare organizations and how communication is critical to their success or failure and to the health and well-being of their customers. (Prerequisite: CO 248 or instructor approval) 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, CO 230, CO 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 CO 349 up to two times with different topics. (Prerequisites: CO 200, CO 240 or instructor approval and junior or senior status) Three credits.

**CO 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 at most twice. (Prerequisites: junior or senior status and a communication faculty member's sponsorship) Three credits per semester; six-credit limit.

**CO 398/9 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. One three-credit internship course can be used toward the major. Students may take an internship twice for credit, one to three credits per semester. (Prerequisites: 2.8 overall GPA and junior or senior status) One to three credits per semester; six-credit limit.

**PROGRAM IN COMPUTER SCIENCE****Faculty****Associate Professors**

Spoerri, director

**Assistant Professor**

Lasseter

Computational thinking and processes permeate our daily lives, revolutionizing our understanding of the natural world, our tools, and of ourselves. Knowledge of computer science has become highly valued in such diverse fields as psychology, biology, and even philosophy. A degree in Computer Science gives one both marketable skills and intellectual breadth that can be applied to any career choice.

The Computer Science program is dedicated to giving each student a personal, challenging, and thoroughly enjoyable experience.

The Computer Science program offers both a B.S. degree in computer science, a double major in computer science and mathematics, and a minor in computer science that makes a strong addition to one's resume. See the course description for CS 397 to learn about internship possibilities. All degrees are received through the Department of Mathematics and Computer Science. Please contact Dr. Peter Spoerri (spoerri@fairfield.edu) if you have any questions regarding the program.

**Major in Computer Science**

To earn a B.S. in computer science students complete:

CS 141	Introduction to CS and Programming I
CS 142	Introduction to CS and Programming II
CS 221	Computer Organization and Assembler
CS 231	Discrete Mathematics
CS 232	Data Structures
CS 252	Software Construction
CS 342	Theory of Computation
CS 343	Analysis of Algorithms

•One of: CS 353 Principles of Compiler Design  
CS 354 Theory of Programming Languages

•Two additional 300 level CS courses

•MA 171 Calculus I

•One of: MA 172 Calculus II  
An additional 200 level mathematics course

•One semester of a lab science.

## Minor in Computer Science

To earn a minor, students complete:

- CS 141 Introduction to CS and Programming I
- CS 142 Introduction to CS and Programming II
- CS 232 Data Structures

- One of:
- CS 221 Computer Organization and Assembler
  - CS 252 Foundations of Software Construction

- One additional 300 level CS course\*

\* Math majors may use MA/CS 342 to satisfy this requirement.

## Double Major in Computer Science and Mathematics

To earn a double major in computer science and mathematics, students complete:

- MA 171 Differential Calculus
- MA 172 Integral Calculus
- MA/CS 231 Discrete Mathematics
- MA 235 Linear Algebra
- MA 273 Multivariable Calculus
- MA 334 Abstract Algebra
- MA 371 Real Analysis
- CS/MA 141 Introduction to CS and Programming I
- CS 142 Introduction to CS and Programming II
- CS 221 Computer Organization and Assembler
- CS 232 Data Structures
- CS 252 Foundations of Software Construction
- CS/MA 342 Theory of Computation
- CS 343 Analysis of Algorithms
- CS/MA 377 Numerical Analysis

- One of: CS 353 Principles of Compiler Design  
CS 354 Theory of Programming Languages

- 3 additional 300 level MA course

- One semester of a lab science

## Course Descriptions

### CS/MA 141\* Introduction to Computer Science and Programming I

Computer science and computational problem-solving have transformed our society - both practically and conceptually. We will study the ideas and methods that make this field so significant and profound. We will also learn how to solve problems by breaking them down, thinking logically and precisely, and then creating algorithms (programs) - step-by-step instructions. The building blocks of algorithms, while surprisingly simple, allow us to create and explore a myriad of creative projects, just as musicians create and explore a vast array of beautiful melodies with only twelve notes. This course is interactive, fun, and requires no previous experience. Four credits. \* May be taken to fulfill the core requirement in mathematics.

### CS 142 Introduction to Computer Science and Programming II

In this continuation of CS/MA 141, we dive deeper into the concepts and methods covered in CS/MA 141. Some of the fascinating topics covered include graphics, artificial intelligence (programs that can learn, much like a human mind), cellular automata (simple two dimensional "creatures" that evolve over time), recursion (algorithms that refer to themselves - very strange!), interpreters (programs that can create virtual computers), Turing machines (very simple models of a computer), and logic. Programming concepts include an introduction to object oriented programming. (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 Discrete Mathematics

Topics in this course include logic; sets; functions; equivalence relations and partitions; mathematical induction; and countability. Three credits.

### CS 232 Data Structures

This course presents problem solving with abstract data types such as lists, linked lists, stacks, queues, graphs, and trees. The close connection between data and algorithms is stressed. (Prerequisite: CS 142 or CS 132) Three credits.

### CS 252 Foundations for Software Construction

This course focuses on the principles underlying construction of production-quality software systems and the ways in which these principles are realized in an object-oriented language. Students learn a component-based approach to the specification, implementation, and testing of software that facilitates reliability, collaborative work, and ease of modification. Topics include specification, abstract data types, unit testing, and design patterns, along with advanced programming constructs such as graphical user interfaces (GUI), threads, network programming, graphics, animation, and real-time techniques. Each student will complete a substantial project over the course of the semester. (Prerequisite: CS 232) 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 Theory of Computation

This course explores what computers can and can't do by examining simple mathematical models of computation. Topics include finite state machines, regular expressions, non-determinism, pushdown automata, context-free grammars, and Turing machines. We will see that there are limits to what computers can do, and in doing so, we will learn about what a computer really is - you might be surprised. This course is also listed as MA 342. (Prerequisite: CS/MA 231) Three credits.

### CS 343 Analysis of Algorithms

Like CS 342, this course is interested in how computers can solve problems. When doing a computation, two resources are in great demand - time and memory. If solving a problem takes too much time or too much memory, then it will be very difficult to get an answer. This course looks at how to design algorithms so that

they not only solve problems correctly, but do so efficiently, with respect to both 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/MA 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 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. 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.) An internship may not replace a computer science elective to fulfill the requirement for a major in 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, emeritus  
Deak  
LeClair, chair  
Miners  
Nantz

**Associate Professors**

Franceschi  
Lane  
Vasquez-Mazariegos

**Assistant Professors**

Aksan  
Murray

**Professor of the Practice**

Martin

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 Calculus I-II 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 Introduction to Microeconomics  
EC 12 Introduction to 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 Introduction to Microeconomics  
EC 12 Introduction to 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 Microeconomic

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 130 Haiti: An Economic Perspective

When Jean-Bertrand Aristide ran for president of Haiti in 1990, his primary campaign slogan was, "From misery to poverty with dignity." While poor economically, Haiti is rich in culture, rich in history, and rich in the strength of its people. This course pays special attention to the economic aspects of Haiti's history, its economic development (past and present), and the economic prospects for the future. Topics covered include slavery and the Haitian revolution, the economic sacrifices made to receive international recognition, migration and the Haitian diaspora, micro-lending, and foreign aid initiatives, especially those related to the earthquake of 1/12/2010. Three credits.

### EC 140 Health Economics

This course begins by applying microeconomic theory to the health sector of the U.S. economy. The U.S. experience will be generalized to global health issues and alternative health care systems. Topics include the demand for health care and health insurance, managed care and the role of government, physician compensation, and specialty choice, the role of nurses and other healthcare professionals, the hospital sector, and medical cost inflation. 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 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, 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 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 macro-economic 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 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****Director & Advisor to the Minor in Educational Studies**

Calderwood (Educational Studies and Teacher Preparation, GSEAP)

**Steering Committee for the Minor in Educational Studies**

Calderwood (Educational Studies and Teacher Preparation, GSEAP)

Bowen (CAS)

Goldberg (Educational Studies and Teacher Preparation, GSEAP)

Im (ex officio, CAS)

Nantz (at large, CAS)

Smith (Educational Studies and Teacher Preparation, GSEAP)

**Teacher Education Faculty**

Calderwood (Advisor to minors in educational studies)  
Alibrandi (Director of Secondary Education; program coordinator, social studies)

Campbell (program coordinator, world language)

Crandall (Director of the Connecticut Writing Project)

Goldberg (Director of Elementary Education)

Kohli (Professor of Curriculum and Instruction)

Smith (Department Chair, Educational Studies and Teacher Preparation program coordinator, English education)

Storms (advisor, world language)

Welles-Nyström (Associate Professor of Curriculum and Instruction)

**Contributing Faculty and Advisors**

Bowen (English)

Bucki (History)

Greenberg (Politics)

Harriott (Biology)

J. Johnson (Modern Languages and Literatures, Spanish)

Jones (Sociology and Anthropology)

Lane (Economics)

Nash (Music)

McSweeney (Mathematics)

O'Connell (Chemistry and Biochemistry)

Primavera (Psychology)

Schaffer (Physics)

Sourieau (Modern Languages and Literatures, French)

Zhang (Communication)

The Educational Studies and Teacher Preparation Department, located in the Graduate School of Education and Allied Professions (GSEAP), in close collaboration with the College of Arts and Sciences, offers a minor in Educational Studies open to all interested undergraduates, a Five-Year Integrated Bachelor's-Master's degree & Teacher Certification Program, and an undergraduate teacher certification program in K-12 music education. Candidates are advised by the faculty advisors in their majors and by faculty in the Department of Educational Studies and Teacher Preparation.

Decisions for formal admission to the minor in educational studies and the undergraduate teacher education programs are made on a rolling basis between September and May. Admission information sessions for the minor in educational studies and the teacher education program are offered each semester, and the faculty of the Educational Studies and Teacher Preparation Department are available for individual advising by appointment throughout the year.

**Teacher Education**

Candidates interested in pursuing certification to teach Elementary Education (K-6) or Secondary Education (7-12) can do so through one of two 5-year Bachelor's-Master's Programs in Teacher Education. Candidates interested in pursuing certification in TESOL Education (K-12) can do so in a 5 ½ years program. The Teacher Education Programs prepare scholar-practitioners who have the knowledge, skills, and dispositions to enact meaningful connections between theory and practice, promote a developmental model of human growth and learning, exercise ethical professional judgment and leadership, and advocate for quality education for all learners. As members of an inclusive community of learners, we (university faculty, experienced and aspiring classroom teachers, and community members and leaders) work together to create and sustain exemplary learning environments that empower P-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.

Descriptions of all the required education undergraduate and graduate courses are found in the GSEAP catalog. Descriptions of undergraduate courses are found under appropriate departmental course listings.

## Program Description

To be admitted to the undergraduate teacher education programs, students must:

1. Declare a minor in Educational Studies.
2. Major in an appropriate discipline.
3. Possess and maintain an overall minimum GPA of 2.67.
4. Complete a fingerprinting and criminal background check.
5. Pass or waive the Praxis I testing requirement.
6. Submit an application.
  - a. Attach an essay that discusses your reasons for pursuing teaching in your desired subject area.
  - b. Attach two letters of recommendation.
  - c. Interview with the faculty.
  - d. With faculty guidance, determine a plan of study.

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.

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.

## Background Check and Fingerprinting

In compliance with Connecticut state law effective July 1, 2010, applicants whose programs of study will require participation in school-based field experiences (i.e., observations, practica, student teaching, internships, etc.) must undergo state and national criminal history background checks before beginning their program of study. The regional educational service centers (RESCs) that are authorized to conduct fingerprinting services and provide the background check results to the Connecticut State Department of Education and local school districts are listed at [www.fairfield.edu/documents/admission/ga\\_fingerprinting.pdf](http://www.fairfield.edu/documents/admission/ga_fingerprinting.pdf). University students who have a history of a federal or state conviction may be barred from participating in school-based fieldwork and may be exited from their degree

program, depending on the nature of the conviction. Students must present the receipt documenting that they have undergone fingerprinting at a RESC to the GSEAP Dean's office (Canisius 102) prior to course registration.

Additional 400-level and graduate teacher education course listings are available in the GSEAP catalog. If a student has completed all requirements for an undergraduate degree, while an undergraduate, on a space available basis, the student with the permission of the chair of Educational Studies and Teacher Preparation may complete up to two graduate courses for graduate credit.

## The Minor in Educational Studies

The minor in educational studies provides an expanded opportunity for Fairfield University undergraduates to incorporate the study of education into their undergraduate living and learning experiences, whether as prospective teachers or as prospective citizens, or to enhance their preparation as policy makers, practicing professionals or scholars in other fields.

### Requirements

The minor in educational studies, open to any interested undergraduate student, has the following requirements:

- Apply for and be admitted to the minor
- Complete \*15 credits as follows:
  - a. ED 200 Explorations in Education: Teaching, Learning and Schooling (USD)
  - b. ED 241 Educational Psychology
  - c. ED 329 Philosophy of Education: An Introduction
  - d. Choose one course from these recommended diversity courses:
 

EC 114	Economics of Race, Class & Gender in the American Workplace (USD)
EN 172	Literacy and Language (USD)
EN 114/FR 295	Caribbean Literature: History, Culture and Identity (WD)
NS 112	Healthcare Delivery Systems (USD)
MU 101	The History of Jazz (USD)
MU 112	The Music of Black Americans (USD)
MU 122	World Music History and Ensemble (WD)
SO 162	Race, Gender and Ethnic Relations (USD)
SP 359	Culture, Civilization & Literature in the Spanish-American Caribbean Region (WD)

e. Relevant cognate area course: Choose one course from recommended list below (must differ from your diversity course choice)

BI 18	Human Biology: Form and Function
BI 70	Science, Technology, and Society
BI 75	Ecology and Society
CH 007	Introduction to Forensic Science
CH 11	General Inorganic Chemistry I
CH 33	Chemistry of Nutrition
CH 85	Chemistry, Energy, and the Environment
CH 86	Chemistry and Art
CO 101	Argument and Advocacy (Wills' sections)
CO 130	Mass Media and Society (Service Learning section only)
EC 114	Economics of Race, Class & Gender in the American Workplace
EN 172	Literacy and Language
EN 373	Literature for Young Adults
ENW 311	Advanced Composition for Teachers
EN 114/FR 295	Caribbean Literature: History, Culture and Identity
LAC 300	Justice and the Developing World
MU 101	The History of Jazz
MU 112	The Music of Black Americans
MU 122	World Music History and Ensemble
NS 112	Healthcare Delivery Systems
PJ 298	Internship in Advocacy and Community Organizing
PO 115	Introduction to the Study of Peace and Justice
PS 71	Physics of Light and Color
PS 76	Physics of Sound and Music
PS 77	The Science and Technology of War and Peace - The Way Things Work
PS 89	Physics of Sports
PS 93	Energy and Environment
PY 264	Developmental Psychology for Majors with Lab
RS 175	Contemporary Moral Problems
SO 162	Race, Gender and Ethnic Relations
SO 165	Race, Cities and Poverty
SO 185	Introduction to International Migration
SP 359	Culture, Civilization & Literature in the Spanish-American Caribbean Region

Students pursuing teaching certification must also take a 3-credit US History course covering 50 years or more of US history.

Note: Biology majors and minors may use any upper-division 200 and 300 level Biology lab course to satisfy the cognate course for the minor in educational studies.

\*Certain courses taken to fulfill the minor in educational studies may be used to fulfill requirements for the undergraduate core and US or World diversity requirements. Some may also be used to fulfill requirements for a major.

## Course Requirements For The Five-Year Integrated Bachelor's-Master's Degree and Certification Programs

**Elementary Certification Program**  
(57 Credits: 27 undergraduate, 30 graduate)

*Undergraduate Courses (21 credits)*  
 ED 200 Explorations in Education: Introduction to Teaching, Learning And Schooling.  
 ED 241 Educational Psychology  
 ED 329 Philosophy of Education: An Introduction  
 ED 350 Special Learners in the Mainstream Classroom  
 MD 300 Introduction to Educational Technology  
 Diversity course from educational studies minor menu  
 Cognate course from educational studies minor menu

*Graduate Courses taken by undergraduates (6 credits)*  
 ED 437 Developing Literacy in the Elementary School: Primary Grades  
 ED 447 Learning Mathematics in the Elementary Classroom

*Graduate Courses (30 credits)*  
 ED 405 Contexts of Education in the Primary Grades (meets HG&D requirement)  
 ED 497 Supporting Science and Health-based Inquiry and Action by Elementary Students  
 ED 499 Introduction to Educational Research  
 ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar  
 ED 531 Extending Literacy in the Elementary School: Grades 3-6  
 ED 545 Developing Integrated Curriculum for Elementary Students: Inquiry and Action  
 ED 559 Empowering Struggling Readers And Writers in the Elementary Grades  
 ED 583 Student Teaching; Immersion in a Community of Practice (six credits)  
 ED 584 Reflective Practice Seminar: Elementary Education

### Course Requirements for The Five-Year Integrated Bachelor's-Master's Degree Program in Secondary Education with Initial 7-12 Certification

**English Education Track**  
(51 Credits: 21 undergraduate, 30 graduate)

*Undergraduate Courses (18 credits)*  
 ED 200 Explorations in Education: Introduction to Teaching, Learning And Schooling  
 ED 241 Educational Psychology  
 ED 329 Philosophy of Education: An Introduction  
 ED 350 Special Learners in the Mainstream Classroom  
 Diversity course from educational studies minor menu



*Graduate Courses taken by undergraduates (6 credits)*

- ED 417 Teaching and Learning Grammar  
 EN 411 Teaching Writing in the 3-12 Classroom  
 [or EN/W 311 Advanced Composition for  
 Secondary School Teachers]

*Graduate Courses (30 credits)*

- ED 459 Developmental Reading in the  
 Secondary School  
 ED 530 Assessment & Differentiated Instruction  
 ED 581 Directed Observation and Supervised  
 Student Teaching (6 credits)  
 ED 589 English Seminar  
 ED 499 Introduction to Educational Research  
 EN 405 Literature for Young Adults  
 EN 466 English Methods  
 MD 413 Technology Methods for Middle School  
*and one of the following:*  
 ED 599 Professional Writing Seminar: Product  
 of Learning (3 credits)

- OR  
 ED 511 Educating for Social Responsibility and  
 Civic Engagement: A Capstone Seminar

**Mathematics Education Track**

(51 Credits: 21 undergraduate, 30 graduate)

*Undergraduate Courses (18 credits)*

- ED 200 Explorations in Education: Introduction to  
 Teaching, Learning And Schooling  
 ED 241 Educational Psychology  
 ED 329 Philosophy of Education: An Introduction  
 ED 350 Special Learners in the Mainstream  
 Classroom

Diversity course from educational studies minor menu  
 Cognate course from educational studies minor menu

*Graduate Course taken by undergraduates (3 credits)*

- MD 413 Technology Methods for Middle School

*Graduate Courses (30 credits)*

- ED 455 The Literate Learner: Using Critical and  
 Strategic Literacy in the Content Areas,  
 Grades 5-12  
 ED 464 Mathematics Methods  
 ED 530 Assessment & Differentiated Instruction  
 ED 581 Directed Observation and Supervised  
 Student Teaching (6 credits)  
 ED 591 Mathematics Seminar  
 ED 499 Introduction to Educational Research  
 MD 413 Technology Methods for Middle School

Two graduate-level mathematics courses from the  
 mathematics master's program and *one of the following:*  
 ED 599 Professional Writing Seminar: Product of  
 Learning (3 credits)

- OR  
 ED 511 Educating for Social Responsibility and Civic  
 Engagement: A Capstone Seminar

**Science Education Track**

(51 Credits: 21 undergraduate, 30 graduate)

*Undergraduate Courses (18 credits)*

- ED 200 Explorations in Education: Introduction to  
 Teaching, Learning and Schooling  
 ED 241 Educational Psychology  
 ED 329 Philosophy of Education: An Introduction  
 ED 350 Special Learners in the Mainstream  
 Classroom

Diversity course from educational studies minor menu  
 Cognate course from educational studies minor menu

*Graduate Course taken by undergraduates (3 credits)*

- MD 413 Technology Methods for Middle School

*Graduate Courses (30 credits)*

- ED 455 The Literate Learner: Using Critical  
 and Strategic Literacy in the Content  
 Areas, Grades 5-12  
 ED 462 Science Methods  
 ED 530 Assessment & Differentiated Instruction  
 ED 572 Guided Research in Science  
 ED 573 Independent Study in Science  
 ED 581 Directed Observation and Supervised  
 Student Teaching (6 credits)  
 ED 592 Science Seminar  
 ED 499 Introduction to Educational Research  
 MD 413 Technology Methods for Middle School

*and one of the following:*

- ED 599 Professional Writing Seminar:  
 Product of Learning (3 credits)

**OR**

- ED 511 Educating for Social Responsibility  
 and Civic Engagement:  
 A Capstone Seminar

**Social Studies Education Track**

(51 Credits: 21 undergraduate, 30 graduate)

*Undergraduate Courses (18 credits)*

- ED 200 Explorations in Education: Introduction to  
 Teaching, Learning And Schooling.  
 ED 241 Educational Psychology  
 ED 329 Philosophy of Education: An Introduction  
 ED 350 Special Learners in the Mainstream  
 Classroom

Diversity course from educational studies minor menu  
 Cognate course from educational studies minor menu

*Graduate Course taken by undergraduates (3 credits)*

- MD 413 Technology Methods for Middle School

*Graduate Courses (30 credits)*

- ED 455 The Literate Learner: Using Critical and  
 Strategic Literacy in the Content Areas,  
 Grades 5-12  
 ED 465 Social Studies/History Methods  
 ED 510 Teaching Cultural and Political Geography  
**OR**

- ED 515 Teaching Economic and Physical  
 Geography  
 ED 530 Assessment & Differentiated Instruction  
 MD 413 Technology Methods for Middle School

One additional course from menu of approved  
 Graduate level social studies courses

- ED 581 Directed Observation and Supervised  
 Student Teaching (6 credits)  
 ED 594 Social Studies Seminar  
 ED 499 Introduction to Educational Research

*and one of the following:*

- ED 599 Professional Writing Seminar:  
 Product of Learning (3 credits)

**OR**

- ED 511 Educating for Social Responsibility  
 and Civic Engagement:  
 A Capstone Seminar

For the history and social studies endorsement, candi-  
 dates must earn a major awarded by an approved insti-  
 tution in history, or a major in political science; econom-  
 ics; geography; anthropology or sociology including at  
 least 18 semester hours of credit in history, or an inter-  
 disciplinary major consisting of 39 semester hours of  
 credit in subjects covered by the endorsement, each of  
 which shall include 18 semester hours of credit in his-  
 tory including United States history, western civilization  
 or European history and nonwestern history, provided  
 that for the interdisciplinary major, study shall include a  
 minimum of one course in each of the following areas:  
 political science; economics; geography; sociology or  
 anthropology or psychology.

**World Language Education Track**

(51 Credits: 21 undergraduate, 30 graduate)

*Undergraduate Courses (18 credits)*

- ED 200 Explorations in Education: Introduction to  
 Teaching, Learning And Schooling  
 ED 241 Educational Psychology  
 ED 329 Philosophy of Education: An Introduction  
 ED 350 Special Learners in the Mainstream  
 Classroom

**Diversity course from educational studies minor  
 menu**

**Cognate course from educational studies minor  
 menu**

*Graduate Course taken by undergraduates (3 credits)*

- SL 467 Language Acquisition

*Graduate Courses (30 credits)*

- ED 455 The Literate Learner: Using Critical and  
 Strategic Literacy in the Content Areas,  
 Grades 5-12  
 ED 463 World Language Methods  
 ED 530 Assessment & Differentiated Instruction  
 ED 581 Directed Observation and Supervised

- Student Teaching (6 credits)  
 ED 593 World Language Seminar  
 ED 499 Introduction to Educational Research  
 MD 413 Technology Methods for Middle School  
 SL 439 Methods of Foreign Language Teaching for  
 Elementary School

*and one of the following:*

- ED 599 Professional Writing Seminar: Product of  
 Learning (3 credits)

**OR**

- ED 511 Educating for Social Responsibility and Civic  
 Engagement: A Capstone Seminar

**Course Requirements For The Five 1/2-Year  
 Integrated Bachelor's-Master's With TESOL  
 Certification Program**

(72 credits: 39 undergraduate, 33 graduate)

**Note:** The TESOL certification most easily works with  
 a major in English or Modern Languages. Please  
 consult with both Dr. Anne Campbell and Dr. Patricia  
 Calderwood for advising about how to combine this  
 certification with these or different majors.

*Undergraduate (30 Credits)*

- ED 200 Explorations in Education: Introduction  
 to Teaching, Learning And Schooling  
 ED 241 Educational Psychology  
 ED 329 Philosophy of Education: An Introduction  
 Diversity course: SO 162 Race, Class & Ethnic  
 Relations  
 Cognate course: US History Course  
 ED 350 Special Learners in the Mainstream  
 Classroom

Modern Language Study (minimum 9 hours of credit on  
 transcript)

*Undergraduate English Major Coursework Required for  
 TESOL*

- EN/W 290 Writing and Responding (prerequisite  
 for 300-level classes) OR  
 EN/W 295 Composition and Style  
 EN 311 Teaching Writing in the 3-12 Classroom

*Graduate Courses taken by undergraduates (6 credits)*

- EN 417 Traditional & Structural Grammar  
 SL 433 Advanced Practicum in TESOL/Bilingual  
 Elementary OR  
 SL 489 Advanced Practicum in TESOL/Bilingual  
 Secondary

*Graduate (33 credits)*

- MD 400 Educational Technology  
 SL 423 Bilingualism  
 SL 436 Methods and Materials for Second  
 Language Teaching  
 SL 441 Teaching and Learning within Multicultural  
 Contexts of Education  
 SL 451 Infusing Content Language Instruction into  
 TESOL/Bilingual Programs  
 SL 467 Second Language Acquisition

- SL 527 Testing and Assessment in TESOL/Bilingual Programs
- SL 581 Directed Observation and Supervised Student Teaching TESOL (6 credits)
- SL 582 TESOL Student Teaching and DSAP I Seminar
- ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar
- SL 099 Comprehensive Examination TESOL

### Certification in K-12 Music Education

Candidates seeking K-12 music certification should confer with both Dr. Laura Nash and Dr. Patricia Calderwood for further information about the required ED and MU courses for certification. They include, but are not limited to:

- MU 363 Music Technology for Music Educators
- 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

Teacher education candidates should seek academic advisement from the advisor for education certification in their major and an educator advisor to insure that planned program requirements are fulfilled for their major and core requirements, educational studies minor, and their teacher education program.

### 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 Educational Studies and Teacher Preparation Department.

To apply, obtain a nomination form from [www.ctdhe.org/mtigp.htm](http://www.ctdhe.org/mtigp.htm).

For Candidates seeking secondary certification concurrent with their undergraduate degree see page 109 of the Fairfield University 2010-2011 Undergraduate Catalog. This option is available for students graduating by May 2014.

## Undergraduate Teacher Education Course Descriptions

### ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling

In this course, students/candidates discover how education is accomplished in schools through the social construction of teaching and learning. Through participant observation, service learning, reflections, assigned readings, class discussions and collaboration, candidates contribute positively to student learning in local schools and communities with diverse (socioeconomic, linguistic, race/ethnicity) populations, understand the complexities of schooling from multiple insider perspectives, and engage in the process of discerning whether to pursue a career in education. Successful completion of this course is one of the prerequisites for admission to the teacher education program. The course is open to all interested students. Approximately 25 hours of service in a local school is required. This course meets the U.S. diversity requirement. Three credits.

### 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 role of the imagination in transforming the world. A range of philosophical perspectives will be explored including Jesuit Education/ Ignatian Pedagogy, Deweyan Progressive education, and Freirian Critical Pedagogy. This course includes a 20-hour service learning experience in an approved, ethnically diverse school setting. Three credits.

### ED 350 Special Learners in the Mainstream

This course familiarizes the mainstream professional with the special learning needs of children and youth with intellectual and developmental disabilities, learning disabilities, emotional disturbances, severe disabilities, multiple disabilities, and those who are gifted and talented. Topics include methods of identifying

and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibilities of counselors, psychologists, educators, and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services. This course may require a fieldwork component as part of the evaluation process. Note: This course is not for those pursuing an initial certificate or cross-endorsement in special education; it is for general educators and students in affiliated fields of study. 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 (for students in the sunseting four-year Undergraduate teacher certification program, until spring 2013)

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 (Undergraduate teacher certification program, until spring 2014)

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 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.

### Graduate courses available for Undergraduates enrolled in the 5-year Bachelors-Masters Degree programs in Teacher Education

### ED 447 Learning Mathematics in the Elementary Classroom

In accordance with the professional standards for teaching mathematics, this course emphasizes the important decisions a teacher makes in teaching: setting goals, selecting or creating a variety of appropriate mathematical tasks, supporting classroom discourse; integrating mathematics across the curriculum; assessing student learning; and creating a supportive classroom environment. During this course, candidates explore the relevance of theory in the classroom. In addition, candidates investigate the development of specific concepts such as computation and geometry in elementary age children. Candidates engage in adult-level mathematics activities designed to increase an understanding of mathematics, examine the latest research on how children learn mathematics, and explore strategies for dealing with diverse learners. Additionally, as socially responsible educators, candidates examine how mathematical practices and teaching methods are influenced by underlying theoretical principles linked to history and the position of the classroom teacher. Course requirements include on-site fieldwork in an elementary school for a minimum of two hours per week during the semester. Three credits.

### ED 462 Science Methods

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching science at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching science through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing science teacher. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Science Education) Three credits.



**ED 464 Mathematics Methods**

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching mathematics at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching mathematics through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing mathematics teacher. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Mathematics Education) Three credits.

**ED 466 Special Methods in Secondary School English**

Candidates explore the organizational pattern in which English can best be taught and analyze the effectiveness of various methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curriculum materials, methods of organization, approaches to literature study, and procedures most cogent in the fields of grammar, composition, oral communication, and dialogue. The course addresses teaching English through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course requires a field service component consisting of 10 hours of teaching with a practicing English teacher. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of English Education) Three credits.

**ED 468 Social Studies/History Methods**

This course combines theory, research and practice through a comprehensive application of the principles, methods, and materials necessary for teaching social studies/history at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching social studies/history through course readings and resources, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing social studies/history teacher. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Social Studies/History Education) Three credits.

**SL 441 Teaching and Learning within Multicultural Contexts of Education**

This course explores and addresses the multifaceted aspects of multicultural education with the aim of engaging in a teaching-learning process where participants explore their commitment to the well-being and

learning of all students; develop a deep understanding of the needs of all students; develop strategies to promote caring, justice, and equity in teaching; learn to respect linguistic, racial, ethnic, gender, and cultural diversity; investigate how students construct knowledge; demonstrate an understanding of the relationship between students' daily life experiences and education; and critique systematic processes of discrimination that marginalize and silence various groups of students. Cross-referenced as ED 441. Three credits.

**SL 467 Language Acquisition**

This course introduces the core hypotheses of current theory on language acquisition. Participants learn to recognize fundamental patterns of social and cultural contexts that facilitate language acquisition, build upon the processes and stages of language acquisition and literacy to provide comprehensible input, facilitate communicative competence and evaluate teaching and learning strategies across ability levels and within discipline-specific content areas. Approved for the Elementary Foreign Language cross-endorsement. Three credits.

**Additional 400-level and graduate teacher education course listings are available in the GSEAP catalog. If a student has completed all requirements for an undergraduate degree, while an undergraduate, on a space available basis, the student with the permission of the chair of Educational Studies and Teacher Preparation may complete up to two graduate courses for graduate credit.**

**DEPARTMENT OF ENGLISH****Faculty****Professors**

Boquet  
Bowen  
Rajan  
Sapp  
Simon  
M.C. White

**Associate Professors**

Bayers  
Epstein  
Gannett  
Garvey  
O'Driscoll  
Pearson  
Petrino, chair

**Assistant Professors**

Davis  
Huber  
Kelley  
López  
Orlando  
Perkus  
R. Regan  
Xie

**Emeritus Professors**

Menagh  
Mullan  
M. Regan  
N. Rinaldi

**Lecturers**

Bailey  
Baumgartner  
Bayusik  
Belden  
Bellas  
Breunig  
Burlinson  
Chesbro  
Cordell  
Hilts  
Jourdan  
Krauss  
Magas  
Marciano  
Miller  
Moliterno  
Murphy  
Opidee  
Price  
Rathert  
J. Rinaldi

Scruton  
Serazio  
Shaw  
Sobocinski  
Sweeney  
Vancza  
Whitaker  
M.M. White  
Winslow

*"What do you read, my lord?"*

*"Words, words, words."*

As Hamlet's reply to Polonius amply indicates, we live in a world of words - written, spoken, read, recited, analyzed, debated. In the English Department, students learn to appreciate the inherent value of reading and writing, to value the beauty and power of language. At the same time, our students are trained to sharpen their skills for an ever-competitive job market by developing the ability to write clearly and persuasively, to think critically and creatively, and to engage in thoughtful analysis, skills that are essential to success in our contemporary, global marketplace.

While there are many ways to pursue English studies, we have some basic goals that apply to all of our many, varied programs. Our goals include:

- To foster students' abilities to reflect on texts as global citizens and as members of an academic community;
- To impart to students a sense of the history of English language and literature, in its local, national, and transnational forms, as well as their interconnections;
- To teach skills in close reading, textual analysis, thesis development, and argumentation;
- To acquaint students with various types of imaginative literature such as the novel, the short story, poetry, and drama;
- To develop students' analytic and organizational skills through the interpretation of literature and through their own writing;
- To give students further training 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;
- To give students an appreciation of the value of the writing process, including revision;
- To provide a variety of writing experiences, including the application of research methods;
- To address issues such as literacy studies, using new media for composing or reception of text, and training teachers for the language arts.

## Requirements

The English curriculum was updated in Spring 2010 to better serve our students. Students declaring the major or minor after September 1, 2010, follow the guidelines in this section. Students declaring the major or minor before September 1, 2010, have the option of following these guidelines or following the previous guidelines outlined in the English section of the University's online catalog. ([http://www.fairfield.edu/documents/academic/aca\\_undercat10.pdf](http://www.fairfield.edu/documents/academic/aca_undercat10.pdf))

### English Major

There are many different ways to pursue an English major, based on students' interests and career goals.

1. Students must first complete the EN 11-12 core curriculum sequence; all of the requirements below are in addition to EN 11-12.
2. All English majors complete the **department core curriculum** of five EN literature classes beyond EN 11-12; the five EN literature courses can include the literature course taken as part of the core curriculum.
3. All English majors complete a **concentration** of five additional courses. All concentrations include at least one EN/W writing class (other than Internship or Independent Study) and a capstone experience; students develop the concentration in consultation with their department academic adviser.

### Department Core Courses

Given the large number of literature courses, students have considerable freedom to pick classes that will both interest them and benefit them in terms of education and career plans.

After completing EN11-12, most majors begin the program by taking a 100-level literature class that also counts as their final English core course. With instructor permission, they can take a 200-level lit course instead of the 100-level. Students can use only one 100-level course to fulfill the requirements of the English major. They then take four additional literature courses at the 200 or 300 levels. At least one course must be at the 300 level.

Of the five literature courses in the department core curriculum, at least two must be centered in the years before 1800 and at least one must be centered in the years after 1800. The historical period is listed as follows in the catalog: A (before 1800) and B (after 1800). The historical period also appears in the online description of literature courses ([http://www.fairfield.edu/cas/eng\\_courses.html](http://www.fairfield.edu/cas/eng_courses.html)).

### The Concentrations

All English majors also complete one of the Department's six concentrations. The coursework is in addition to the university core and 16 department core courses. The concentrations are:

- Literature and Cultural Studies
- Creative Writing
- Journalism
- Professional Writing
- Teacher Education
- English Studies

All concentrations include at least one EN/W writing course (not including Internship or Independent Study) and a capstone experience. Students are allowed to complete more than one concentration; the second concentration will be listed as an academic minor on a student's transcript for graduation.

### Concentration in Literature and Cultural Studies

The Literature and Cultural Studies concentration is designed for students interested in a challenging and stimulating study of literature and culture. This concentration promotes a theoretical and interdisciplinary approach that moves beyond national and canonical boundaries. Students learn to interpret cultural artifacts and texts within the socio/historical contexts of their production and reception. They will acquire knowledge in a number of theoretical frameworks to develop this approach (e.g., historical materialism, post structuralism, feminist theory, postcolonial studies, queer studies, race and ethnic studies, science studies, and critical theory). Students completing the concentration are able to offer a historically grounded and rigorous critique of global formations that structure literature, culture, and the self. The concentration is especially useful in preparing students for graduate or professional school.

The requirements for the Literature and Cultural Studies concentration include:

#### Introductory Courses

Students take one of the following:  
EN 351 Introduction to Literary Theory  
EN 352 Introduction to Cultural Studies

#### Specialized Courses

Students take all of the following:  
One EN course at the 200 or 300 level  
One EN/W course  
One EN course cross-listed with an Interdisciplinary Program (e.g., Program on the Environment, The Program in Peace and Justice Studies, Latin American and Caribbean Studies, Women, Gender, and Sexuality Studies)

### Capstone Experience

Students take the capstone course for the Literature and Cultural Studies concentration, a faculty-guided research project that produces a 20-page paper. As of Fall 2012, it can be completed as an Independent Study or, with instructor permission, as part of a regularly scheduled 300-level literature course.

### Concentration in Creative Writing

The concentration in creative writing is designed for students committed to becoming fiction writers, poets, or non-fiction writers, and for students who want to pursue a career in the field of publishing or editing. Recent students have had their work published in national literary magazines such as *Quarterly West*, *Indiana Review*, *The Spoon River Poetry Review*, and *Writer's Forum* and have interned at magazines such as *The New Yorker* and *Cosmopolitan* and publishers such as Greenwood Press, Harper-Collins, and St. Martin's. Students can also, with permission of the editor, receive academic credit for working on the University's national literary magazine, *Dogwood: A Journal of Poetry and Prose*.

The requirements for the creative writing concentration include:

#### 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  
EN/W 206 Creative Writing: Non-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 I  
EN/W 341 The World of Publishing II

### Capstone Experience

Students take at least one of the following:  
EN/W 345/6 Internship  
EN/W 347/8 Independent Writing Project  
EN/W 398 Publishing Practicum

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

### Concentration in Journalism

The journalism concentration is designed for students interested in strengthening their news gathering, reporting, and writing skills. Many students in this concentration pursue careers as writers, editors, and reporters at web sites, newspapers, magazines, radio/television stations, web sites, and marketing and publishing companies. Students interested in careers in public relations and marketing especially find it useful.

The requirements for the journalism concentration include:

### Introductory Courses

Students take the following two courses, in sequence:  
EN/W 220 News Writing (may be taken simultaneously with EN 12)  
EN/W 221 Digital Journalism (does not have to be taken immediately after EN/W 220)

### Specialized Courses

Students take at least one of the following:  
EN/W 222 Journalism Editing and Design  
EN/W 320 Writing the Feature Story  
EN/W 323 Photojournalism  
EN/W 327 Photojournalism II: Documenting The Community  
EN/W 329 Issues in News Writing  
EN/W 330 Literary Journalism  
EN/W 340 The World of Publishing

### Capstone Experience

Students take at least one of the following:  
EN/W 345/6 Internship  
EN/W 397 Journalism Practicum

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

### Concentration in Professional Writing

The professional writing concentration is designed for students who want to strengthen their writing and speaking skills as preparation for careers in business, the non-profit sector, legal studies, government, public relations, fundraising, politics, or education. Courses in this concentration focus on using writing and communication to make information accessible, usable, and relevant to a variety of audiences. Internships are available to students in the professional writing concentration, including placements in corporate communication, grant writing, advertising, marketing, technical writing, and the mass media.

The requirements for the professional writing concentration include:

#### Introductory Course

Students are required to take the following course:  
EN/W 332 Business Writing

#### Specialized Courses

Students take at least two of the following:  
EN/W 214 Professional Presentations: Writing and Delivery  
EN/W 222 Journalism Editing and Design  
EN/W 317 Traditional and Structural Grammar  
EN/W 335 Technical Writing  
EN/W 336 Issues in Professional Writing (e.g., Writing for Public Relations)  
EN/W 338 Persuasive Writing  
EN/W 339 Grant and Proposal Writing



**Capstone Experience**

Students are required to take the following course:  
EN/W 345/6 English Internship

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

**Concentration in Teacher Education**

This concentration is designed for students who want to prepare for careers teaching English in elementary or secondary schools, or as specialists in the teaching of English to speakers of other languages [TESOL]. It prepares students with the content knowledge needed for successful student teaching, the Praxis exams, and a career in teaching. Qualified students who minor or major in the Education concentration in the English Department are given preferred admission status in graduate programs in Elementary, Secondary, and TESOL education. This concentration is designed both for students who plan to enroll in the joint B.A./M.A. program in teacher preparation which leads to a Master's degree and eligibility for teacher certification and for students who seek other kinds of teaching careers. [See pg. 111 for information about the joint B.A./M.A. Program in Education.]

The requirements for the teacher education concentration include:

**Required Courses**

EN/W 311 Advanced Composition for Teachers  
EN/W 317 Teaching and Learning Grammar  
EN 141, 213, or 214 [any course on Shakespeare]  
200- or 300-level course in American literature  
200- or 300-level course in British literature

**Recommended Courses**

Students are encouraged to take one or more of the following:

A course on African American literature (e.g. EN 105; 261, 262, 264, 265, 284)  
A course on Latino/a literature (e.g. EN 282)  
A course on world literature (e.g. EN 102, 111, 113, 114; 274; 375)  
EN 172 Literacy and Language  
EN 292 Contemporary Children's Literature  
EN/W 290 Writing and Responding

[The EN courses listed above also may be used as Department Core courses.]

**Capstone**

Students who enroll in the joint B.A./M.A. program take their capstone course at the end of the M.A. program. Students who do not enroll in the joint B.A./M.A. program take an Independent Study, a faculty-guided research project that produces a 20-page paper.

**Concentration in English Studies**

Students create their own concentration in consultation with a faculty adviser. Such students might put together a coherent package of literature courses of their own choosing, mix and match writing courses in different concentrations, or combine relevant literature and writing course work. All department core requirements must still be met; at least one course must be in writing (other than Internship or Independent Study).

**Capstone**

Students take at least one of the following:

EN/W 345/6 Internship

An Independent Study in either literature or writing

**English Minor**

English minors must complete a five-course concentration beyond EN 12. Note: English Studies allows you to combine writing and literature courses and to possibly count the required core literature course as part of the minor.

**Course Descriptions****Introductory core courses**

Students gain experience with college reading and writing strategies, including the processes of invention, revision, editing, and publication. They practice inquiry, reflection, critical thinking, and argumentation through the reading and composing of increasingly complex texts across a range of academic and literary genres and audiences. Students gain experience with academic research projects and make connections to writing across the Core Curriculum and prepare portfolios to demonstrate their development as writers and thinkers.

**EN 11 Texts and Contexts I: Writing As Craft and Inquiry**

This course engages students in the academic life by introducing them to the many kinds of reading and writing they will do across the curriculum and beyond. Students learn to draft, revise, and edit their own texts and respond effectively to the texts of their peers. EN 11 offers practice with writing & reading assignments that call on different contexts (purposes, audiences, forms or modes). Through the careful use of primary and secondary sources, students will foster their academic curiosities, practice reflection, and read deeply to join the conversation of ideas. Designated sections may have specific themes and/or meet the U.S. or world diversity requirement. Three credits.

**EN 12 Texts and Contexts II: Writing About Literature**

English 12 builds on the reading, writing, and critical inquiry work of English 11, focusing on the development of increasingly sophisticated reading, writing, researching and inquiry skills through the exploration of literary texts and their contexts. Students will practice close reading techniques, be introduced to key terms and concepts in literary study, and practice writing in a variety of academic and creative genres. The course

is intended to foster greater appreciation for the power of literature and literary study as a foundation to all the liberal arts. (Prerequisite: EN 11 or its equivalent). Designated sections may meet the U.S. or world diversity requirement. Three credits.

**Literature Courses**

The 100-level courses are introductory classes appropriate for the University Core Curriculum requirement for non-majors and as the first literature course for majors. If students identify a 200-level or 300-level literature course that they wish to take instead of a 100-level course to fulfill the University Core Curriculum requirement, they can request permission from the instructor to take that course instead. Students are required to have completed the EN 11-12 requirement to register for 100-level EN courses.

(Note on Special Topics Courses: Under the title of "Special Topics," a literature course can be offered once before it is reviewed for final acceptance into the Fairfield University Undergraduate Course Catalog. Each such course will correspond to a specific curricular area and have a course number that ends with a zero. For example, since literature courses from EN210 to EN219 are listed as "British surveys," any Special Topics course in British Surveys would be listed as 210. These "Special Topics" literature courses satisfy the requirements for the major, minor, and concentrations. Students can take a Special Topics course more than once as long as it has a different description after the EN number.)

A = Literature before 1800

B = Literature after 1800

**EN 101 Gateway to Literary and Cultural Studies**

This course allows students to develop ways of reading, analyzing, and interacting with texts in English from around the globe. You will focus on such questions as: How are literary texts produced? How do local, national, and global cultures and events affect the way authors fashion their texts? Do literary works produced in different cultures at the same time "speak to each other" across time and space? The course will be run as a combination of lecture and small group discussion and will make use of web-based background materials to provide context and depth to the readings. This course meets the world diversity requirement. Three credits. (B)

**EN 102 Introduction to Contemporary World Literature**

Students will review recent fiction from around the world, including Africa, Latin America, the Caribbean, New Zealand, and the Middle East. Students learn strategies for comparing stories and narrative styles from different cultures, subject positions, and sociopolitical frameworks. Students develop a stronger awareness of different types of subjectivity in a global context. The course is suitable for non-majors seeking to fulfill the world diversity and English core requirements, and for English majors who have not yet taken

more than one course beyond EN 11 and EN 12. This course meets the world diversity requirement. Formerly EN 263. Three credits. (B)

**EN 103 Fairy Tales**

A study of classic fairy tales in their oldest preserved versions by authors like Charles Perrault and the Brothers Grimm; in nineteenth- and twentieth-century literature influenced by the fairy tale tradition; in post-modern literary retellings; and in film and popular culture. The class leads to the production of a term paper involving research in primary sources and literary and folklore criticism. Three credits. (B)

**EN 105 African Diaspora: Literature and Culture**

This course offers an interdisciplinary introduction to the African Diaspora, incorporating texts from Africa, the Caribbean, North America, and Europe. Beginning with colonization in Africa and representations of the Middle Passage, the course covers historical topics such as enslavement and the plantation system, abolition movements, migration within and out of the Caribbean, resistance movements, the Harlem Renaissance, and independence struggles. As we study the Atlantic world and globalization across several centuries, we will examine cultural syncretism, commodity culture rooted in the Triangle Trade, and creative endeavors in literature and the arts (painting and sculpture, film, music, dance, theatre). Three credits. (B)

**EN 106/CL 103 Masterpieces of Greek Literature in English Translation**

See CL 103 for course description. Formerly EN 203. Three credits. (A)

**EN 107/CL 104 Masterpieces of Roman Literature in English Translation**

See CL 104 for course description. Formerly EN 204. Three credits. (A)

**EN 108/CL 121 Myth in Classical Literature**

See CL 121 for course description. Formerly EN 221. Three credits. (A)

**EN 109/CL 122 Greek Tragedy in English Translation**

See CL 122 for course description. Formerly EN 222. Three credits. (A)

**EN 110 Major Works of European 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. Texts include The Epic of Gilgamesh, as well as works by Boccaccio, Marguerite de Navarre, Madame de Lafayette, and Gabriel García Márquez. Formerly EN 265. Three credits. (A)

**EN 111 International Short Fiction**

This course examines works of short fiction from around the world written during the twentieth and twenty-first centuries. The degree to which - and the specific manners in which - these works contribute to a characteristically modern sense of human existence and the function of narrative art forms the basis for reading selections. Through textual analysis, students compare and contrast various versions of the modern experience as produced by authors such as Gogol, Melville, Mansfield, Joyce, Lawrence, Cather, Tolstoy, Chekhov, Kafka, Hemingway, Lessing, Borges, Barth, Böll, Mishima, Achebe, Erdrich, and Atwood. Formerly EN 285. Three credits. (B)

**EN 112 19th-Century Russian Novel and World Literature**

This comparative study of major Russian authors and their counterparts in France, Germany, England, and the U.S. begins with short fiction and moves to novels such as *Père Goriot*, *Crime and Punishment*, *A Hero of Our Time*, and *Madame Bovary*. Russian writers include Pushkin, Lermontov, Dostoevsky, Turgenev, and Tolstoy. Topics include the role of marriage and attitudes towards the family, urban versus rural experience - especially the role of the city, the fantastic in literature, narrative technique, and the development of 19th-century fiction. Formerly EN 266. Three credits (B)

**EN 113 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*, Weisel's *Night*, Borowski's *Survival in Auschwitz*, Epstein's *King of the Jews*, Ozick's *The Shawl*, and Spiegelman's *Maus*. Formerly EN 290. Three credits. (B)

**EN 114/FR 295 Caribbean Literature: History, Culture, and Identity**

See FR 295 for description. Formerly EN 295. This course meets the world diversity requirement. Three credits. (B)

**EN 115/IT 289 Dante**

See IT 289 for course description. Formerly EN 257. Three credits. (A)

**EN 116/IT 262 Rome in the Cultural Imagination**

See IT 262 for course description. Three credits. (A)

**EN 117/FR 260 Sub-Saharan African Culture**

See FR 260 for course description. Three credits. (B)

**EN 118/CI 250 Modern China through Fiction and Film**

See CI 250 for course description. Three credits. (B)

**EN 119/CI 252 The City in Modern China**

See CI 252 for course description. Three credits. (B)

**EN 120/TA 123 American Women Playwrights**

See TA 123 for course description. Three credits. (B)

**EN 121 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. Formerly EN 274. Three credits. (B)

**EN 122 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 271. Three credits. (B)

**EN 123 Colonial Contacts and Flights**

This course focuses on stories from writers whose countries came in contact with American colonization. The course examines postcolonial themes in a historical context, and asks what it means to be a writer whose identity is formed by the diasporic flight of one's people. We begin with theorizing postcoloniality and move to a study of 20th century writing by Puerto Rican, Filipino, Vietnamese, and other ethnic American writers. Topics include the influences of English on vernacular literatures and the relationship of the postcolonial to contemporary politics and art. Three credits. (B)

**EN 124 American Literature: Myths and Legends**

Our national literary tradition has been defined by the stories we tell about ourselves and our conversations about important social and political issues, including race, reform, democracy, suffrage, Native American removal, class, technology, and Manifest Destiny. This course explores how literature reflects, constructs, and questions the dominant image and understanding of the American identity from the Puritans through the nineteenth century. The course leads to developing a term paper drawing on research and using literary criticism. Writers include Bradstreet, Franklin, Wheatley, Irving, Douglass, Poe, Whitman, Dickinson, James, and Twain. Formerly EN 270. Three credits. (B)

**EN 125/TA 120 American Drama**

See TA 120 for course description. Formerly EN 264.

This course meets the U.S. diversity requirement.

Three credits. (B)

**EN 126 American Social Protest Literature**

This course explores the long tradition of non-violent social protest in American literature. We examine how many writers have challenged their contemporaries to become aware of important issues - race, women's rights, Native American activism, the environment, war, and poverty. Students keep a journal in which they reflect on the literature and develop strategies for changing themselves and the world around them. A final project asks students to consider ways to raise awareness about a social issue at the University or in the larger community. Selected writers include Stowe, Davis, Thoreau, Crane, Douglass, Steinbeck, King, Wright, and Ginsberg. Formerly EN 277. Three credits. (B)

**EN 127/CL 127 Romantic Love in Greek and Roman Literature**

The course of true love never did run smooth. From Homer's *Penelope* to Ovid's *Remedies of Love* we will examine the permutations of romantic desire and its frustrations in the literature of Greece and Rome. Readings also include selections from Sappho's poetry, Sophocles' *Women of Trachis*, Euripides' *Phaedra and Medea*, comedies by Menander and Terence, Catullus' poems to Lesbia, Vergil's tale of Dido and Aeneas, selections from the elegies of Tibullus, Sulpicia, Propertius and Ovid, and briefer excerpts from other authors. All readings are in English translation. Three credits. (A)

**EN 128 Cities in Literature**

This course offers a comparative, cross-cultural approach to literature about the city, focusing primarily on fiction from the nineteenth century to the present. Beginning with a novel by Balzac, stories by Gogol' and Dostoevsky, and poetry by Baudelaire and Whitman, we discuss topics including detective narratives, the figure of the flâneur, the country/city dichotomy, the crowd, the metropolis and mental life, and the rise of an urban middle class. In texts by authors such as James Joyce, Edith Wharton, Naguib Mahfouz, Monica Ali, Edward P. Jones, and Paulette Poujol-Oriol, issues surrounding gender, sexuality, race, ethnicity, and citizenship emerge as central topics. Three credits. (B)

**EN 141 Imagining Shakespeare**

Shakespeare is considered the greatest writer in the English language. This course will investigate how his genius is expressed in comedy, history, tragedy, and romance. We will study how each kind of play influences the others in every part of Shakespeare's career. Plays include *The Taming of the Shrew*, *Richard III*, *A Midsummer Night's Dream*, *Henry IV*, *Twelfth Night*, *Hamlet*, *Othello*, *King Lear*, *The Winter's Tale*, and *The Tempest*. We will take a multimedia approach by analyzing performances as well as text. The history of Shakespeare's era and of his critics will be studied as well. Formerly EN 255. Three credits. (A)

**EN 142 Myths & Legends of Ireland & Britain**

This course studies the literature of early medieval cultures of Ireland and Great Britain, with special attention to Celtic culture. The course is divided into four parts, focusing on the Irish *Táin Bó Cuailnge*, the Welsh *Mabinogion*, the Latin Christian legends of Celtic saints, and the Old English epic *Beowulf*. Critical issues for discussion include: paganism and Christianity; conceptions of law, kinship, and nationhood; warrior culture and the idea of the hero; the status of art and poetry; orality and literacy; the natural and the supernatural; the construction of gender. Counts towards the minor in Irish Studies. Formerly EN 256. Three credits. (A)

**EN 143 The "Greenworld": English Literature and the Environment**

A survey of prose, poetry, and drama, EN 143's focus is on the "Greenworld" in early modern English literature. The "Greenworld" encompasses all visions of the natural world - forests, gardens, oceans, caves, parks, animals, etc. - as represented in many different aesthetic forms. Students will be introduced to a number of environmental studies topics, including land dispossession, natural disasters, New World plantations, land stewardship, and animal rights, as these topics appear in literature. Course readings range broadly from Virgil, Montaigne, and Shakespeare to James Cameron's *Avatar*, and from the philosophical transactions of the Royal Society to transcriptions of witchcraft trials. Three credits. (A)

**EN 161 Irish Literature**

The course studies the deep connections between the literature and history of Ireland from 1800 to the present. Building on EN 11 and 12, it further develops the ability to read literature closely (to analyze and interpret the figurative language and stylistic features of fiction, drama, and poetry) and to write convincingly about the meanings and ideas that such close reading yields. It also adds to this skill by teaching students to recognize and articulate the inherent links between literature, history, and culture - links which are particularly evident in modern Irish writing, and which are revealed through close reading. Formerly EN 279. Three credits. (B)

**EN 162 Irish Women Writers**

A study of 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, theology, 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, Eilís Ní Dhuibhne, Eavan Boland, Nuala Ni Dhomhnaill, and Medbh McGuckian. Formerly EN 278. Three credits. (B)

### EN 171 Literature and the Visual Arts

This interdisciplinary course will examine the dynamic relationship between literature and the visual arts. Special attention will be paid to literature written in English during the 19th and 20th centuries - a time when writers and cultural critics were increasingly interested in the visual arts in general (painting, sculpture, photography, film, etc) and the impact of the new mass media in particular. These artists forged a unique and significant relationship between their bodies of work and the visual arts; several of the writers studied worked in the tradition known as "ekphrasis" (e.g., poems "speaking" to a work of art). Writers of focus might include Blake, Poe, the Brownings, the Rossettis, Siddall, Wilde, Wharton, and Larsen. Three credits. (B)

### EN 172 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 US history? How do children learn to write? Why do 30 million American adults have severely limited literacy? Students have the opportunity to put theory into practice by working with young children on literacy and school readiness, through the service-learning component of the course. This course meets the U.S. diversity requirement. Formerly EN 249. Three credits. (B)

## 200-level Literature Courses

Students must complete the EN11-12 sequence and a 100-level literature course before enrolling in 200-level literature courses. They also can receive permission of the instructor to take a 200-level literature course without first completing a 100-level literature course.

### Studies in Genre

#### EN 201 Introduction to Poetry

This course is an introduction to the genre of poetry. It is offered for students with no previous knowledge of poetry, or those who wish to develop and enrich their understanding of the genre. Topics vary in each offering of the course but fit into one or more of the general areas of poetry studies: theories of poetry and poetic production; an examination of a specific poet; surveys focusing on work in historical periods or (trans-)national literatures; studies of critical and prose writings of poets. Formerly EN 260. Three credits.

#### EN 202 American Poetry

This course surveys a range of significant works of American poetry. It is an introduction to various movements (e.g., transcendentalism or modernism), various schools (e.g., New Formalism), and the turn to a multilingual and multi-vocal poetry found in the Harlem Renaissance and Spoken Word movements. The course pays particular attention to form, while ground-

ing understanding of form within a socio-historical context. Readings may range from Walt Whitman, Emily Dickinson, William Carlos Williams, Elizabeth Bishop, Wallace Stevens, Gwendolyn Brooks, Robert Frost, Langston Hughes, Pedro Pietri, Joy Harjo, and others. Formerly EN 342. Three credits. (B)

#### EN 204 Introduction to the British Novel

An intensive study of the novel as a developing literary form over the first 200 years of its existence, this course considers stylistic and thematic aspects of this earliest or traditional phase of the novel with regard to its historical evolution. Authors may include Aphra Behn, Eliza Haywood, Daniel Defoe, Henry Fielding, Laurence Sterne, Jane Austen, Emily Brontë, and Charles Dickens. Formerly EN 364. Three credits. (A)

#### EN 205 Writing the Self: Autobiography in America

Autobiography holds a special place in its presentation of the writer's self, enlisting the reader's belief in the author's "confession" while crossing the line between fictional work and truth. This course examines autobiography and related genres, including memoir, diaries, and personal essays, from Franklin to the present and considers their purpose: what do these authors reveal about themselves, and why? How much is convention, how much is truth? What impact do race, gender, class, nationhood, and ethnicity have on the construction of identity? Writers may include Shepard, Douglass, Barnum, Johnson, Winnemucca, Zitkala-Sa, Malcolm X, Wright, Baldwin, Stein, Walker, and Cisneros. This course meets the U.S. diversity requirement. Formerly EN 362. Three credits. (B)

#### EN 206 The American Short Story

The American Short Story covers the rise of this genre form from the early Nineteenth Century beginning with Poe and continues through the realistic/naturalistic periods up through modernist and post-modernist movement through the present. Some of the authors studied include Poe, Hawthorne, Melville, Crane, Twain, Cather, McCullers, Welty, O'Connor, Hemingway, Faulkner, Roth, Updike, O'Brien, Lahiri. (Formerly EN 272) Three credits. (B)

#### EN 207 The Contemporary American Novel

The Contemporary American Novel covers the past 30 years of this genre form. The course introduces the student to on-going developments in the realistic novel as well as post-modernist forms such as magical realism and metafiction, as well as the novel of social criticism. Some of the writers studied include Philip Roth, Marilynne Robinson, Elizabeth Strout, Ann Patchett, Cormac McCarthy, Toni Morrison, Edward P. Jones, Jeffrey Eugenides, Charles Frazier, Jonathan Lethem, Ha Jin. Three credits. (B)

### Surveys in British Literature

#### EN 211 The Age of Chaucer

A survey of the literature of late-medieval England, focusing on its richest period, the second half of the

fourteenth century - the age of Chaucer and his contemporaries. Students will gain access to the Middle English language, and study examples of the main genres of medieval literature, including religious and secular lyric, mystical writing, courtly romance, religious drama, chronicle, and comic narrative. Literature will be considered within its social and historical contexts, with special attention to representations of social order, and challenges to that order, notably the Great Rebellion of 1381. Prerequisite: 100-level English literature class, or permission of instructor. Three credits. (A)

#### EN 213 Shakespeare I

In the first half of Shakespeare's career, comedy, tragedy, and history plays express both the spirit of the Elizabethan age and their own identities as different genres that reference each other. A Midsummer Night's Dream, Romeo and Juliet, Henry IV, and Much Ado About Nothing are among a selection of ten plays that explore dimensions of love, religion, and politics. We learn how critics have approached Shakespeare in many different ways, and how to evaluate and respond to critical opinion. Multimedia presentations show how performance and text combined enrich our understanding of this great writer. Formerly EN 355. Three credits. (A)

#### EN 214 Shakespeare II

The second half of Shakespeare's career begins with bright Elizabethan comedies (As You Like It, Twelfth Night) and transitions to the darker Jacobean tragedies (Hamlet, Othello, King Lear). These troubling modern visions lead through problem plays to the antiheroic late tragedies and the romances (The Tempest), exploring issues of racism, colonialism, and social justice. We learn how critics have approached Shakespeare in many different ways, and how to evaluate and respond to critical opinion. Multimedia presentations show how performance and text combined enrich our understanding of this great writer. Formerly EN 356. Three credits. (A)

#### EN 215 Introduction to British 18th Century Literature

This selective survey of 18th-century English literature includes authors such as Pope, Swift, Gray, Jonson, Boswell, Goldsmith, Burns, and Montague. Formerly EN 361. Three credits. (A)

#### EN 216 The Victorian Epoch

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 275. Three credits. (B)

#### EN 217 Romanticism, Victorians, Moderns: British Literature 1800-1950

A survey of three distinct but overlapping periods in British literary history - Romantic, Victorian, and

Modern. As much a study of ideas as of literary works, the course examines the crucial ideological, philosophical, and cultural transformations that shape each of these important literary eras. Formerly EN 252. Three credits. (B)

#### EN 218 20th Century British Literature

A survey of major developments in twentieth-century British, Irish, and Anglophone Post-colonial literature. 20th-Century England is shaped by rapid technological changes, the breakdown of Victorian mores and orthodox beliefs, the devastation of the Great War, the advent of psychoanalysis, and the height and decline of the British empire. Students learn to recognize and evaluate how these events relate to the new, experimental styles of Modern, Postmodern, and Postcolonial writing. Authors studied range from early figures such as Joseph Conrad, Virginia Woolf, W.B. Yeats, and James Joyce to contemporary stars such as Kazuo Ishiguro, J.M. Coetzee, and Zadie Smith. Formerly EN 267. Three credits. (B)

#### EN 223 Comparative Renaissance Literature

A comparative introduction to European literature written from 1500-1700. Students will learn popular Renaissance genres, such as epic, lyric, closet drama, pastoral, and tragedy, in addition to major literary and artistic achievements. Coterminous historical movements will also be discussed: scientific revolution(s), religious warfare, magic and witchcraft, colonization and empire, gender hierarchies, and the rise and fall of sovereignty. We will pay careful attention to the biases of Eurocentrism, and repeatedly evoke alternative traditions and histories. Authors include Wyatt, Ariosto, Spenser, Montaigne, Sidney, Tasso, Rabelais, Shakespeare, and Milton. Three credits. (A)

### Surveys in American Literature

#### EN 233 American Literature, 20th Century to the Present

A survey of 20th Century American Literature to the present within the socio-historical context of diverse and overlapping literary and cultural traditions of the United States, such as (though not limited to) Native American, African American, Anglo American, and Asian American. Writers might include Eliot, Hemingway, Faulkner, Yeziarska, Hughes, Hurston, McNickle, Bellow, Okada, Kerouac, Rich, Plath, Welch, Gaines, Jen. Three credits. (B)

#### EN 234 American Women Writers of the 19th Century

A study of American female writers who have made an impact on the world through their fiction, journalism, or poetry. The course is organized thematically around a set of topics related to nineteenth-century women's lives and selves: gender and domesticity, suffrage, slavery, labor, frontier life, sexuality, and social activism. African-American and Native-American women's writings and those of other ethnicities also form an integral part of the tradition. Writers may include Alcott, Beecher, Cary, Child, Chopin, Dickinson, Fern,

Freeman, Gilman, Jacobs, Kirkland, Harper, Keckley, Jewett, Platt, Ruiz de Burton, Sin Far, Spofford, Stowe, and Wharton. Three credits. (B)

### Postcolonial Literature and Studies

#### EN 251 British/Imperial Texts

Maps the trajectory of the novel from the 18th century to its modern avatar in the 20th century by investigating how Victorian novelists addressed tensions between the classes and contentions between the sexes and races. It situates the origins of ideological, psychological, and social issues that come to dominate the modern novel by deconstructing the discourses around the self, gender/woman/sexuality, and family/marriage. Authors include Sand, Eliot, Dickens, Thackeray, Pater, Hardy and Forrester. Questions raised in this context focus on colonized subjectivities through tropes of nation/narration, minority discourse/canonical injunctions, imperial/colonial subjectivity, identity, home, and location/dislocation. Formerly EN 370. Three credits. (B)

#### EN 252 Topics in Modern and Contemporary Irish Literature

A survey of important themes and developments in 20th-Century Irish literature. Specific authors and topics may vary, but the course always emphasizes an understanding of Irish literature in historical and political contexts. In particular, the course examines the compelling, tense relationships between the aesthetic aims of Irish literature and its engagement with social and political concerns such as nationalism, decolonization, class conflict, postcolonial identity, migrations, transnational culture, and/or globalization. Formerly EN 279. Three credits. (B)

### African American Literature

#### EN 261 The African American Literary Tradition

This survey course examines the development of African American literature from the late eighteenth century to the present, with a focus on issues of literacy, authority, and identity. The course traces this tradition's history from Phillis Wheatley's role in defining American poetry and Olaudah Equiano's Interesting Narrative, to the narratives of enslavement by authors such as Harriet Jacobs and Frederick Douglass, to the New Negro Renaissance, the Civil Rights Movement, and contemporary African American fiction and poetry. This course meets the U.S. diversity requirement. Formerly EN 253. Three credits. (B)

#### EN 262 The Harlem Renaissance

This course examines African American literature and culture from Washington's Up from Slavery and Du Bois's The Souls of Black Folk, through the 1920s and the Great Depression, to the eve of U.S. participation in World War II. Grounded in U.S. history, the course explores fiction, poetry, and other forms of cultural production such as painting, sculpture, film, and music. It examines the aftermath of Reconstruction, the effects

of the Great Migration, and the responses to Du Bois's call for a "Talented Tenth." The Harlem Renaissance provides the major focus, as do the debates about whether there was such a movement at all. The course looks towards the development of a contemporary Black tradition in literature and culture. This course meets the U.S. diversity requirement. Formerly EN 339. Three credits. (B)

#### EN 263 African American Women Writers

This course offers a survey of writing by African American women from the mid-nineteenth century to the present, focusing primarily on autobiography and fiction. Beginning with Jacobs's Incidents in the Life of a Slave Girl and examining late-nineteenth-century fiction by authors such as Harper, the course examines issues of redefining womanhood, participating in racial uplift, and coming to voice as both women and as writers. Moving through the twentieth century and into the twenty-first, the course may include writers such as Larsen, Fauset, Hurston, Petry, Morrison, Lorde, Naylor, Sapphire, Blackman, Youngblood, and Packer. This course meets the U.S. diversity requirement. Formerly EN 371. Three credits. (B)

#### EN 264 African American Fiction 1940 to 1980

A comparative study of novels by African American men and women, beginning with Richard Wright and Ann Petry in the 1940s, continuing through the 50s and 60s with writers such as Ralph Ellison, Gwendolyn Brooks, James Baldwin, and Alice Walker, and ending with major novelists from the 1970s, such as Charles Johnson, Toni Cade Bambara, Ernest Gaines, and Toni Morrison. The course focuses on topics such as family, religion, education, and urban experience, education, gender and sexuality, and shifting definitions of Blackness. Narrative techniques offer a main thread of discussion throughout the course. This course meets the U.S. diversity requirement. Formerly EN 344. Three credits. (B)

#### EN 265 Contemporary African American Fiction

This course studies African American fiction from 1980 to the present, offering a mix of non-canonical authors such as Wideman and Morrison, along with emerging writers such as Helen Elaine Lee and Paul Beatty. The course begins with a neo-slave narrative and a novel that illustrates how the legacies of enslavement persisted into the twentieth century, and explores both urban and rural experience in primarily African American towns and neighborhoods, as well as analyzing the consequences of desegregation in different locales. Gay and lesbian lives have become more prominent in Black fiction in the past three decades, as depicted in several of the texts. This course meets the U.S. diversity requirement. Formerly EN 347. Three credits. (B)

### Comparative and Transnational Literature

#### EN 274 Modernism in World Literature

A survey of the international literary movement known as "Modernism" (roughly 1890-1930, though earlier

and later figures are often included). The radical aesthetics of literary Modernism respond to the rapid social and political transformations of the 20th century and to innovative styles in the visual arts, film, music, and architecture. They are also controversial: Are these new styles subversive or reactionary? The art of Europe's elite or the art of a global revolution? Students learn to debate these issues in an informed way, and produce core-integrative projects that explore the connections between modernist literature and other fields of study. Formerly EN 397. Three credits. (B)

#### EN 275 Modern Women Writers

This course examines the work of late nineteenth- and early twentieth-century American and British "sisters in error" (as described by poet Dilys Laing). We consider literature and its contexts - social, historical, political, ideological, artistic, and more. Among the concerns raised by these women are the following: the body, sexuality, marriage, motherhood, domesticity, vocation, the making of art and the artist, the homosocial, patriarchy, the struggle for individuality, relations between the sexes, tensions between True Woman and New Woman, and what it means to be "modern." The reading list embraces fiction, poetry, drama, and nonfiction prose. Writers of focus may include Bowen, Chopin, Dinesen, Eaton, Gilman, Glaspell, Hurston, Larsen, Mansfield, O'Connor, Parker, Porter, Spencer, West, Wharton, and Woolf. Formerly EN 289. Three credits. (B)

#### EN 276 20th-Century Russian Novel & World Literature

In this comparative study, students read works by Russian and Soviet authors in tandem with texts by novelists from Eastern Europe, Asia, and the Americas. From the Silver Age, the course move to post-Revolutionary fiction and versions of dystopia, considers exile, dislocation, relocation, and dual identity, then examines the effects of the Stalin years, and concludes with contemporary fiction of the post-Soviet era. The course sets the literature with its historical, political, and cultural contexts, incorporating material from the arts, as well. Formerly EN 366. Three credits. (B)

### Ethnic American Literature

#### EN 281 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. Formerly EN 386. Three credits. (B)

#### EN 282 Latino/a Literature

This is an introductory course on the literature produced by Latinos in the U.S. The course approaches the subject from an interdisciplinary lens, examining the literature from not only the tools available in literary studies but history and sociology, as well. The course will address historical, contemporary political and socioeconomic issues affecting Latinos (the most historically prevalent of which have been immigration status, language regulation, and racial/ethnic discrimination) and connect them to cultural production. We read such authors as Sandra Cisneros, Junot Diaz, Ed Vega Yunque, various Nuyorican and Chicano Poets, and others to better understand the literary and cultural products of the now largest minority group in the U.S. Course readings and discussions are in English. Spanglish is welcomed. This course meets the U.S. diversity requirement. Formerly EN 280. Three credits. (B)

#### EN 283 Films and Novels in the Asian Diaspora: Challenges to Citizenship

This course examines the explosion of Asian fiction/cinema in the 20th century in the United States, to understand how diaspora, colonial histories, border identities, and cultural and ethnic representations operate. Texts include novels, films, and artworks that deal with the interpellation of contemporary Indian, Pakistani, Chinese, Japanese, Bangladeshi, Vietnamese, and Sri Lankan writers/artists into host cultures. Simultaneously, students learn about complicated Asian American identity around critical questions of citizenship. This is a notable shift that broadens concepts of political and cultural belonging for the second-largest immigrant minority. The course examines how Asian American filmmakers adapt genre categories such as realism (documentary), romance (musical), and comedy (animated/silent film) to 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. Formerly EN 286. Three credits. (B)

#### EN 284 American Women Writers of Color

This course focuses on works by Latinas, Native, Asian American, and African American women writers, as well as moving beyond the borders of the U.S. to include writers from the Americas, emphasizing the decades from the 1970s to the present. We consider the intersectionality of race, ethnicity, gender, sexuality, and socio-economic class, as these contribute to concepts of identity - for both the individual and the community. Authors may include Gloria Anzaldúa, Leslie Marmon Silko, Louise Erdrich, Lan Cao, Nora Okja Keller, Sky Lee, Ana Castillo, Carla Trujillo, Achy Obejas, Loida Maritza Pérez, Danzy Senna, Dorothy West, and Chitra Diakaruni. This course meets the U.S. diversity requirement. Formerly EN 348. Three credits. (B)



## Thematic Courses

**EN 291 Gender & Sexuality in Film & 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 literature. Formerly EN 335. Three credits. (B)

**EN 292 Contemporary Children's Literature**

This course explores children's literature published in the United States between 1950 and the present. The course will give you both the chance to re-acquaint yourself with books that you enjoyed as a child and encounter books you missed when you were young. You will develop what critic U.C. Knoepfelmacher calls "the double perspective" - that is, the ability to consider books written for children as both a child and an adult reader. You will read literary criticism on children's literature, as well as information on careers in children's books publishing. Three credits. (B)

## 300-level Literature Courses

Students must complete at least one 100-level or 200-level literature course before enrolling in 300-level literature seminars.

## Advanced Studies in Genre

**EN 309 Modern and Contemporary Drama**

This course covers the modern and contemporary (postmodern) periods of drama, 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 writers who might be considered minor, non-canonical, and/or non-Western. This course emphasizes close reading and requires participation in discussions in which students demonstrate a grasp of dramatic conventions, form, structure, themes, as well as context including the cultural/material conditions under which each play was written and produced. Formerly EN 376. Three credits. (B)

## Advanced Studies in British Literature

**EN 311 Chaucer's Canterbury Tales**

This course introduces students to Middle English language and literature through a close study of

the poetry of Geoffrey Chaucer, focusing on his *Canterbury Tales*. Students analyze the stylistic forms and representations of 14th-century society through tales, selected for their generic and stylistic variety, that include the tragic and the comic, the sacred and the profane. Formerly EN 352. Three credits. (A)

**EN 312 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. Formerly EN 360. Three credits. (A)

**EN 314 Renaissance Eros**

This course explores eroticism in literature and visual culture in the Italian and English Renaissance(s), a time period from the late fourteenth century to the early seventeenth century. Topics of study include desire, sexual love, and beauty; the philosophy of friendship; the legacy of Petrarchanism; the pervasiveness of same-sex desire; cross-class relationships; and female sovereignty. The course offers a variety of interpretive models to analyze the complex role of eros in the works of Petrarch, Boccaccio, Plato, Shakespeare, Lyly, Marlow, and Montaigne. Formerly EN 354. Three credits. (A)

**EN 316 Theoretical Readings of 19th Century Novel**

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. Theoretical frameworks posited by Adorno and Benjamin will be used to query the constrictions and deconstructions of the European self in that critical cusp between the centuries. Formerly EN 336. Three credits. (B)

**EN 317 Advanced Studies in 20th Century British Literature**

An intensive study of an important theme, topic, or debate that spans most or all of the 20th century in British literature. Possible topics include: the distinction

between modernism and postmodernism; the significance and value of aesthetic innovation; interrogation of the British empire; imperial cultural traditions and their aftermath; defining and redefining "Britishness" from modernity through the contemporary global and transnational era; history, memory, and narrative; poetry, poetics, and social change. Formerly EN 374. Three credits. (B)

**EN 319 James Joyce**

An intensive study of James Joyce's comic novel *Ulysses*, emphasizing thorough close reading of the text, understanding the work relative to Joyce's other fictional masterpieces, and extensive reading of related criticism and scholarship. Highly recommended: students should have read at least one complete work by James Joyce before taking the course. Formerly EN 393. Three credits. (B)

**EN 321 Life & Print Culture in 18th-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 care about in their workaday world. Popular art such as Hogarth's engravings will show us what London and its people looked like. The course will investigate how to evaluate and discuss all forms of popular print culture within the larger context of literature. Formerly EN 276. Three credits. (A)

## Advanced Studies in American Literature

**EN 332 American Romanticism**

This course explores transcendentalism and romanticism during the flowering of intellectual and social life in America from 1830 to 1865. Studying the transatlantic origins of this movement in philosophy, religion, and literature, we examine how these writers responded to literary influences and crafted their unique style. The course also focuses on the relationship between literature and American culture, including a study of the visual arts and material culture. Authors include Emerson, Fuller, Thoreau, Alcott, Poe, Hawthorne, Melville, Douglass, Davis, Whitman, and Dickinson. Formerly EN 381. Three credits. (B)

**EN 333 American Realism and Naturalism**

This course examines the literary modes of representation known as realism and naturalism. We will consider the ways in which literature represents, responds to, and shapes the extraordinary transformations in American culture from 1865 through the turn into the twentieth century. The course will consider literature and its contexts - social, historical, political, ideological, artistic, and so on. Writers may include Chesnut, Chopin, Crane, Davis, Dreiser, Du Bois, Eaton, Freeman, Gilman, Howells, James, Jewett, Norris, Twain, Washington, and Wharton. Formerly EN 382. Three credits. (B)

**EN 334 American Modernism**

This course explores the wide ranging cultural dynamics of American literary modernism (roughly 1920-1950) in the works of writers such as Hurston, Hemingway, Yeziarska, Eliot, Hughes, Falkner, Matthews. Topics to discuss include, but are not limited to, time, space, gender, nations(s), race, and ethnicity. Formerly EN 383. Three credits. (B)

**EN 335 Contemporary American Literature & Culture**

This course examines significant developments in American Literature and Culture from the period following World War II to the present. The course explores the turn to cultural studies in the field of literary studies that occurred during this period, allowing us to examine non-traditional literary texts such as music, film, graphic novels, and games. We ground our discussion heavily in literary theory. Formerly EN 384. Three credits. (B)

## Theory

**EN 351 Literary Theory**

The course examines the major theoretical approaches to the study of literature that developed in relation to important political and intellectual movements of the twentieth century. Despite highly significant differences, we presuppose that all literary theories pose similar questions: What is literature? Why does literature matter, and how do critics assign aesthetic value? This course studies the way various schools of theories have answered these questions. Included in our study are Formalism/New Criticism, Poststructuralism, Psychoanalytic criticism, Feminist theory, Gender and Queer Studies, Postcolonialism, and others. Course readings range broadly from Kant to Derrida, Freud to Spivak. Formerly EN 337. Three credits. (B)

**EN 352 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, sexuality, and media. As a way of understanding the various theories that undergird the experiential manifestations of culture, students will be exposed to print/visual texts and multimedia forms of expressions circulating in society. Formerly EN 349. This course meets the U.S. diversity requirement. Three credits. (B)

**EN 353 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 inter-

disciplinary theoretical base; examines the presentation and representation of self, subject, and identity as narrative, biography, and autobiography; and questions notions of realism and politics of realism as manifested by deploying race, class, nationality, sexuality, and gender. By reading theoretical tracts on the ways of seeing and by using films and visual art to test these theoretical materials, students critique contemporary notions of seeing and being seen. Formerly EN 345. Three credits. (B)

#### EN 354 Theories of/in Globalization

This course teaches students how globalization is defined by major theorists and how to interpret the effects of its massive and random forces. Students grasp the differences between economic, political, and cultural explanations and the actual impact of globalization. The theories are 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 is exploration of 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. Formerly EN 287. Three credits. (B)

#### EN 355 Gender Theory

This course explores recent theories of gender and sexuality. Topics include the debate over origins (nature versus nurture), changing historical ideas about gender and sexuality, transgender identity, and intersexuality. The course focuses on theoretical material, fiction and film. Formerly EN 338. Three credits. (B)

#### Advanced Thematic Studies

##### EN 371 Comedy

This course studies 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. Weekly short papers engage critical theories of humor and of comedy as literary and social form. Authors and directors include Voltaire, Molière, Austen, Shaw, Huxley, Beckett, Heller, Kubrick, Stoppard, Nichols, Hallström, Lee, Coen. Formerly EN 372. Three credits.

##### EN 372 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*. Other 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. Formerly EN 357. Three credits. (A)

#### EN 373 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. Formerly EN 305. Three credits. (B)

#### EN 374 The Woman Question: Early Feminism & 19th-Century Transatlantic Literature

This course will examine the issue properly known as the Woman Question through some of the major works of 19th-century literature. Because the philosophical and political debates concerning Woman's role preoccupied not only 19th-century America but also Victorian Britain, we will consider American and British discussions as part of a transatlantic conversation. The course begins with early Victorian literature, moving across the Atlantic to the 1840s and 50s, when a group of "domestic feminists" became the most popular writers in the U.S. The course closes at the fin de siècle, when the conventions of sentimental fiction and "True Womanhood" were being superseded by realism and naturalism, and when an explicitly anti-domestic image of womanhood began to be formulated around the figure of the "New Woman." Authors may include Brontë, Fuller, Elizabeth Barrett Browning, Stowe, Fern, Jacobs, Christina Rossetti, Taylor, Mill, Patmore, Linton, Dickinson, Alcott, James, Harper, Gilman, Chopin, Freeman, and Wharton. Formerly EN 346. Three credits. (B)

#### EN 375 Caribbean Women Writers

This course offers a Pan-Caribbean study of women's writing, primarily contemporary fiction. Setting the novels in a context that begins in the Middle Passage or comparable forced migration to the Americas, we examine the interconnections between those traumatic experiences and the relations established and demanded by imperialism. Topics for discussion include spaces and languages of resistance; genealogies, family trees, roots; memory and exile; political activism and its consequences; labor and socioeconomics; the role of education in colonialism and in immigrant life; and challenges to conventional categories of identity. Authors may include Marshall, Hopkinson, Kincaid, Condé, Danticat, Santiago, Santos-Febres, Obejas, McWatt, Brand, Collins, Mootoo, Espinet, Lara, and John. Formerly EN 396. Three credits. (B)

#### EN 376 Global Women's Fiction

This comparative study of fictional works by women begins with a discussion of issues raised in Virginia Woolf's *A Room of One's Own*, and focuses on writers from the early twentieth century to the present. Drawn from a wide range of world literatures and cultures, authors may include Aleramo, Djébar, al-Shaykh, Aidoo, Truong, Valenzuela, Menéndez, Roy, Dangarembga, Gordimer, Olsson, Rachlin, and Lispector. Topics include narrative techniques, women's relationship to the polis, women's participation in public culture and their artistic creativity, gender and sexuality, cross-class relations between women, and contemporary issues linked to globalization. Formerly EN 398. Three credits. (B)

#### EN 377 Urban Texts & Contexts

This course explores literary and visual evocations of the city from an interdisciplinary and theoretical perspective. In many ways, a city is as much a mental construct as a physical one, referred to as image, idea, myth, metaphor, vision, catalyst, and more. The course considers how such terms apply to representations of a metropolis, as well as how the city can be viewed as artifact or fiction. Drawing upon theories from geography, architecture, sociology, and urban studies, we examine the traditional dichotomy between city and country, the relationship between gender and sexuality and urban representation, and the ways that community is defined and envisioned in contemporary urban contexts. Formerly EN 392. Three credits.

#### EN 399 Independent Study

See department chair for details. Three credits.

#### Writing Courses

*EN 12 or equivalent is a prerequisite for all EN/W courses unless otherwise noted.*

##### EN/W 200 Creative Writing

This course fosters creativity and critical acumen through extensive exercises in the composition of poetry and fiction. 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. 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. 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. Three credits.

#### EN/W 206 Creative Writing: Nonfiction I

This course offers students the opportunity to study and practice the art and craft of literary nonfiction. Students will study the work of accomplished writers in the field, both past and present, as a foundation for analyzing and critiquing each other's manuscripts in workshop format. Forms studied and practiced will include the memoir, personal essay, and reflective essay. 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. 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 EN 12) Three credits.

#### EN/W 221 Digital Journalism

The journalism world is in the middle of a transformation in the way stories are conceptualized, generated and communicated. Digital Journalism will help students discover how to take advantage of the multimedia possibilities in this new world of online story telling.



This intermediate writing & multimedia course will allow students to build more complex and engaging story packages, taking advantages of new computer tools like the Adobe Creative Suite. It also will introduce students to the literature of publication design and help them develop an appreciation of the contributions that various world cultures have made to communication and design aesthetics. (Prerequisite: EN/W 220 News Writing) 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 pre-requisite for anyone wishing to apply for a paid position as a peer tutor in the Fairfield University Writing Center. May be taken concurrently with EN 12. 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. 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 311 Advanced Composition for Teachers

This course prepares students to teach writing in grades 7-12. The course explores four significant questions: How do students learn to write? What assignments encourage good writing? What do professional or state standards (such as the Common Core State Standards) require students to know about writing? and, How should writing be assessed? We will also examine topics such as censorship, the "achievement gap," and the ethical responsibilities of a writing teacher. Three credits.

#### EN/W 317 Teaching and Learning Grammar

This course is intended for students who may want to teach English Language Arts and who want to build (or build on) a strong foundation in both traditional and alternative models of English grammar and pedagogy. This course will help students develop the knowledge skills and competences to meet the NCTE/ NCATE Standards for the Initial Preparation of Teachers of Secondary English Language Arts. A primary goal of the course is to help future teachers understand the study of grammar as more than learning a static list of "rules," but rather as a set of overlapping inquiries into the origins, nature, uses, and consequences of language. Three credits.

#### EN/W 320 Writing the Feature Story

Students learn how to generate and develop feature story ideas, including human-interest stories, back-grounders, 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) Three credits.

#### EN/W 323 Photojournalism I

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. EN/W 220 or photography experience recommended. Formerly Visual Journalism. Three credits.

#### EN/W 327 Photojournalism II: Documenting The Community

Photojournalism is all about the decisive moment. This course explores social documentary photographers from the 1890's to the present. We will explore the variety of issues that were documented in various publications, as well as more recent digital projects in the age of the Web. Student will study and practice the valuable concept of photography as a tool to impact social change and immerse themselves in their own

photo documentary story to help foster change in the Bridgeport and Fairfield communities. (Prerequisites: EN/W 220 and EN/W 323 or permission of the professor.) Three credits.

#### EN/W 329 Issues in News Writing

This intermediate course will focus on a different dimension of news writing each semester. Guest speakers will help students develop an ethical decision-making approach to journalism and deepen their understanding of the role of the press as a government watchdog. Students may take this course twice under different subtitles. Replaces EN/W 324-326. (Prerequisite: EN/W 220) 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, magazines, books, and on-line sources. There will be substantial reading and analysis of classics in the literary journalism field. No formal pre-requisites beyond EN 11-12, but students are encouraged to have completed EN/W 220, EN/W 320, 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. 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. 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 writing for public relations, international technical writing, and technical and professional editing. This course is suitable for advanced undergraduate students preparing for writing-intensive careers or graduate school. Students may take this course twice under different subtitles. Three credits.

#### EN/W 338 Persuasive Writing

This course sharpens students' skills in argument and encourages a clear, forceful prose style. Students practice writing skills in a variety of projects including resumes and cover letters, editorials, formal proposals, and public service announcements designed for video podcasts. Students will learn how to analyze an audience and use key features of persuasion such as concessions, disclaimers, rebuttals, and effective leads. The course examines the ethical responsibilities of a persuasive writer in business and civic life. 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. Three credits.

#### EN/W 340 The World of Publishing

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. Three credits.

#### EN 341 The World of Publishing II

Students gain hands-on experience in the field of publishing, particularly book and magazine publishing, by working as associate editors in the preparation of the University's national literary magazine, Dogwood.

Prerequisite: EN/W 340 The World of Publishing or permission of instructor if student has equivalent experience. Three credits.

#### EN/W 345/346 Fall/Spring Internship

The internship program allows students to gain on-site experience in the fields of journalism, publishing, and public relations through supervised work for local newspapers, magazines, publishers, and news agencies. These positions are available upon recommendation of the department intern supervisor, under whose guidance the students assume the jobs, which require 10 to 15 hours a week. Students may take one internship for credit toward the English major. Students may take a second internship for elective credit. (Prerequisite: 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. (Prerequisite: 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. Three credits.

#### EN/W 397 Journalism Practicum

Students apply the material learned in class by working as a reporter, photographer or editor with the campus newspaper, *The Mirror*. The course is designed for Mirror editors or students with equivalent experience. Prerequisites: EN/W 220 News Writing, junior/senior status, and one semester on Mirror, or approval of instructor. Three credits.

#### EN/W 398 Publishing Practicum

Students apply material learned in World of Publishing as they serve in a senior editorial role as a Managing Editor in the preparation of the University's national literary magazine, Dogwood. Prerequisite: Junior/senior standing and ENW 341 The World of Publishing II or equivalent experience. Enrollment by permission only. Three credits.

## PROGRAM ON THE ENVIRONMENT

### Faculty

#### Director

Downie (Politics)

#### Steering Committee

Bachelor (History)  
Bayers (English)  
J. Biardi (Biology)  
Brousseau (Biology)  
Franceschi (Economics)  
Kelley (English)  
Klug (Biology)  
Lacy (Anthropology)  
McEvoy (Management)  
Osier (Biology)  
Petrino (English)  
Simon (English)  
Steffen (Chemistry)  
Walker (Biology)

#### Additional Faculty

Gerry (Biology)  
Strauss (Business Law)  
Svoboda (Philosophy)  
Winn (Physics)

#### Lecturers

Brown (Applied Ethics)  
Choly (Biology)  
Snydacker (Visual and Performing Arts)

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; the encouragement of critical thinking; and opportunities for in-depth investigative research and applied experiential activities.

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.

### Requirements

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 74 Biology of Food  
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  
PO 131 International Environmental Policy

3) Humanities (one of the following):

EN 121 American Literature and the Environment  
EN 143 Greenworld: English 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

\*Biology majors may substitute BI 260, BI 364, or BI 366 for one of these courses.

#### Elective Courses:

AE 283 Environmental Justice  
AE 284 Environmental Ethics  
AE 297 Eco-feminism  
AH 282 Green Architecture  
AY 175 Sustainable Development: Anthropological Perspectives

BI 74 Biology of Food  
BI 75 Ecology and Society  
BI 76 Environmental Science  
BI 78 Introduction to Marine Science  
BI 79 Latin American Ecosystems  
BI 260 Ecology  
BI 364 Freshwater Ecology  
BI 366 Ornithology  
BI 372 Environmental Toxicology  
BU 220 Environmental Law and Policy  
CH 85 Chemistry, Energy and the Environment

EC 120 Environmental Economics  
EC 225 Environmental Economics: Tools and Techniques Applied to U.S. Policy

EN 121	American Literature and the Environment
EN 143	The Greenworld: English Literature and the Environment
ENW 325	Environmental Reporting
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 132	Climate Change: Politics and Policy
PO 169	US Environmental Politics and Policy
PS 93	Energy and the Environment

### Course Descriptions

#### EV 298 Environment Internship

Environment minors gain firsthand experience working off campus in fields related to environment science, policy, economics, education, and other issues. Typically, an internship requires 8 to 12 hours per week on site. 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 program approval.) One to 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. Credit 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 program approval.) 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 that examines a particular environment-related issue and proposes practical solutions. 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 Literature)

**German**

(see Modern Languages and Literature)

**Greek**

(see Classical Studies)

**Greek and Roman Studies**

(see Classical Studies)

**Hebrew**

(see Modern Languages and Literature)

**DEPARTMENT OF HISTORY****Faculty****Professors**

von Arx, S.J.  
Bucki, *internship coordinator*  
McFadden  
Rosenfeld

**Associate Professors**

Abbott  
Behre  
Li  
Ruffini  
Williams, *chair*

**Assistant Professors**

Bachelor  
Lawrence  
McKisick

**Adjunct Faculty**

Hohl  
Palmer

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, Program on the Environment, Judaic studies, Latin American and Caribbean studies, International studies, Russian and East European studies, Women, Gender and Sexuality studies, and University honors. Students who attain high standards of scholarship are sponsored for membership in the department's Psi Theta Chapter of Phi Alpha Theta, the International Honor Society for History, and participate in the special programs under its auspices.

**Core History Courses**

All Fairfield University students take two history courses as part of their liberal arts core curriculum requirement. This requirement is fulfilled by HI 10 Origins of the Modern World (formerly HI 30) plus one 200-level course.

**Requirements****Bachelor of Arts in History**

For a 30-credit major in history students complete the following:

- HI 10 Origins of the Modern World (formerly 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).
- 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:

- 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.

**Educational Studies Minor**

History majors and minors who elect a minor in Educational Studies and who have been admitted to the 5-year Integrated Bachelors-Masters Degree and Teacher Certification Program will fulfill the State of Connecticut content requirements for certification in Social Studies through their coursework for the History major or minor, plus 18 credits in other social sciences. Please consult with Dr. Cecelia Bucki in the Department of History and Dr. Patricia Calderwood in the Department of Educational Studies and Teacher Preparation, GSEAP, for additional information. See catalog entry for Program in Education.

**Course Descriptions****HI 10 Origins of the Modern World (formerly 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. (Not open to students who have completed HI 30) Three credits.

**HI 201 History of Western Science**

This course is an introduction to the history of western science from antiquity to the present. Science informs our understanding of and interaction with every aspect of the world around us. In this course we will explore the historical paths that brought us to our contemporary understanding of the core sciences. We will examine scientists and their science within the broader historical contexts that shaped their lives and work. We will think critically about how scientific knowledge is created and the way society has used and abused scientific information. (Prerequisite: HI 10 or HI 30) Three credits.

**HI 202 Health and Healing in America 1650-1980: History of Western Medicine**

This course examines major themes and problems in the history of health and medicine in America. Students will explore the changing conceptions of health, illness, and disease from the colonial period through the 20th century in the U.S. Students will analyze the economic, political and cultural forces that helped shape the activities of patients and medical practitioners within an evolving medical marketplace. This course will introduce students to the perspectives of a wide range of sufferers and healers. Students will examine how medical theories, gender, race, class, and ethnicity have shaped the history of medicine in complex ways. (Prerequisite: HI 10 or HI 30) Three credit.

**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 10 or HI 30) Three credits.

#### HI 205 Antisemitism: Medieval to Modern

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 10 or HI 30) Three credits.

#### HI 210 The Third Reich

This course examines the origins and legacy of the Nazi dictatorship during the years 1933-1945. We begin by analyzing the factors that facilitated the Nazis' rise to power including the long-term peculiarities of German history, the short-term crises of the years 1918-33, and the relationship between Hitler and the German people. Thereafter, the course examines the social, economic, political, and cultural life of the Third Reich during the years, 1933-39, before turning to Hitler's unleashing of World War II and the Holocaust in the years 1939-45. The course concludes by surveying the Nazi era's lingering legacy in postwar German and European memory. Formerly HI 310. (Prerequisite: HI 10 or HI 30) Three credits.

#### HI 212 Modern Germany: From Reich to Republic

This course examines the turbulent history of modern Germany from the Second German Empire, or Kaiserreich, to the present-day Federal Republic. Themes include the destabilizing emergence of Germany as a great power in the late 19th century, the outbreak of World War I, the collapse of the Empire, and the revolutionary upheaval of 1918 to 1919. The course examines the birth of the ill-fated Weimar Republic, the rise of Nazism, and the establishment of the Third Reich before moving to Hitler's unleashing of World War II, his genocidal campaign against the Jews, and Germany's ensuing wartime devastation, occupation, and division. The course concludes with an examination of the postwar political, social, and cultural development of West and East Germany through the nation's unification in 1990. (Prerequisite: HI 10 or 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 Europe's political future in the post-9/11 age of globalization. Against the backdrop of these political trends, we examine how the trauma of war, the achievement of economic prosperity, the upsurge in anti-establishment radicalism, the emergence of a multicultural European society, and fears of decline have affected a wide range of cultural realms, spanning literature, philosophy, art, architecture, and film. (Prerequisite: HI 10 or HI 30) Three credits.

#### HI 214 Modern Jewish History: 1750 to Present

This course surveys the history of the Jewish people from the middle of the eighteenth century up to the present day. Following a brief survey of the ancient and medieval periods, we will examine the social, political, and cultural changes brought about by the dawning of the Jewish Enlightenment, the struggle for political emancipation, and the pursuit of religious reform in Western and Eastern Europe. We will then examine modern anti-Semitism, Zionism, the Holocaust, and the founding of the state of Israel. The course concludes by surveying the history of American Jewry. (Prerequisite: HI 10 or 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 10 or 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 10 or 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 10 or HI 30) Three credits.

#### HI 221/CL 221 The Hellenistic World, 336-30 BC

The course examines the Mediterranean world and the ancient Near East from the late fourth to late first centuries BC. Focus is on: the career of Alexander the Great; the Greek kingdoms that emerge after the collapse of his empire; the interaction between local cultures and religions -- e.g. Egypt, ancient Judaism -- and Greek civilization; the social history of daily life in conquered lands under Greek rule; and the transformations in the Hellenistic world with the arrival of Roman rule. This course meets the world diversity requirement. (Prerequisite: CL 115, CL 116, HI 10 or HI 30) Three credits.

#### HI 222/CL 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: CL 115, CL 116, HI 10 or HI 30) Three credits.

#### HI 223/CL 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 115, CL 116, HI 10 or 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 10 or 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 10 or HI 30) Three credits.

#### HI 238 Nineteenth-century United States

Students study the major transformations in U.S. economy, society, and politics from the Federalist era, through the Civil War to the beginning of the Progressive Era. The course analyzes forces of change in the United States - the struggle over slavery, as well as 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 10 or HI 30) Three credits.

#### HI 239 Twentieth-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 10 or 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 10 or 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 10 or 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 10 or HI 30) Three credits.

#### **HI 245 Feminism in the United States**

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 10 or HI 30) Three credits.

#### **HI 246 Women and Gender in U.S. History**

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 10 or HI 30) Three credits.

#### **HI 247 Family and Sexuality in U.S. History**

This course examines the growing scholarship in the fields of family history and sexual history in America. Students will explore the changing meanings of family, love, intimacy, emotions and sexuality from the colonial period through the 20th century in the U.S. Students will analyze the economic, political and cultural forces that helped shape sexual and family history. This course will introduce students to a wide range of American families and sexualities in history, examining how race, class, and ethnicity have made familial formation, sexual behavior and personal identity richly varied and complex. (Prerequisite: HI 10 or 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 10 or 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 10 or HI 30) Three credits.

#### **HI 253 Early America to 1800**

This study of the foundations of American civilization compares the colonial systems of Spain, France, and England. The course stresses the development of the British colonies in New England, the mid-Atlantic, and the South, with special emphasis on such topics as Puritanism, the Great Awakening, and the Enlightenment in America. The course continues through the American Revolution and the early United States to 1800. The role of outsiders - free and enslaved Africans, women and American Indians - is stressed. (Prerequisite: HI 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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, 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. This course meets the world diversity requirement. (Prerequisite: HI 10 or 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. This course meets the world diversity requirement. (Prerequisite: HI 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or HI 30) Three credits.

**HI 282 Last Empires of the Islamic World, 1400-1923**

An introduction to the history of the Muslim empires of the early modern period: the Ottomans, the Safavids/Qajars, and the Mughals. The geographical scope of these three empires extended from Southeast Europe to the Middle East, from Iran to India. The course will examine how these empires were formed at the end of the Middle Ages; how they claimed the universalist discourse of Islam; how they employed innovative administrative and military technology; how they ruled in large and culturally diverse geographies; how they confronted the challenges of European expansion; and how they disintegrated in modern times. (Prerequisite: HI 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 cur-



rent 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 10 or 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 10 or HI 30) Three credits.

### HI 294 The Middle East Under the Ottoman Empire

This course will trace the history of the Ottoman Empire from 1500 to 1920. Focusing on the social, cultural and economic topics in the history of the Middle East during the Ottoman Era, it will treat diverse themes including, but not limited to, Islamic law and mysticism, households, slavery, the socio-political role of women and non-Muslims, epidemics, and natural disasters. (Prerequisite: HI 10 or HI 30) Three Credits.

### HI 298 Historical 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. This class will be grounded primarily in the historical geography of North America, the Caribbean, and Mexico, and will also consider the general topics of history of place, change over time, the nature and uses of maps, and spatial analysis. (Prerequisite: HI 10 or HI 30) Three credits.

### HI 299 History Workshop

Designed for majors and minors in history, this course trains students in the skills and methods associated with the discipline of history. Participants will learn to ask good historical questions, design and implement effective research strategies, locate and interpret

primary source evidence understand, evaluate and contribute to historiographical debates, construct sound written arguments with proper documentation, and develop appropriate presentation and oral communication skills. Students will not only come to appreciate the multiple ways history is constructed (by both historical actors and those who write history) but also become equipped with the analytical and research skills necessary to evaluate, interpret, and synthesize historical data and the representational texts that surround them. (Prerequisite: HI 10, HI 30, CL 115 or CL 116) Three credits.

### HI/CL 301 Ancient Greece, Rome and Africa

The course examines the interaction between Greco-Roman civilization and ancient African civilizations, in the period from the sixth century BC to the sixth century AD. Focus is on: initial contacts between mainland Greece and Pharaonic Egypt; the period of Greek rule in Egypt and subsequent Greek expansion in Sudan and the Red Sea; initial contacts between Republican Rome and North Africa, and subsequent Romanization in that region; the period of Roman imperial rule in Egypt and subsequent Roman expansion in Sudan and the Red Sea; and the Byzantine diplomatic interaction with and role in Christianization of Nubia and Axumite Ethiopia. This course meets the world diversity requirement. (Prerequisites: CL 115, CL 116, HI 10 or HI 30, plus one 200-level history course) 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 10 or 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 10 or HI 30, and one 200-level history 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 10 or HI 30, and one 200-level history 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 10 or HI 30, and one 200-level history 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 10 or HI 30, and one 200-level history 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 10 or HI 30, and one 200-level history 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 10 or HI 30, and one 200-level course) Three credits.

### HI 323 England: Reformation to Revolution

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 10 or HI 30, and one 200-level course) Three credits.

### HI 331 The American Revolution and the New Nation

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 10 or HI 30, and one 200-level course) Three credits.

### HI 335 Civil War and Reconstruction

The principal goal of this seminar will be to familiarize students with some of the most important aspects of the Civil War and Reconstruction period in the United States, including the close examination of some of the more important historiographical debates. Topics include: sectionalism, antebellum political parties,

slavery, abolition, Civil War politics, Presidential and Congressional Reconstruction, and Redemption. Students will use primary and secondary resources to produce a significant research paper. (Prerequisites: HI 10 or HI 30, and one 200-level course) Three credits.

**HI 337 Race, Violence and Punishment in the United States 1865-1976**

Beginning with Black Reconstruction in the South and ending with the Supreme Court's temporary ban on capital punishment in *Furman v. Georgia* (1972), this intensive reading, writing, and research seminar explores the history of lynching, capital punishment, and other forms of racial violence in the United States. Using primary sources, it charts the spread of extra-legal violence in the aftermath of the American Civil War to understand the social, economic, and political forces that fueled such violence. It explores the complex relationship between lynching and capital punishment through the eyes of contemporaries as well as through the research of scholars. Students will also engage in a semester-long project to research, record and document instances of lynching, extra-legal violence, and capital punishment as part of a final research paper. (Pre-req: HI 10 or HI 30, and one 200-level History course) Three credits.

**HI 338 The Long Black Freedom Struggle**

This seminar explores the history of the varied local, national and international protest movements that contributed to what historian Hassan Jeffries has called the long "Black Freedom Struggle." While recognizing the boundaries of time and space, it explores connections between various efforts by African Americans to win freedom and equality in the late 19th century with protest movements of the 20th Century. The course not only examines key figures, major organizations, and ideologies of various protest organizations but also uncovers the social, political, and economic issues that mobilized African Americans and their allies in the fight against American Apartheid. (Prerequisite: HI 10 or HI 30, and one HI 200-level.) 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 10 or HI 30, and one 200-level course) Three credits.

**HI 348 Social Movements in U.S. History: The 1960's**

This research seminar explores the social history of grass-roots movements in the 1960's 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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 10 or 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. All independent study must have the concurrence of the department chairperson. Students may take only two independent studies. (Prerequisites: HI 10 or HI 30, and one 200-level course) Three credits.



## HONORS PROGRAM

## Faculty

## Director

Thiel (Religious Studies)

## Associate Director

Rakowitz (Psychology)

## Advisory Board

Drake (Philosophy)

Garvey (English)

Harriott (Biology)

Patton (Politics)

Scheraga (Business)

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:

- 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;
- 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;
- to learn to make connections between disciplines, and to learn to ask the larger questions that transcend any single discipline; and
- 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.

## Honors Program

## 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."

## Honors Program

## 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. Social Justice in Latin American Culture.

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.

## Individually Designed Major

### 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.

## Individually Designed Major

## PROGRAM IN INTERNATIONAL STUDIES

### Faculty

#### Director

Jones (Sociology/Anthropology)

#### Associate Director

Griffin

#### Adjunct Faculty

Bass

Klaf

#### Coordinating Committee

Crawford (Sociology/Anthropology)

Franceschi (Economics)

Gil-Egui (Communication)

Jung (Politics)

Leatherman (Politics)

Li (History)

Martinez (Finance)

McFadden (History)

Micu (Marketing)

Strauss (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 (consult catalog entry for Dolan School of Business). The Program seeks to heighten global awareness in the ways we situate ourselves geographically, and encounter conflict, gender, race, class, nationality, the environment, and 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 Humanitarianism 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, history or foreign languages, and in the Dolan School of Business. Many students also pursue related interdisciplinary programs, such as environment, Women, Gender, and Sexuality Studies, peace and justice, and area studies with which International Studies works especially closely. They also study economics and business emphasizing multinational organizations and regional trade pacts, economic and political systems, socio-cultural structures, microfinance and diversities that have operational significance for community and economic development and international business.

The International Studies Program reinforces multidimensional learning with real-world experience through language studies, service learning, Model United Nations, the Undergraduate Journal of Global Citizenship, internships, and study abroad opportunities, and through work with our faculty 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

- Complete any remaining electives from the thematic areas (at least two theory and two applied)
- IL 300 Capstone

### 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 pg. 281.

## Course Offerings

### Foundational Courses

IL 50	People, Places and Global Issues
IL 51	Challenges of Global Politics (cross-listed with PO 130)
IL 52	Culture and Political Economy (cross-listed with AY 52)
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 280	Global Leadership for Research and Project Development
IL 298	Internship
IL 299	Independent Studies
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
PH 266	The Concept of Human Rights

### 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 151/PO 136	Gender, War, Peace
IL 260/HI 274	Historical Perspectives on Contemporary Global Crises
IL 280	Global Leadership for Research and Project Development
IL 298	Internship
IL 299	Independent Studies
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 152	International Human Rights
PH 266	The Concept of Human Rights
PO 12	Introduction to 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 280	Global Leadership for Research and Project Development
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 51/PO 130 Challenges of Global Politics

For this course description, see PO 130 in the Politics section of this catalog. 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 52/AY 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 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 151/PO 136 Gender, War, Peace**

This course examines the complexities and gendered impact of war on children, family and other social actors, drawing on a wide range of theories, concepts and case studies on violence, conflict escalation and peacebuilding. Part I examines the multifaceted forces of globalization, structural violence and gender based violence (GBV) that set up the gendered dynamics of war. Part II draws from this framework to understand the fluid contexts of gender and violence in war, including sexual violence. It looks at how people try to remain safe from armed conflict and marauding bands of rebels or soldiers, and the difficulties of sorting victim from perpetrator. Part III examines theories of social justice in the aftermath of war, and policies that can lead to improved security, safety, health, rehabilitation and reconstruction. Course requirements include exams and a research paper on the theory and policy implications of gender in war and its aftermath. The course meets the world diversity requirement. Three credits.

**IL 152 International Human Rights**

This course is devoted to an examination of basic human rights philosophy, principles, instruments and institutions. It introduces students to the origins and development of international human rights; the need to apply and enforce legal obligations and establish accountability for human rights violators; and the procedures enforced by the international community for human rights violation. Students will engage in focused discussions and debates on contemporary issues of human rights, such as Environmental Rights, Women's Rights, Rights Against Trafficking, and Economic Rights. The final part of the course includes a special focus on U.S. Foreign Policies on Human Rights, concluding with Guantanamo. As part of the research requirements of the course, students will focus on human rights for which they want to be advocates and/or in which they want to be engaged. 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 280 Global Leadership for Research and Project Development**

The course equips students to prepare prestigious international grants and fellowship projects that will make a difference in the world. Students develop their own ethical global imagination on transformational leadership. The course covers a variety of theoretical approaches and methodologies for research and project development informed by feminist, gender, cultural competency, power, race, class, ability/disability, and critical pedagogical perspectives. The students choose the grant or fellowship that is the focus of their project, along with the particular topic (puzzle) and research question. (Prerequisite: junior standing or permission of instructor). 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.

**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.

**PROGRAM IN IRISH STUDIES****Faculty****Director**

Pearson (English)

**Professors**

Abbott (History)  
Baumgartner (Lecturer, English)  
Cassidy (Politics)  
Epstein (English)  
Greenberg (Politics)  
O'Connor (American Studies)  
Pearson (English)  
Rose (Art History)  
M.M. White (Lecturer, English)  
M.C. White (English)  
Yarrington (Visual and Performing Arts)

**Steering Committee**

Abbott (History)  
Cassidy (Politics)  
Epstein (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 161 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 161 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.
- Notes: Subject to the Irish Studies Program Director's approval, students may apply up to 9 credit hours taken while studying abroad in Ireland during the fall or spring semesters toward the minor's requirements. English credits earned (as EN 369) during Fairfield University's two-week Galway Summer Experience at the National University of Ireland, Galway may be counted as EN 161.

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
AH 221	The Arts of Ireland and the British Isles, 500-1000
AS 327	The Irish in American Film
EN 142	Myths and Legends of Ireland and Britain
EN 161	Irish Literature
EN 162	Irish Women Writers
EN 252	Topics in Modern and Contemporary Irish Literature
EN 319	James Joyce
HI 215	Ireland from the Middle Ages to the Present
HI 315	Ireland 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 Communities

## Italian

(see Modern Languages and Literatures)

## PROGRAM IN ITALIAN STUDIES

### Faculty

#### Director

Carolán (Modern Languages and Literatures)

#### Advisory Committee

P. 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.

## 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, 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 220	Topics in Language and Culture
IT 233	Creative Writing
IT 253	Contemporary Italian Culture
IT 255	The Novella
IT 262*	
EN 116	Rome in the Cultural Imagination
IT 271*	
FM 103	Italian Cinema/World Cinema
IT 289/	
EN 115*	Dante
IT 330	Redefining the Cosmos: Voyages to the New World in the Italian Renaissance
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 222	Roman Revolution
HI 223	Roman World in Late Antiquity, 284-642 AD

#### Philosophy

PH 261	Political Philosophy: Plato to Machiavelli
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#### Politics

PO 123	Modern Political Ideologies
PO 139	European Politics

#### Religious Studies

RS 242	Voices of Medieval Women: Silent No More
RS 343	The Papacy

#### Visual and Performing Arts

AH 112	Etruscan and Roman Art and Archaeology
AH 130	Early 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: Comparative Systems/Outcomes

## Japanese

(see Modern Languages and Literatures)

## PROGRAM IN JUDAIC STUDIES

### Faculty

#### Director

Rosenfeld (History)

#### Faculty

Behre, Bucki, Rosenfeld (History)  
P. Eliasoph, Grossman (Visual and Performing Arts)  
Harkins, Umansky (Religious Studies)

#### Lecturers

Prosnit (Religious Studies)  
Dewan (Religious Studies)  
Lerner (Modern Languages and Literatures)  
Ostrow (English)  
Vogel (Modern Languages and Literatures)

Dating back nearly 4,000 years, Judaism is the world's oldest monotheistic faith and the foundation of both Christianity and Islam. Studying Judaism is thus central for understanding the roots of Western Civilization. The Judaic Studies minor at Fairfield University is an interdisciplinary program, primarily based in the Departments of Religious Studies and History. In addition to its undergraduate courses, the Judaic Studies program also presents campus-wide lectures and other special events in cooperation with the University's Carl and Dorothy Bennett Center for Judaic Studies.

## 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 101	Exploring Religion (only sections taught by Dewan or Harkins)
RS 201	Hebrew Bible/Old Testament
RS 205	Women in the Bible
RS 209	Jewish Interpretations of Scripture
RS 210	Introduction to Judaism
RS 211	History of the Jewish Experience
RS 213	Jews and Judaism in America
RS 215	Women in Judaism
RS 218	Faith After the Holocaust
RS 300	Second Temple Judaism and the Dead Sea Scrolls
RS 301	Religious Diversity in Early Judaism and Christianity
RS 315	Modern Jewish Theology

## English

EN 113	Literature of the Holocaust
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## History

HI 205	Antisemitism: Medieval to Modern
HI 210	The Third Reich
HI 212	Modern Germany: From Reich to Republic
HI 214	Modern Jewish History: 1750-Present
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
AH 191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems/Outcomes
MU 111	The Life and Music of George Gershwin

## Latin

(see Classical Studies)

## PROGRAM IN LATIN AMERICAN AND CARIBBEAN STUDIES

## Faculty

## Co-Directors

Franceschi (Economics)  
Vasquez-Mazariegos (Economics)

## Steering Committee

Gil-Egui (Communication)  
Griffin (International Studies)  
Jones (Sociology and Anthropology)  
Sourieau (Modern Languages and Literatures)  
Walker (Biology)

## Contributing Faculty

Bachelor (History)  
Campos (Modern Languages and Literatures)  
Dew (Emeritus, Politics)  
Garvey (English)  
Gordon (Philosophy)  
Maldonado, S.J. (Modern Languages and Literatures)  
Tellis (Information Systems and Operations Management)

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 economic 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 fifteen disciplines, must be exclusively or substantially concerned with Latin American and/or the Caribbean. A Capstone Seminar selected from LAC 300, 301, and 302 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 listed below to count among their five elective courses. Students may count one Portuguese course with the approval of their advisor.

## Study Abroad

Students are strongly advised to apply for a junior semester or year abroad in a country of Latin America or the Caribbean from a wide range of programs. Summer programs are also available. Students are particularly encouraged to study in Nicaragua through our partner 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.

Students may count courses taken for the Latin American and Caribbean studies minor toward their core course or major program requirements.

## Course Offerings

## Applied Ethics

AE 384	Reflections on the Environment: Focus on Latin America and the Caribbean
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## Art History

AH 142	Art of Early Modern Spain and Latin America
AH 242	Arts of Spain and its World, 1474 to 1700

## Biology

BI 79	Latin American Ecosystems
BI 318	Vertebrate Zoology with Laboratory
BI 383	Coral Reef Ecology Seminar

## Business, Dolan School

IS 350	International Information Systems
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## Economics

EC 120	Environmental Economics
EC 230	Comparative Economic Systems
EC 235	Economic Development of Third World Nations

## English

EN 105	African Diaspora: Literature and Culture
EN 114/FR 295	Caribbean Literature: History, Culture and Identity
EN 123	Colonial Contacts & Flights
EN 282	Introduction to Latino Literature
EN 375	Caribbean Women 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, 1800 to Present
HI 291	Africans in the Americas, 1500 to 1800

## International Studies

IL 295	Seminar in International Studies
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## 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 399	Independent Study

## Music

MU 122	World Music and Ensemble
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**Nursing, School of**  
NS 330      Public Health Nursing

**Politics**  
PO 142      Latin American Politics  
PO 143      Caribbean Politics

**Religious Studies**  
RS 235      Liberation Theology

**Sociology and Anthropology**  
SO 185      Introduction to International Migration  
  
SO 188      Contemporary Latin American and Caribbean Society  
SO 191      Social Change in Developing Nations

**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. Note that some of the courses listed above are instructor dependent, in that not all sections of a particular course may be suitable for LACS program credit.**

## 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.

## Latin American and Caribbean Studies

**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 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 399 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 LACS Program. Requires prior approvals by the Professor with whom the student will work as well as the Director of the LACS program. (Prerequisites: Junior or Senior status, a minimum of one previous course completed from the LACS course listing, and appropriate approvals.) One to three credits.

## Mathematics and Computer Science

# DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

## Faculty

**Professors**  
Bernhardt  
Coleman, *chair*  
Dennin  
Fine  
Mulvey  
Sawin  
Weiss

**Associate Professors**  
Demers  
King  
McSweeney  
Rafalski  
Spoerri  
Staecker

**Assistant Professors**  
Lasseter  
Striuli

**Lecturers**  
Cron  
Danaher  
Giegengack  
Grant  
Joannon-Bellows  
Lalani  
Levai  
Magner  
Michailidis  
O'Dowd  
Ostroff  
Reed  
D. Ryan  
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.

## College of Arts and Sciences

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 38 courses and 120 credits. The typical major must take:

- 13 mathematics courses: MA 171, 172, 231, 235, 273, 334, and 371, along with six 300-level mathematics electives;
- CS 141 (students who can demonstrate proficiency in a computer programming 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 capstone requirement.

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 are expected to complete a two-part capstone requirement consisting of completion of the mathematics comprehensive examination in the spring of their senior year and attendance at a total of five MACS Department Colloquium talks (or equivalent) over their final two years. Those who attend the requisite colloquia and receive a Pass or Pass with Distinction on their mathematics comprehensive exam will have a grade of "Mathematics Capstone Passed" or "Mathematics Capstone Passed with Distinction," respectively, recorded on their transcript; those who do not attend a total of five colloquia during their final two years or fail the mathematics comprehensive exam (or both) will have a grade of "Mathematics Capstone Failed" recorded on their transcript.

Students who wish to double major in mathematics and another area are encouraged to meet with the chairs of the respective departments so that appropriate modifications to the requirements can be made to allow these students to graduate in four years. Popular double majors with mathematics include computer science, economics and physics.

Mathematics majors are required to have a graphing calculator at least as powerful as a TI-84.

### Honors Seminar

Students who take the MA 390 or MA 391 Honors Seminar receive three credits for one of their mathematics electives upon completion of one semester of MA 390 or 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.

### Students Interested in Teaching Mathematics in High School or Middle School

Students planning a career in secondary education should consult with the department chair, and with the Graduate School of Education and Allied Professions, as early as possible.

### 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, and other areas. Students may complete one or two semesters of internship. 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 (120 credits)

	Credits	
First Year	Fall	Spring
MA 171 Calculus I	4	
MA 172 Calculus II		4
Core courses	12	12
Sophomore Year		
MA 231 Discrete Mathematics	3	
MA 235 Linear Algebra		3
MA 273 Multivariable Calculus	4	
CS 141 Introduction to Computer Science and Programming		4
Core courses	9	9

### Mathematics and Computer Science

Junior Year		
MA 334 Abstract Algebra	3	
MA 371 Real Analysis	3	
Mathematics electives	0	6
Laboratory Science	4	4
Core course	3	3
Elective courses	3	3
Senior Year		
Mathematics electives	6	6
Elective course	6	6
Mathematics Comprehensive Exam		x
Totals	60	60

### 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. If a student places out of a first calculus course, then she or he need only take the second calculus course and three 200-level mathematics courses in order to fulfill the minor. Similarly, if the student is placed out of the first and second calculus courses, then they need only take three 200-level mathematics courses to fulfill the minor.

### 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 11 Precalculus

Topics in this course include: algebra; linear, rational, exponential, logarithmic and trigonometric functions from a descriptive, algebraic, numerical and graphical point of view; limits and continuity. Primary emphasis is on techniques needed for calculus. This course does not count toward the mathematics core requirement, and is meant to be taken only by students who are required to take MA 121, 145 or 171 for their majors, but who do not have a strong enough math background. 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 any of the other two for credit. 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. Students enrolling in MA 121 should have a reasonable background in high school algebra and pre-calculus. 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/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 145 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; applications of derivatives and integrals; exponential, logarithmic and inverse trig functions, hyperbolic trig functions, and their derivatives and integrals. It is recommended that students not enroll in MA 145 unless they have a solid background in high school algebra and precalculus. Four credits.

#### MA 146 Calculus II: Engineering and Physics Majors

This course covers applications of the integral to area, arc length, and volumes of revolution; integration by substitution and by parts; indeterminate forms and improper integrals: Infinite sequences and infinite series, tests for convergence, power series, and Taylor series; geometry in three-space. (Prerequisite: MA 145 or MA 171 or equivalent) Four credits.

#### MA 211 Applied Matrix Theory

Students majoring in the sciences, economics, and business learn the basic techniques and applications of linear algebra, including solving linear systems of equations, determinants, linear geometry, eigenvalues, and eigenvectors. Closed to mathematics majors. Students may receive credit for only one of MA 211 and MA 235. Mathematics majors may not take this course as a mathematics requirement or elective. This is a typical course for students earning a minor in mathematics. 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. This is a typical course for students earning a minor in mathematics. (Pre- or co-requisite: MA 122, 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. This is the third course in the three-course sequence MA 121-122-225. (Prerequisite: MA 122, 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 245 Calculus III: Engineering and Physics Majors**

Topics include partial differentiation; chain rule, exact differentials, maxima and minima; multiple integration; application to volumes, center of gravity; and polar, cylindrical, and spherical coordinates; vector arithmetic and algebra, dot and cross products, parametric equations, lines and planes; gradient, directional derivative, curl, divergence; line integrals, work, Green's theorem, surface integrals; Stokes's and divergence theorems. (Prerequisite: MA 146 or MA 172 or equivalent) Four 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, MA 227 or MA 271 or equivalent) Three credits.

**MA 332 Partial Differential Equations**

Topics in this course include solution of constant and variable coefficient linear equations; separation of variables in two and three variables; eigenvalue problems; Fourier series solution of the heat equation, the wave equation, and the Laplace equation; Fourier transforms; Gamma and Bessel functions; Legendre, Hermite, and Laguerre polynomials. (Prerequisites: MA 228 or MA 272 or equivalent, and MA 321 or MA 331 or equivalent) 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. 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 171 Calculus I**

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. It is recommended that students not enroll in MA 171 unless they have a solid background in high school algebra and pre-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 Calculus II**

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 /CS 231 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 273 Multivariable Calculus**

Topics in this course include vectors in the plane and in three-space; equations of lines and planes; vector functions; arc length; functions of several variables, limits, continuity, differentiability and partial derivatives, the gradient, directional derivatives; tangent planes; relative and absolute extrema; multiple integration in cartesian, cylindrical, and spherical coordinates; vector fields; line integrals; Green's theorem. (Prerequisite: MA 172 or MA 146 or equivalent) Four 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**

Topics in this course include solution of constant and variable coefficient linear equations; separation of variables in two and three variables; eigenvalue problems; Fourier series solution of the heat equation, the wave equation, and the Laplace equation; Fourier transforms; Gamma and Bessel functions; Legendre, Hermite, and Laguerre polynomials. (Prerequisites: MA 228 or MA 272 or equivalent, and MA 321 or MA 331 or equivalent) 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/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;  $\mathbb{R}$  as a linear vector space equipped with inner product and norm; metrics, particularly Euclidean, on  $\mathbb{R}$ , 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. 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 231 and MA 272 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 Poincaré 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 mathematics GPA of 3.50 or higher and invited junior and senior mathematics majors with demonstrated ability who have been recommended by the mathematics faculty. This seminar provides talented students with an opportunity to undertake individualized study under faculty direction. Participants present several 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

**Associate Professors**

Carolan, *chair*  
Goldfield  
Johnson  
Xiao

**Assistant Professors**

Grau-Sempere  
Maldonado, S.J.  
Farrell

**Professors of the Practice**

Arango-Martin  
Erotopoulos  
Wilkinson

**Lecturers**

Avery  
Beccalli  
Bellocchio  
Branson  
Y. Eliasoph  
Hamed  
Joosten  
Knight  
Lerner  
Lyons  
Morrissette  
Ortiz  
Pavon  
Poulos  
Quaglia  
Syssoeva  
Tauro  
Vogel

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, Gender, and Sexuality Studies.

Select language courses may count toward those programs. A limited number of courses taught in English may count towards majors and minors. Courses offered by other departments may count as well. Please consult individual directors of French, German, Italian and Spanish sections for a list of relevant courses from outside the department.

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 30 upper-division credits in French for a total of 10 courses, at least 7 courses of which are in the target language (this may include 211 with a B or better); up to 2 courses may be taken in English, either from the department's offerings or from a list of approved courses in other departments; and one capstone seminar taught in English. 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. 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 for a total of 5 courses, at least 3 of which are in the target language (this may include 211 with a B or better); up to 2 courses may be taken in English, either from the department's offerings or from a list of approved courses in other departments). 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/major.

### German Major

German majors elect a minimum of 30 upper-division credits in German for a total of 10 courses, at least 7 courses of which are in the target language (this may include 211 with a B or better). Up to 2 courses may be taken in English, either from the department's offerings or from a list of approved courses in other departments; and one capstone seminar taught in English. 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.

## Modern Languages and Literatures

### German Minor

Students seeking a minor in German complete 15 credits in the language beyond the intermediate (210) level for a total of 5 courses, at least 3 courses of which are in the target language (which may include 211 with a B or better); up to 2 courses may be taken in English, either from the department's offerings or from a list of approved courses in other departments. 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 30 upper-division credits in Italian for a total of 10 courses, at least 7 courses of which are in the target language (this may include 211 with a B or better). Up to 2 courses may be taken in English, either from the department's offerings or from a list of approved courses in other departments; and one capstone seminar taught in English. 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). 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 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 for a total of 5 courses at least 3 courses of which are in the target language (including 211 with a B or better); up to 2 courses may be taken in English, either from the department's offerings or from a list of approved courses in other departments. 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.

## Modern Languages and Literatures

### Spanish Major

A total of 30 credits (10 course) at the 200-300 level (beyond the 211 level) are required for the Spanish major. There are six required courses and four electives. One course may be taken in English.

#### Required courses:

The six required courses for the major (all taken at Fairfield University) are:

- SP 220: Topics in Language and Culture (3 credits)
- SP 245: Analysis and Interpretation of Hispanic Literature (3 credits)
- One course from each of the following areas (total of 3 courses, 9 credits):

#### Peninsular (Spanish) literature and culture:

- SP 251 Spanish Civilization and Culture
- SP 301 Love, Life, and Death in Spanish Literature
- SP 346 Memory, Amnesia and Engagement in Contemporary Spanish Theater
- SP 311 Glory, Splendor, and Decay: Spanish Golden Age Literature
- SP 357 The Spanish Novel
- SP 331 Love and Deception in 19th Century Spanish Literature
- SP 341 20th Century Spanish Literature

#### Latin American literature and culture:

- SP 253 Spanish American Civilization
- SP 271 Hispanic Film
- SP 303 From Empire to Modernization in Spanish American 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 Dictatorships 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

#### Structure of the Spanish Language:

- SP 208 Intermediate Spanish for Health Professionals
- SP 231 Career-Oriented Spanish
- SP 285 Introduction to Spanish Linguistics

- SP 381 Exit Research Study / Senior Capstone. (Students must take this course during their senior year.) (3 credits)

#### Notes:

- SP 220 is a prerequisite for all subsequent Spanish classes.

- 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 15 credits (5 courses) at the 200-300 level (beyond the 211 level). There is one required course and four elective.

#### Required course:

SP 220 Topics in Language and Culture

**Note:** We strongly recommend that all minors also take SP 245 Analysis and Interpretation of Hispanic Literature.

#### Elective courses:

The remaining four (4) courses can include any 200-300 level course (beyond the 211 level) taught at Fairfield University, courses taken abroad, or the coordination seminar (with professor approval.)

#### Notes:

- SP 220 is a prerequisite for all subsequent Spanish classes. After taking SP 220, students may take all remaining course (required and elective) at any time and in any order, provided individual course prerequisites are met.
- Students who received their High School education in a Spanish-speaking country, in Spanish, are not allowed to take SP 220. They must still take 30 credits for the major or 15 credits for the minor.
- 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 course are taught entirely in Spanish: and 2) the content is related to some aspect of Latin American or Spanish culture, history, politics, literature or linguistics.
- Any questions regarding the minor should be directed to the director of the Spanish section.

## 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.

#### AR 220 Advanced Modern Standard Arabic I

This course will continue to build on work completed through the intermediate level. Emphasis will be placed upon mastering more advanced grammar, and speaking, listening and reading skills at an Advanced-Low level. Students will gain more confidence in conversing with native speakers on a variety of topics. The course will lead students towards a fairly comprehensive understanding of Arabic language features through the study of a variety of documents (written, audio and video). The selection of documents will also serve as a basis for discussion on some social issues regarding the contemporary Arabic-speaking world, as well as the history and cultural backgrounds. Students are required to attend one weekly one-hour Oral Practice Session (OPS) (Prerequisite: AR 211, or AR 215, or permission of instructor) Three credits.

#### AR 381-382 Coordinating Seminar/Independent Study

Students undertake readings and studies in a specialized area of Arabic language and culture, under the direction of a staff member. Designed to fill the special needs of specific students, this course is offered at the discretion of the department chair. Hours by arrangement. Three credits per semester.

### 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.

#### CI 220 Advanced Chinese

This course will continue to build on work completed through the intermediate level Chinese. All four skills, reading, listening, reading and writing, will be further strengthened, but with emphasis on consolidating conversational skills and improving reading confidence. Upon completion of the course, students should be able to use integrated skills and cultural strategies to speak with some fluency on everyday conversational topics, read lengthier and more complex materials, write short but accurate compositions on computers using Chinese software, and develop a more sophisticated sense about the language and the culture. Prerequisites: CI 211 or permission of instructor. Three credits.

#### CI 250 /EN 118 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? Cross-listed with EN 118. This course meets the world diversity requirement. Three credits.

#### CI 251 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.

#### CI 252 /EN 119 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 witness 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. Cross-listed with EN 119. This course meets the world diversity requirement. Three credits.

#### CI 381-382 Coordinating Seminar/Independent Study

Students undertake readings and studies in a specialized area of Chinese under the direction of a staff member. Designed to fill the special needs of specific students, this course is offered at the discretion of the department chair. Hours by arrangement. Three 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 220 Topics in Language & Culture

This course improves proficiency in written and oral expression by focusing on topics in French language and culture. Students develop advanced writing and speaking skills while concentrating on grammar, style, and appropriateness. Weekly compositions, based primarily on the genres studied (short story, theater, memoir, essay) allow students to identify and correct grammatical mistakes. Students present speeches in class and conduct situational dramas such as job interviews, television reporting, courtroom trials, debates in French. Films and various cultural artifacts (comic strips, proverbs, songs) familiarize students with idiomatic French. (Prerequisite: FR 211 or equivalent or by permission of the instructor) Three credits.

#### FR 251-252 Culture and Civilization of France and the Francophone World

This two-semester sequence explores France and French-speaking people in a cultural, social, and historical context. In the second semester the exploration moves into regions that comprise the francophone world. Students use multimedia, Internet, and audio-visual resources extensively and submit frequent oral and written reports. FR 252 course meets the world diversity requirement. Three credits per semester.

#### FR 260 /EN 117 Introduction to Francophone Sub-Saharan African Culture

This course taught in English explores the issues that confront Sub-Saharan Africa in its transformation from tradition to colonization, and finally to independence through a large variety of literary texts (traditional oral literature and modern written literature), critical theory, films, music, and magazine and newspaper articles. Texts and films will be discussed from a multi-disciplinary perspective to illustrate their cultural, sociological, political, and religious import. Africa's geography and major historical markers will be woven into the readings and discussions. Students taking this course for French credits will do a significant part of the readings and assigned writing in French. Three credits.

#### FR 265 French Translation Workshop

In this course, students develop expertise in the art and craft of translation. The course presents terminology, advanced grammar analysis, and procedures that assist the translator in describing and solving translation problems. It uses real and simulated case studies in a variety of fields including commercial correspondence, tourism, food, transportation, telecommunications, social science, and literature. Students practice with native script, giving attention to individual interests



and majors, using French-to-English and English-to-French translations. The class, which is conducted in both languages, uses human, computer-based, and print resources. (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, as well as reports from television news broadcasts and the Internet. The course considers how the media and technology are shaping French society in the 21st century and discusses a wide range of topics such as politics, education, religion, the arts, science, privacy, and censorship. Students complete frequent oral and written reports. Three credits.

#### **FR 295/ EN 114 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 his-

torical, 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 Literature of the 19th Century: Romanticism to Naturalism**

From Romanticism to Naturalism, this course selects from a variety of genres - fantastic and exotic tales, science fiction, short stories, poetry and novels - to provide an overview of the rich literature of nineteenth-century France. Love, war, and the imagination contend for attention while the country emerges from political and social revolution, headed toward democracy and the Industrial Revolution. This course 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 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.

#### **FR 399 Capstone Seminar**

Majors in French participate in an interdisciplinary seminar in the spring of their senior year. The focus of this seminar varies according to the professor, but possible topics include European Film, The Grand Tour, Immigration in Europe, Capital Cities, Language Teaching and Technology, Europe and America. Students research their capstone papers in target language and present final work in English. The instructor may, in some cases, evaluate work in the target language in consultation with colleagues in that area of expertise in the department. Seminar is conducted in English. (Prerequisite: senior standing or by permission of the instructor) Three credit.

#### **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.

#### **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 220 Topics in Language & Culture**

This course improves proficiency in written and oral expression by focusing on particular topics in German language and culture. Students develop advanced writing and speaking skills while concentrating on grammar, style, and appropriateness. Weekly compositions, based primarily on the genres studies (short story, theater, memoir, essay) allow students to identify and correct grammatical mistakes. Students present speeches in class and conduct situational dramas such as job interviews, television reporting, courtroom trials, debates in German. Films and various cultural

artifacts (comic strips, proverbs, songs) familiarize students with idiomatic German. (Prerequisite: GM 211 or equivalent or by permission of the instructor) 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.

**GM 399 Capstone Seminar**

Majors in German participate in an interdisciplinary seminar in the spring of their senior year. The focus of this seminar varies according to the professor, but possible topics include European Film, The Grand Tour, Immigration in Europe, Capital Cities, Language Teaching and Technology, Europe and America. Students research their capstone papers in target language and present final work in English. The instructor may, in some cases, evaluate work in the target language in consultation with colleagues in the area of expertise in the department. Seminar is conducted in English. (Prerequisite: senior standing or by permission of the instructor) Three credits.

**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 220 Topics in Language & Culture**

This course improves proficiency in written and oral expression by focusing on particular topics in Italian language and culture. Students develop advanced writing and speaking skills while concentrating on grammar, style, and appropriateness. Weekly compositions, based primarily on the genres studied (short story, theater, memoirs, essay) allow students to identify and correct grammatical mistakes. Students present speeches in class and conduct situational dramas such as job interviews, television reporting, courtroom trials, debates in Italian. Films and various cultural artifacts (comic strips, proverbs, songs) familiarize students with idiomatic Italian. (Prerequisite: IT 211 or equivalent or by permission of the instructor) 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 255 The Novella**

This course (formally IT 255) 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 262/EN 116 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, which is conducted in English, 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 per semester.

**IT 271/FM 103 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, which is conducted in English, counts toward the core requirement in Visual & Performing Arts. Three credits.

**IT 289/EN 115 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 377-378 Internship**

The internship program gives students first-hand experience in the fields of translation, interpretation, cataloging, public relations, advertising, teaching in the language of their specialization. Department members, who agree to guide the endeavor, supervise student work. When required by a faculty supervisor, an evaluation of student interns may be required from the institution where students work. The student's work should demand no less than one full day per week, or its equivalent. Three credits per semester.

**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.

**IT 399 Capstone Seminar**

Majors in Italian participate in an interdisciplinary seminar in the spring of their senior year. The focus of this seminar varies according to the professor, but possible topics include European Film, The Grand Tour, Immigration in Europe, Capital Cities, Language



Teaching and Technology, Europe and America. Students research their capstone papers in target language and present final work in English. The instructor may, in some cases, evaluate work in the target language in consultation with colleagues in the area of expertise in the department. Seminar is conducted in English. (Prerequisite: senior standing or by permission of the instructor) 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. 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 per semester.

### 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 220 Topics in Language & Culture

This course improves proficiency in written and oral expression by focusing on particular topics in Spanish language and culture. Students develop advanced writing and speaking skills while concentrating on grammar, style, and appropriateness. Weekly compositions, based primarily on the genres studied (short story, theater, memoirs, essay) allow students to identify and correct grammatical mistakes. Students present speeches in class and conduct situational dramas such as job interviews, television reporting, courtroom trials, debates in Spanish. Films and various cultural artifacts (comic strips, proverbs, songs) familiarize students with idiomatic Spanish. (Prerequisite: SP 211 or equivalent or by permission of the instructor) Three credits.

#### SP 225 Spanish and English in Contrast

This class offers an in-depth review and study of the more problematic aspects of Spanish grammar for English speakers and provides students with the essentials of their own native grammar necessary to comprehend the similarities between English and Spanish. (Prerequisite: SP 211) 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, 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 folletín (19th-century melodramas by installment) to 20th-century "fotonovelas," "radionovelas," and "telenovelas"; broadsides; comics; musical and political movements such as neo-folklore, new song, Nueva Trova, and Rock Latino; artistic movements such as Mexican muralist; traditional and popular crafts; cooking; popular dance; and film. 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 346 Memory, Amnesia and Engagement in Contemporary Spanish Theater**

This course examines how Spanish theater has engaged with the memory of historical moments such as the Spanish Civil War (1936-39), the ensuing Franco dictatorship (1939-75), and terrorism under democratic rule, particularly the post-9/11 terrorist bombings in Madrid. While reading a selection of contemporary Spanish plays, we will study the strategies used by playwrights to evoke or avoid the historical memory of these events. We will put into practice much of what we study in class when we produce our own staged reading of one of the plays. (Prerequisite: SP 245) 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 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

Co-Directors

Boryczka (Politics)  
Sealey (Philosophy)

Coordinating Faculty

Cassidy (Politics)  
Johnson (Modern Languages and Literatures)  
Leatherman (Politics)  
Pearson (English)

Contributing Faculty

Bucki (History)  
Garvey (English)  
Gordon (Philosophy)  
Gorman (Religious Studies)  
Jung (Politics)  
Lakeland (Religious Studies)  
Li (History)  
Patton (Politics)  
McFadden (History)  
Rodrigues (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.

Peace and Justice Studies

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 113	Literature of the Holocaust
EN 114	Caribbean Literature: History, Culture, and Identity
EN 262	The Harlem Renaissance
HI 257	Who Built America? Working People in American History
HI 274	Historical Perspectives on Contemporary Global Crises
IL 51/PO 130	Challenges of Global Politics
PH 263	The Concept of Human Rights
PH 260	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 255	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

Peace and Justice Studies

Course Descriptions

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  
Keenan  
Long

#### Associate Professors

Bayne, chair  
Brill  
Drake  
Dykeman  
Im  
Naser

#### Assistant Professors

Peduti  
Sealey  
Svoboda

#### Lecturers

Ambury  
Ben-Shai  
Fincke  
Jacob  
Jiménez  
Lew  
Stambovsky  
Tugushev

According to Plato's Socrates, the love of wisdom (*philosophia*) begins in wonder. In the nearly 2,500 years since Plato made this observation, philosophy has evolved into a vocation of incessant questioning in which nothing is taken for granted. Today, philosophers from a variety of traditions and spheres of inquiry continue to grapple with the field's most enduring questions, questions like: Who am I? Why am I here? What is the nature of reality? How do I know? What should I do? The Department of Philosophy invites students to take up this vocation by introducing them to its history and aiding them in cultivating the critical and creative thinking necessary for its study.

The Department of Philosophy has adopted the following Student Learning Goals:

- The ability to identify arguments and provide counter-arguments,
- The critical engagement with and the questioning of one's assumptions.
- The thoughtful integration of action with values,
- The existential risking of crisis and transformation through self-reflection.

### Philosophy

- The acceptance of the invitation of philosophy to wonder at the big questions.

The Department of Philosophy has also adopted the following Student Learning Objectives:

- Thinking Skills: Students should be able to construct (or re-construct) a philosophical argument, both verbally and in writing. They should be able to anticipate and clearly articulate counter-arguments. Students should be able to recognize and question their own assumptions/prejudices. Students should be able to frame questions aware that what is asked often determines the response.
- Reading Skills: Students should be able to interpret texts and to recognize and reflect on textual ambiguities. Students should be able to discern the steps of a philosophical argument, as well as the stated and (more importantly) unstated presuppositions of the argument.
- Writing Skills: Students should be able to write logically compelling arguments in a clear, concise, and well-ordered manner.
- Familiarity with some of the central philosophical questions in the history of philosophy (broadly construed): Students should have a rudimentary knowledge of the history of philosophical questions and their attendant concepts and arguments, and be able to recognize versions of these questions in contemporary philosophical discussions. Students should be able to recognize and articulate alternative perspectives to the problems and claims with which they are confronted in contemporary life.
- Students should be able to reflect critically on philosophical questions in the context of their own lives.

In addition to offering core courses in Area III, the department offers both a major and minor in philosophy.

### Requirements

#### Core Requirements in Philosophy:

First Core Course in philosophy: PH 101: Introduction to Philosophy.

Second Core Course in philosophy: any PH 200 level course.

Any PH 200 or 300 level course may be taken to fulfill the fifth course in Core Area III.

#### Requirements for Major and Minor in Philosophy

##### 30 Credit Major in Philosophy:

- PH 101: Introduction to Philosophy.
- One PH 200 level course.
- One course that provides an intensive study of a major philosopher such as Plato, Aristotle, Augustine, Kant, Aquinas, or Nietzsche, and that

### Philosophy

emphasizes primary sources (that is, one course from PH 300-319).

- PH 330: Logic.
- Six additional PH 200 or 300 level courses chosen with departmental guidance.
  - At least two of these six courses must be PH 300 level courses.
  - Two of these six courses may be 200 or 300 level applied ethics courses.

#### 15 Credit Minor in Philosophy:

- PH 101: Introduction to Philosophy.
- One PH 200 level course.
- Three additional philosophy courses chosen with departmental guidance.
  - At least one of these three courses must be a 300 level philosophy course.
  - One of these three courses may be a 200 or 300 level applied ethics course

### Course Descriptions

#### PH 101 Introduction to Philosophy

This course is a topical introduction to philosophy. The aim of the course is to introduce students to the vocation of wonder and questioning by engaging students in discussions about some of the basic questions of philosophy. Students will read texts from historical and contemporary writers, and will be asked to develop their own skills of thinking, reading, and writing critically. Note: Students with credit for PH 10 may not receive credit for PH 101. Three Credits.

#### PH 200 Ancient Philosophy

In this course we will investigate how the earliest practitioners of Western philosophy conceived of their own activity. The word 'philosophy' stems from two ancient Greek words and means, literally, 'love of wisdom.' A lover of wisdom is one who pursues wisdom rather than possesses it; consequently, we can think of ancient philosophers as founding a history of inquiry into questions whose relevance for human beings ensures their persistence, questions like: What is the nature of the universe? What can be known? and What in any given situation is the right thing to do? (Prerequisite: PH 10 or PH 101) Three credits.

#### PH 201 Medieval and Renaissance Philosophy

This course will examine texts from representative thinkers from Augustine of Hippo in the period of the post-Constantinian Empire to Thomas More in the Renaissance, all sharing the new conception of philosophy. For Christians, as well as for Muslims and Jews, the enterprise of philosophy took on new motivation - the understanding of one's faith - and addressed new problems, not considered by the ancient Greeks and Romans. (Prerequisite: PH 10 or PH 101) Three credits.

#### PH 202 Modern Philosophy

In light of the development and success of the new mechanistic science in the 17th and 18th centuries philosophers began to reexamine such fundamental philosophical topics as the nature of the human mind, the relationship between the mind and body, the source and scope of human knowledge, the existence of a divine being, and the source and nature of morality. In this course we will trace the development of philosophical thought in the writings of modern philosophers such as Bacon, Descartes, Spinoza, Leibniz, Locke, Berkeley Hume, Reid, and Kant. (Prerequisite: PH 10 or PH 101) Three credits.

#### PH 203 19th Century Philosophy

This course examines the representative philosophers of the 19th century, notably Kant, Fichte, Schelling, Hegel, Schleiermacher, Schopenhauer, Nietzsche, Kierkegaard, and Marx. (Prerequisite: PH 10 or PH 101) Three credits.

#### PH 204 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. (Prerequisite: PH 10 or PH 101) Three credits.

#### PH 205 Ancient Medicine and Philosophy

The various methods for investigating the human body have been subject to foundational questions of scientific investigation, religious sanction, social condemnation and philosophical impasse. In this class, we will look at the way in which Ancient Greek medical practitioners and philosophers took up these investigations, negotiated problems of method, and profoundly influenced the ways we talk about, think about and treat the body today. (Prerequisite: PH 10 or PH 101) Three credits.



**PH 206 Philosophical Perspectives on Women in Classical Literature**

Ancient Greek and Latin literature presented its audience with a cast of characters who continue to enjoy social, political and cultural currency. Antigone and Oedipus, Helen and Paris, Cassandra and Prometheus have all had a hand in shaping western thought about the natures of beauty and freedom, the limits of human knowledge, and the role of law. In this course we will focus specifically upon the literary characterizations of women found throughout the ancient Greek and Latin worlds. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 207 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 208 Mysticism and Philosophy**

This course studies and compares the sometimes conflicting, sometimes complementary traditions in the history of thought: the intellectual 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 209 Existentialism**

The word, ‘existentialism’ describes a particular attitude toward the creation of meaning out of an inherently meaningless existence. Despite the diversity within the tradition, the ‘existentialists’ of the 19th and 20th century often address questions pertaining to human freedom and responsibility, values and nihilism, anguish and affirmation, authenticity, and the absurd. This course traces how existentialism has answered these questions. In so doing, students are encouraged to rethink the foundation of their own existence and personal values, while understanding the implications of Dostoyevsky’s “If God is dead, then everything is permitted” and Sartre’s “Man is condemned to be free.” (Prerequisite: PH 10 or PH 101) Three credits.

**PH 210 Phenomenology**

This course introduces students to phenomenology. Considered by many to be the most important theoretical movement of the 20th-Century, phenomenology is both a philosophical tradition and a method. From its founder Edmund Husserl to authors like Heidegger, Merleau-Ponty, Sartre, Derrida, and Levinas, to more recent voices in broader gender and race discussions, phenomenology still has significant influence today in existentialism, hermeneutics, and deconstruction. Students will engage in questions such as these: What is phenomenology? How is it practiced? What distin-

guishes this method from other approaches? What are its key contributions? (Prerequisite: PH 10 or PH 101) Three credits.

**PH 211 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 212 Critical Theory**

This course examines the 20th century philosophical movement of cultural critique arising out of the association of German Jewish scholars known as the Frankfurt School. Central problems within this movement include the persistence of violence within human reason, the various forms and forces of ideology, the relation of political activity to artistic activity, the proper undertaking of immanent social critique, and the possibility of freedom in societies that are increasingly authoritarian. Representative thinkers within this field include Theodor Adorno, Max Horkheimer, Herbert Marcuse, Erich Fromm, and Walter Benjamin. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 215 Philosophy of Science**

Science and philosophy have always proceeded hand in hand, with the major figures in Western science being heavily influenced by the philosophy of their times and the major figures in Western philosophy heavily influenced by the science of their times. In this course we will explore the interconnections between philosophy and science. In doing so we will find some of the most deep, difficult, and fundamental questions there are, but with the “lens of science,” so to speak, focusing these questions more sharply than they are often otherwise focused. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 216 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 genetics, adaptive evolution, neutral evolution, the genetic impact of selection on populations, the origin and maintenance of genetic variation, the importance of development in evolution, the expression of variation, and coevolution. From the philosophical perspective, the course focuses on evolution as theory and ideology, the critique of the adaptationist program, evolution and contingency, typological versus population thinking, and the developmental systems critique. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 220 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 221 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 222 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? (Prerequisite: PH 10 or PH 101) Three credits.

**PH 223 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 240 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 241 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 242 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 250 Ethical Theory**

This course presents an in depth examination of how moral judgments are justified. The history of philosophy has led to a number of different theoretical frameworks that seek to set out methods for moral justification. We examine several of these methods and reflect upon how they support and/or contradict each other and what is at stake when moral systems conflict. In addition to examining the writings of philosophers such as Plato, Aristotle, Hobbes, Kant, Nietzsche, Mill, and Rawls, students will be asked to consider how these theoretical frameworks apply in actual cases. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 251 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 260 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 261 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 263 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 264 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 270 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 271 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. (Prerequisite: PH 10 or PH 101) 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 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. (Prerequisite: PH 10 or PH 101) Three credits.

**PH 300 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: two previous courses in philosophy) Three credits.

**PH 301 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: two previous courses in philosophy) Three credits.

**PH 304 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: two previous courses in philosophy) Three credits.

**PH 307 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: two previous courses in philosophy) Three credits.

**PH 309 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: two previous courses in philosophy) Three credits.

**PH 310 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: two previous courses in philosophy) Three credits.

**PH 311 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: two previous courses in philosophy) Three credits.

**PH 312 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: two previous courses in philosophy) Three credits.

**PH 314 Nietzsche**

This course deals with the thought of one of the leading philosophical figures of the 19th century, Friedrich Nietzsche. In terms of both style and content, Nietzsche was an innovator who called into question the traditional notions of science, systematic knowledge, ethics, and culture as such. The task of the course is to examine several themes central to Nietzsche's work, among them the will to power, the perspectival approach to truth, the concept of genealogy, the revaluation of values, eternal recurrence, and the death of God. (Prerequisites: two previous courses in philosophy) Three credits.

**PH 316 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: two previous courses in philosophy) Three credits.

**PH 317 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: two previous courses in philosophy) Three credits.

**PH 320 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: two previous courses in philosophy) Three credits.

**PH 321 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: two previous courses in philosophy) Three credits.

**PH 323 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: two previous courses in philosophy) Three credits.

**PH 330 Logic**

This course provides a basic acquaintance with prevailing systems and methods of logic, notably traditional (Aristotelian) and modern (standard mathematical) logics. (Prerequisites: two previous courses in philosophy) Three credits.

**PH 331 Philosophy of Language**

This course introduces the student to the philosophy of language: its themes, complexities and problems. Employing a historical approach, the course surveys key philosophers who investigate the meaning, source and structure of language. Typically their primary question investigates various ways that the human person, while immersed within a context, understands language. After a brief investigation of ancient and medieval thinkers, the course focuses on a number of modern and contemporary figures who represent the mainstream discussion of the philosophy of language, including representatives of both analytic and continental traditions. (Prerequisites: two previous courses in philosophy) Three credits.



**PH 360 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: two previous courses in philosophy) Three credits.

**PH 370 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: two previous courses in philosophy) Three credits.

**PH 397 Special Topics Seminar**  
This course will be an in-depth exploration of a specific topic in the discipline of philosophy. It will be conducted in a seminar format and will include a significant research component. This course may be repeated for credit when the topic varies. (Prerequisite: two previous courses in Philosophy) Three credits.

**PH 398 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. (Prerequisite: two previous courses in Philosophy) Three credits.

DEPARTMENT OF PHYSICS

## Faculty

**Professors**  
Beal  
Hadjimichael  
Winn

**Associate Professors**  
Biselli, *chair*  
Xu

**Assistant Professor of the Practice**  
Das

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 teaching.

Physics

Physics

## Requirements

**Bachelor of Science - Major in Physics (127 credits)**

First Year	Credits	
	Fall	Spring
PS 15-16 General Physics I and II	3	3
PS 15L-PS 16L General Physics Laboratory	1	1
PS 65 Introduction to Computation Methods in Physics and the Sciences	2	
MA 145-146 Calculus I and II	4	4
EN 11-12 English	3	3
Foreign language core requirement	4	4
Arts Core requirement		3
Total	17	18
Sophomore Year	Credits	
PS 285 Modern Physics	3	
PS 226 Classical Mechanics		3
PS 212 Circuit Analysis & Analog Systems	4	
PS 216 Computational Physics		3
MA 245 Calculus III	4	
CH 111-112 General Chemistry I and II	4	4
Social Science core		3
PH 101 Introduction to Philosophy	3	
RS 101 Exploring Religion		3
Total	18	16
Junior Year	Credits	
PS 271 Electricity and Magnetism I	3	
PS 371 Electricity and Magnetism II		3
PS 222 Modern Optics		3

College of Arts and Sciences

PS 203 Optics and Laser Laboratory		1
PS 241 Thermal and Statistical Physics	3	
MA 321 Ordinary Differential Equations	3	
MA 332 Partial Differential Equations		3
English and philosophy core requirements	3	3
HI 10 Origins of the Modern World	3	
200-level history course		3
Total	15	16
Senior Year	Credits	
PS 204 Modern Experimental Methods Lab	2	
PS 386 Quantum Mechanics	4	
PS 388 Nuclear Physics OR		
PS 390 Special Topics		3
PS 391-392 Independent Study; credit by arrangement		
Religious studies and philosophy core requirements	3	3
Arts core requirement	3	
Social science core requirement	3	
Electives	3	3
Total	15	12

### 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)

#### AND

- Modern Physics (PS 285) and a three-credit course chosen among the 200- and 300-level physics courses, with the chairman’s approval (six credits).
- Modern Experimental Methods Laboratory (PS 204, two credits).

Substitution of the Modern Physics courses must be approved by the chair.

**Note:** Biology and chemistry majors can minor in physics by taking two lecture courses and one laboratory course beyond the requirements of their major. Engineering majors can minor in physics by taking one lecture course and one laboratory course beyond the requirements of the major.

#### Physics Major with a Minor in Educational Studies and the 5-year teacher education program

Physics majors who elect a minor in Educational Studies and who have been admitted to the Five Year Integrated Bachelor's-Masters Degree and Teacher Certification program may count ED 462 Science Methods as their Physics 3 credit Independent Study project. Physics majors with an Education Minor should consult with Dr. Les Schaffer, education advisor, and Dr. Patricia Calderwood, director of the Five Year Integrated Bachelor's-Masters Degree and Teacher Certification program.

## 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, Mathematica, 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. Two credits.

### 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. (Co-requisite: 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. (Co-requisite: 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. (Prerequisites: PS 15-16 or equivalent) Three credits.

#### **PS 220 Pollution in the Environment**

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 Classical 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. (Prerequisites: 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 scalar fields and vector operators; electric energy of systems of charges; dipole

fields and Laplace's equation; moving charges and currents; Ampere's law; and magnetic fields and forces. (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. (Prerequisites: 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 Faraday'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 Mechanics**

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 388 Elementary Particles and Nuclear Physics**

This course begins with a review of elementary particles, their properties and classification, and their nuclear and electromagnetic interactions. It proceeds with the study of bound nuclear systems, conditions for nuclear stability, and radioactive decay modes. The course concludes with an examination of particle accelerators and other nuclear experimental facilities. (Prerequisite: PS 386) Three 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  
Leatherman  
Patton, *chair*

#### Associate Professors

Boryczka  
Downie  
Greenberg

#### Assistant Professors

Alphonso  
Garcia-Iommi  
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 Studies, Latin American and Caribbean Studies, Irish Studies, and Women, Gender and Sexuality 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.

### 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 introduces students to the concepts and theories used to understand the structures and processes of diverse political systems. Comparing similarities and differences between different political systems will enable students to identify interesting questions about politics in specific countries, and to make systematic comparisons across countries. 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, Jean-Jacques Rousseau, John Locke, J.S. Mill, and Karl Marx, and compares and contrasts them to a variety of communitarian, socialist, and anarchist political theories. Three credits.

### Political Theory Courses

#### PO 112 Critiques in Contemporary Political Thought

This course focuses on how the modern tradition shapes contemporary political thought in the West. It carefully examines the work of key thinkers such as Karl Marx, Sigmund Freud, Friederich Nietzsche, Hannah Arendt, Franz Fanon, 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 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

### Politics

limits to or dangers of utopian thought and practice? What kinds of challenges do utopian communities face? This course explores and critically assesses utopian, and dystopian themes from utopian fiction, political theory, science fiction, and popular culture. The course involves students in building model utopias that resolve major world problems. 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, Alexis de Tocqueville, 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 Sex, Sexuality and Gender

This course explores the contemporary terrain of sex, sexuality, and gender with an eye on each identity variable's theoretical grounding. It covers controversial topics shaping young people's lives and introduces students to masculinity studies, queer theory, feminist political theory, and intersectionality while keeping factors such as race, class, ability, age, religion, and ethnicity in focus. The course aims to examine how sex, sexuality, and gender shape political life in the United States and across the globe. 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 132 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.

#### PO 136/IL 151 Gender, War and Peace

This course examines the complexities of the gendered impact of war on men, women, families and children.

Students learn about the gendered dimensions of war institutions, social structures and narratives of war. They explore the topic especially from the voices and perspectives of women in war zones and post-conflict settings around the world, including historical memories. Students learn how the forces of globalization and existing conditions of structural violence make women extremely vulnerable as societies slide toward war. 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 does so 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 170 Battle over Family Values in American Politics

Contemporary American politics is marked by numerous debates about the family in American society. Issues of gay marriage, abortion, abstinence/ premarital sex, shifting gender roles within the family, and new parenting and reproductive methods are some of the hotly debated policy issues, illustrating the political struggle to define the soul of America and the role of the family within. This course explores such contemporary political debates over the family, their policy implications and significance to current elections, also examining the historical context and previous ideological battles that characterize the tumultuous relationship between the family and the American state. Seminar format. 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, global 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. Three credits.

### International Relations Courses

#### PO 130 International Relations

This course introduces students to key concepts, frameworks, and issues in the field of International relations (IR). We will examine mainstream and novel approaches, and debate some of the limitations as



well as challenges faced by IR theory today. Two questions will guide our inquiry, What are the causes of war (among great powers)? And, what are the conditions for peace among great powers)? Three credits.

#### **PO 131 International Environmental Policy**

This course examines important current 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, trade and the environment, sustainable development, and environment and security, among others; and, factors that assist effective policy. Three credits.

#### **PO 132/IL 151 Gender, War and Peace**

This course examines the complexities of the gendered impact of war on men, women, families and children. Students learn about the gendered dimensions of war institutions, social structures and narratives of war. They explore the topic especially from the voices and perspectives of women in war zones and post-conflict settings around the world, including historical memories. Students learn how the forces of globalization and existing conditions of structural violence make women extremely vulnerable as societies slide toward war. Three credits.

#### **PO 133 United States Foreign Policy**

This course analyzes the formation and conduct of foreign policy in the United States. The course combines a study of the history of American foreign relations, and discussion/debate of the major issues in contemporary US 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.

### **Comparative Politics Courses**

#### **PO 139 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. Formerly listed as PO 140. Three credits.

#### **PO 140 Islam and Muslim Politics**

Islam is most often treated as a monolithic force when in fact the relationship between Islam, politics, and society is varied and dynamic. The aim of this course is to introduce students to the pluralism of Islam-influenced practices (such as in politics, education, charitable aid, and business) drawing on examples from Turkey, Indonesia, Central Asia and China. 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 impossible 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 East Politics**

This course examines the modern Middle East by familiarizing students with the most significant contemporary problems and controversies in the region. Themes and concepts, not individual country studies, structure the course. Some of the topics covered are youth, war, revolution, oil, political Islam, economic reform, and the Arab spring. This course meets the world diversity requirement. Three credits.

#### **PO 145 Asian Politics**

This course examines the domestic politics of Asian countries. Asia is a vibrant region politically and economically, and is very important to the United States for international security and economic stability. Given its importance, this course provides broad and essential knowledge about Asian nations. The course begins with historical background of various countries in Asia, and then examines politics in selected Asian countries. Country studies are intended to introduce major issues in comparative politics such as democracy, economic development, ideology and political conflict. This course meets the world diversity requirement. Three credits.

#### **PO 146 Three Giants in Asia**

This course is designed to provide a basic understanding of governments and politics in Japan, China, and India. The course examines the major aspects of political development, political economy, and ethnic and regional conflict as well as contemporary issues. Students will acquire knowledge and tools to understand and analyze a mature great power and two emerging world powers in our rapidly changing world. 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 beginning with historical background that emphasizes England's role from the 17th century through the present. It examines the 20th century conflict primarily as a national liberation struggle against a sectarian regime in the North supported by England. The course follows a chronological format starting with the civil rights marches in the late 1960's, the state repression that followed and subsequent community responses including the hunger strikes and electoral campaigns. It concludes with the peace process and grassroots efforts by former paramilitaries from both Catholic and Protestant communities to work together on issues of common concern. Three credits.

#### **PO 148 Political Violence**

This course offers a comparative study of political violence including civil war, terrorism, and separatist movements. We will examine a variety of theoretical and empirical approaches to violence. The course is designed to introduce students to core debates as well as cutting edge research on violence. Students will also learn about political violence across the globe through single country studies. 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 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**

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 MENA (Middle East and North Africa) region 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.

### **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. 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 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**

The course will examine the expansion of presidential powers by 20th-21st century modern presidents, focusing on the constitutional and political development in the President's role as chief executive, legislative leader, and administrative head of state. It will also explore and seek explanations for differences and patterns among presidents in their foreign & domestic policy success, evaluating changes in the recruitment process (primaries, conventions and elections), issues of psychology, race, religion, economic forces, political parties, 'political time', and media. Three credits.

**PO 162 United States Congress**

This course firstly examines the development of rules, procedures, and structures of Congress as the foremost institution of representation within American democracy, exploring its place in contemporary American politics and its often-contentious relationship with the other branches of national government, the Presidency and Courts. It will also introduce some primary theoretical approaches to the study of Congress as a deliberative body designed to produce national policy outcomes. Finally, it will develop students' understanding of individual members of Congress - their relationship to constituents, their differing styles of representation, and the effects of race, gender, ideology, and money on their legislative work. 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.

**PO 169 US Environmental Politics and Policy**

This course introduces students to the processes, actors, casual factors and theoretical approaches central to the creation and implementation of US environmental policy. The first section examines the history of US environmental politics, the policy process, and prominent theories that seek to explain that process. The second examines the role of key institutions, including the President, Congress, courts, federal agencies, environmental groups and corporations. The third section examines key current issues, including risk assessments, economic tools, air and water pollution, toxic chemicals, public lands endangered species, water shortages, and climate change. Three credits.

**Internships, Independent Study Courses, and Special Topics****PO 190 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, plus 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, plus 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.

**PROFESSIONAL STUDIES**

The Professional Studies program offers both traditional and online degree completion for students looking for flexibility and convenience from a comprehensive university. Advisor-guided emphasis on courses in particular fields allows students to design their programs to meet professional or personal goals for the degree. A student may earn a Bachelor of Arts by emphasizing courses from the humanities and/or social and behavioral sciences, or a Bachelor of Science by emphasizing courses from mathematics and science and/or professional programs.

This degree is designed for:

- Adults who are returning to college to 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

The program facilitates individualized educational plans to help students achieve their goals. Advisors work with students to help them map out a baccalaureate curriculum. Previous experience is evaluated: up to 75 credits may be transferred in from a combination of accredited colleges and universities coursework as well as CLEP exams and/or portfolio credits for life/work experience. Professional Studies offers classes in online formats as well as accelerated and traditional programs.

**College Equivalency Exams**

Credit may be granted for specific college-level learning gained through self-education or non-collegiate-sponsored instruction. Fairfield University is a participating institution in accepting approved CLEP (College Level Examination Program) examinations for credit. This standardized examination program is designed to let students demonstrate proficiency in various college-level subjects. An advisor should be consulted about applicable examinations prior to taking any CLEP exams.



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 examination. An evaluation process of the documented learning is necessary. Portfolios must be submitted to the director's office a minimum of one semester prior to the anticipated graduation date. Contact the Professional Studies director for complete information.

Degree Requirements

Complete a minimum total of 120 credits with a GPA of 2.0 or better. At least 45 of those credits must be taken at Fairfield University, including:

- Meeting the Professional Studies requirements of the University core curriculum (see below)
- Completing GS 399 Senior Project Capstone
- Completing nine upper-level courses in at least four subjects from two of the areas below to concentrate your studies. No more than four courses can be taken in any one subject.

Areas and Subjects

**The Humanities:** Applied Ethics, Classics, English, History, Modern Languages, Philosophy, Religious Studies, Visual and Performing Arts

**Social and Behavioral Sciences:** Anthropology, Economics, Politics, Sociology, Communication, and International Studies

**Mathematics and Science:** Biology, Chemistry, Mathematics, Physics, Psychology

**Professional Programs:** Accounting, Information Systems, Engineering, Finance, Management, Marketing, Nursing

Professional Studies Requirements of the University Core Curriculum

**Humanities** (36 credits) - Twelve courses as follows:

- English - EN 11 and EN 12
- History - Two courses (one must be HI 10)
- Philosophy - One course
- Religious Studies - One course
- Applied Ethics - One course
- Visual and Performing Arts - Two courses - one may be a studio arts course
- Humanities - Three courses

**Social Sciences** (12 credits) - Four courses, with no more than two from any one subject, from:

- Anthropology
- Communication (CO 100 or CO 130)
- Economics
- Politics
- Psychology
- Sociology

**Natural Sciences and Mathematics** (12 credits) - Four courses, including at least one science and one mathematics course, from:

- Biology
- Chemistry
- Physics
- Mathematics

**Diversity Requirement** - All students must complete one U.S. and one World Diversity course selected from the published list on pages 54-57.

Course of Study

GS 399 Senior Project Capstone

This required course for all students earning a B.A. or B.S. degree in Professional Studies is typically taken during the final semester. The course synthesizes and integrates students' multidisciplinary studies. Students complete a project or thesis under the direction of a faculty member after first discussing the proposed project with an academic advisor and the faculty member. The course requires a written paper reflecting the various disciplines studied. Three credits.

DEPARTMENT OF PSYCHOLOGY

Faculty

Professors

- Braginsky
- Gardner, *emerita*
- Henkel
- Primavera, *chair*
- Salafia

Associate Professors

- Harding
- McCarthy

Assistant Professors

- Andreychik
- McClure
- 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 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 of 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	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.

**B.S. with a Major in Psychology**

The psychology courses that constitute the curriculum for a B.S. degree in psychology are identical to those required for the B.A. degree. Additionally, the B.S. requires a year of math at least at the level of MA 121-122, along with the following courses:

Required Courses	Suggested Time
CH 111-112 General Inorganic Chemistry I and II	Year 1
BI 170-171 General Biology	Year 2
CH 211-212 Organic Chemistry I and II	Year 2
PS 15-16 General Physics I and II	Year 3

**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. Psychology majors and students who have taken PY 248 may not take this course. Psychology majors can take PY 248. 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. Psychology majors and students who have taken PY 251 may not take this course. Psychology majors can take PY 251. 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. Psychology majors and students who have taken PY 263 or PY 264 may not take this course. Psychology majors are required to take PY 263 or 264. Designated sections meet the U.S. diversity requirement. 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 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) 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 Learning and Applied Behavior Analysis (L&ABA)**

L&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 (aka: 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 Neuroanatomy and Behavior**

This hand-on laboratory course in behavioral neuroscience will introduce students to comparative neuroanatomy using rat, sheep, and human brain specimens. Students will participate in animal handling, brain sectioning, small animal surgeries, and drug administration, and will gain experience with rodents on a number of behavioral assays, including tests for spatial memory and reproductive behaviors. In small group exercises, students will become proficient in critiquing and presenting scientific literature, and will help in all stages of an experiment, from design to data collection to analysis and the writing up and presentation of results. In addition, students may work on a service-learning project with a community partner during the semester. (Prerequisite: PY 261 or BI 171 and BI 172 and permission of the 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 171 and BI 172) 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 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 Senior 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 396 Special Topics in Psychology**

In this seminar, students undertake an in-depth study of a current topic in psychology, using mostly primary sources. Coursework emphasizes discussion and writing. Open to junior and senior psychology majors or by permission of instructor. 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.

## DEPARTMENT OF RELIGIOUS STUDIES

**Faculty****Professors**

Benney  
Davidson  
Dreyer, *emerita*  
Fitzgerald, S.J.  
Humphrey  
Lakeland  
Thiel  
Umansky

**Associate Professors**

Dallavalle, chair  
Hannafey, S.J.  
Harkins

**Assistant Professor**

Nguyen  
Slotemaker

**Lecturers**

Dewan  
Gorman  
Prosnit

The Religious Studies curriculum presents a critical inquiry into the religious dimension of human experience. After an introduction to the nature of religion and the methods employed in its study, students can select from a variety of courses exploring specific topics such as sacred texts, issues in sexual ethics, questions of life and death, and the wide variety of devotions and practices that animate religious communities.

The study of religion allows for an informed appreciation of the motivations and values given expression in religious belief, and the way in which culture shapes, and is shaped by, that belief. Students may take courses offered by the Religious Studies Department as part of the required core curriculum, as electives, or as part of a major or minor program in religious studies under the direction of a departmental advisor.

Majors in Religious Studies are eligible for induction to Theta Alpha Kappa, the national honor society for religious studies and theology. In addition, each year the department honors the academic achievement of an outstanding senior with the Mary Irene Gallagher Theology Medal, Fairfield's oldest academic award.

**Core Curriculum Options**

Area III of the core curriculum, described on page 53 of this catalog, requires students to take a minimum of two religious studies courses. All students must take RS 101 Exploring Religion. Students may then select a 200-level course based on their interests, keeping in mind that it may not be a second section of RS 101. A third course in religious studies, at the 200 or 300 level, may also be chosen 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.

**Major in Religious Studies**

For a 30-credit major in religious studies, students:

- complete RS 101 Exploring Religion,
- complete no more than five courses at the intermediate (200) level,
- complete no fewer than four courses at the advanced (300) level, including two semesters of RS 360.

In addition, in consultation with the major advisor, students should also

- ensure that the courses selected at the 200 and 300 level include courses that emphasize three of these five world religions - Judaism, Christianity, Islam, Hinduism and Buddhism - and
- ensure that at least one of the courses selected at the 200 or 300 level is a course on scripture.

Courses taken in fulfillment of the core requirement in Religious Studies are counted toward the major.

**Minor in Religious Studies**

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

- complete RS 101 Exploring Religion,
- complete no more than three courses at the intermediate (200) level,
- complete at least one course at the advanced (300) level.

Courses taken in fulfillment of the core requirement in Religious Studies are counted toward the minor.

**Course Descriptions****RS 101 Exploring Religion**

This course invites students to explore the religious dimensions of human experience, emphasizing the themes of scripture, community and practice. In a critical appraisal of one or more of the great religious traditions of the world, students will analyze sacred texts in context, discover how social patterns shape religious communities, and survey a wide variety of religious devotions and practices, both personal and communal.

Students in this course will learn to investigate the religious lives, beliefs, experiences and values of others, in their scope and diversity, respecting both the differences from, and the similarities to, their own. While several sections of RS 101 will offer a variety of lenses for such a critical understanding, all sections will inquire about the relationship between religion and culture, employing the tools of the humanities and the social sciences. Section subtitles and descriptions follow. Three credits

- **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 101 meets the world diversity requirement.
- **Common Questions, Traditional Responses.** This section examines the major questions addressed by most world religions, with special emphasis on how they are answered in a specific major tradition. Topics include the nature of the sacred and its relationship to human persons; the problem of evil and innocent suffering; religion's call for social responsibility; and the nature and function of ritual.
- **Peoples of the Book, Sacred Texts and their Communities.** This section examines the relationship between sacred text and the historical communities of Judaism, Christianity and Islam. Focusing on shared narratives, such as Adam and Eve in the Garden, the course illustrates the different ways that texts are interpreted and the various roles that Scripture plays in these communities.
- **Religion and the Critical Mind.** This section examines some of the themes in the study of religion and offers a comparative analysis of the nature, function, and purpose of religion as found in a variety of models of religion. A wide variety of contemporary religious practices will serve as discussion points for scholarly analysis.



- Religion in a Comparative Key. This section examines different kinds of religious experience, doctrine, and practice through a close examination of two different religious traditions, engaging the traditions as these appear in a variety of cultural contexts.

#### RS 201 Hebrew Bible/Old Testament

This course will survey the texts that are normative for Judaism and Christianity today; the Hebrew Bible (TaNaK) and the Christian Old Testament. These texts will be studied according to a wide range of modern methods of biblical criticism which consider carefully their literary and historical aspects. Special effort will be made to situate these texts within their historical and cultural setting in the ancient near east. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 205 Women in the Bible

This course examines stories about women that appear in both Jewish and Christian Scriptures by applying various methodological approaches. Conventional methods of interpretation, namely literary and historical-critical, will be used and critiqued. While the focus will be on images of women in the Hebrew Bible/Old Testament (viz., the Jewish TaNaK and the Christian Scriptures), other non-canonical stories about women will also be considered. This course does not presume any previous knowledge of the biblical texts themselves or biblical methodology. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 207 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 209 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 210 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 211 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 213 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 215 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 218 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? (Prerequisites: RS 10 or RS 101) Three credits.

#### RS 220 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 221 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 222 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 230 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 231 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 232 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 234 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. (Prerequisite: RS 10 or RS 101) 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 236 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 237 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 238 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? (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 239 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. (Prerequisite: RS 10 or RS 101) Three credits.

#### RS 242 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. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 244 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. (Prerequisite: RS 10 or 101) Three credits.

**RS 245 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. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 249 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. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 250 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. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 252 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. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 253 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. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 255 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. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 257 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. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 263 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." (Prerequisite: RS 10 or RS 101) Three credits.

**RS 265 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. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 270 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. This course meets the world diversity requirement. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 275 Islam in America**

This course is a survey of Muslim life and religious movements connected to Islam in North America. The course traces the history of Islam on the continent from the Atlantic slave trade to the post-9/11 era. We will investigate the many ways in which Islam, as both a religion and idea, has appeared on the American horizon and in the American imagination. The historic diversity of Muslim communities on the continent will be explored through their respective beliefs, cultures, and sense of identity. Special attention will be paid to the African-American and Immigrant Muslim communities. This course meets the U.S. diversity requirement. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 280 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. This course meets the world diversity requirement. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 285 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. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 287 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. (Prerequisite: RS 10 or RS 101) 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. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 300 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. (Prerequisites: RS 10 or RS 101, and one 200-level religious studies course) Three credits.



**RS 301 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. (Prerequisites: RS 10 or RS 101, and one 200-level religious studies course) Three credits.

**RS 315 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. (Prerequisites: RS 10 or RS 101, and one 200-level religious studies course) Three credits.

**RS 320 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. (Prerequisites: RS 10 or RS 101, and one of the following: RS 220, 221 or 222) Three credits.

**RS 325 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. (Prerequisites: RS 10 or RS 101, and one 200-level religious studies course) Three credits.

**RS 341 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. (Prerequisites: RS 10 or RS 101, and one 200-level religious studies course) Three credits.

**RS 343 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. (Prerequisite: RS 10 or RS 101) Three credits.

**RS 350 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. (Prerequisites: RS 10 or RS 101, and one 200-level religious studies course) Three credits.

**RS 354 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. (Prerequisites: RS 10 or RS 101, and one 200-level religious studies course) Three credits.

**RS 363 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. (Prerequisites: RS 10 or RS 101, and one 200-level religious studies course) Three credits.

**RS 377 Sufism and Islamic Spirituality**

In this course, students will study the beliefs, history, and practices found in different forms of Islamic spirituality, especially the mystical tradition of Sufism. During the course of this semester students will look at several spiritual movements from across the Muslim world with special attention given to the Middle East, the

Subcontinent of India, Sub-Saharan Africa and Europe/America. The course will include critical readings of famous mystics like Rumi, Hafiz, and Ibn 'Arabi. Artistic and performative projects will accompany the course in order to immerse students in the arts, cultures and ideas important to Islamic spirituality. This course meets the world diversity requirement. (Prerequisites: RS 10 or RS 101, and one 200-level religious studies course) 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. (Prerequisites: RS 10 or RS 101, and one 200-level religious studies course) Three credits.

**RS 398 Independent Study**

Students, in consultation with a department director, define their course of study. (Prerequisites: RS 10 or RS 101, and one 200-level religious studies course) Three credits.

**RS 399 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. (Prerequisites: RS 10 or RS 101, and one 200-level religious studies course) Three credits.

## PROGRAM IN RUSSIAN AND EAST EUROPEAN STUDIES

**Faculty****Director**

McFadden (History)

**Steering Committee**

Bowen (English/Writing)

Garvey (English/Comparative Literature)

Kohli (GSEAP/Educational Studies and Teacher Preparation)

Nantz (Economics)

Pichlikova (RES)

Rose (Art History)

Salavei (DSB/Finance)

Sysoeva (RES/MLL)

**Affiliated Faculty**

Dew (Politics), Emeritus

P. Eliasoph (Art History)

Grossman (Music)

Leatherman (International Studies/Politics)

Miners (Economics)

Poli (DSB/Accounting)

Tucker (DSB/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 American Councils (St. Petersburg), the Consortium on International Educational Exchange (Prague, Budapest, St. . Petersburg, Yaroslavl, and Fairfield's own programs at St. Petersburg's Herzen University, the St. Petersburg State University of Economics and Finance, Pomor University (Arkangelsk), Cherepovets State University (Cherepovets), or Immanuel Kant University (Kaliningrad).

## Course Offerings

### Russian Language

RU 110	Elementary Russian I
RU 111	Elementary Russian II
RU 210	Intermediate Russian I
RU 211	Intermediate Russian II

### History

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

AH 191	Art and Mythologies of Nazi Germany, Fascist Italy, and Bolshevik Russia: Comparative Systems/Outcomes
AH 122	Byzantine Art

### Economics

EC 230	Comparative Economic Systems
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### Politics

PO 249	Seminar on Russia
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### English (Comparative Literature)

EN 112	19th-Century Russian Novel and World Literature
EN 276	20th-Century Russian Novel and World Literature

## 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  
Ryscavage, S.J.  
Schlichting

### Associate Professors

Crawford, chair  
Jones  
Lacy  
Mielants

### Assistant Professor

Rodrigues

### Visiting Assistant Professor

Ramlal-Nankoe

### Lecturers

Aronsen  
Bass  
Kammerman  
Martorella  
Oliver

Sociology is the scientific study of human society and social behavior. It seeks to understand why individuals form groups and how membership in groups influences a person's behavior. Why do human beings live in families? Why do the rich act, and even think, differently from the poor? What makes some people break social rules and others obey them? What holds societies together? Why do they sometimes break apart? Why do all societies change over time? These are questions that sociologists ponder.

Anthropology asks similar questions, while emphasizing cross-cultural, cross-disciplinary and longer-term perspectives. The discipline includes biological, archeological, linguistic, and cultural approaches. The comparative approach highlights patterns of similarity and difference among human groups and helps people understand their own practices and those of others in a broader cross-cultural and historical context.

The department currently offers a major and a minor in sociology, and a minor in anthropology. 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 majors and minors are urged to consult with the chair and other members of the Sociology and Anthropology 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 Introduction to Sociology
- SO 221 Statistics: Social and Political Data Analysis
- SO 222 Methods of Research Design
- SO 228 Classical Social Theory
- SO 229 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 Introduction to Sociology
- SO 222 Methods of Research Design  
**OR**  
SO 228 Classical Social Theory
- an additional 12 credits in elective sociology and anthropology courses

### Anthropology Minor

- AY 10 Introduction to Four Field Anthropology
- AY 110 Introduction to Biological Anthropology  
**OR**  
AY 111 Introduction to Cultural Anthropology
- an additional 9 credits in elective anthropology courses (may include one sociology course)



**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 Educational Studies and the 5-Year Teacher Education Program**

Sociology majors who elect a minor in Educational Studies and who have been admitted to the 5-year Integrated Bachelors-Masters Degree and Teacher Certification Program should consult with Dr. Terry-Ann Jones in the Department of Sociology and Anthropology and Dr. Patricia Calderwood, Department of Educational Studies and Teacher Preparation, GSEAP, for additional information. See Program in Education, pg. 111.

**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****AY 10 Introduction to Four-Field Anthropology**

Who are we, where do we come from, and how do we know? Why is life unfair and why do intolerance, poverty and inequality exist? Anthropologists hold no monopoly on truth or explanation, but they do employ a wide-range of methods to explore what it means to be human. In this introduction to anthropology we will survey four sub-fields that comprise this multi-disciplinary science: biological anthropology, archaeology, sociocultural anthropology, and linguistics. Over the course of the semester, we will explore what anthropology and its sub-fields contribute to our understanding of ourselves, our histories, and our world. This course meets the world diversity requirement. Three credits.

**AY 52/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.

**AY 110 Biological Anthropology**

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 in the way people live, dress, speak, eat, love and fight? This course explores the shared patterns of thought, behavior, and feelings - that is, the cultures - of a number of peoples and presents explanations for the forms they take and the differences between them. The course helps students develop a new perspective on the values and institutions of Western culture. This course meets the world diversity requirement. Three credits.

**AY 130 Cultures of Africa**

This course explores the great diversity of the numerous cultural traditions of Africa. It begins with historiography and an abridged review of African history from the dawn of humankind to creation of modern African nations. To explore several cultural traditions from the continent, regional case studies, African literature, film, and music are analyzed. The objective of this course is to introduce students to the rich diversity of African cultural traditions, and to equip students with the African Studies and Anthropology research skills necessary for further explorations into the Cultures of Africa. 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. This course 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.

**AY 190 North African Society and Cultures**

This course is an anthropological examination of North Africa, with a specific emphasis on Morocco. From agriculture to military history, food to dress, literature to contemporary issues like Islamism, feminism, migration, and development: students will immerse themselves

in the North African context with the aim of coming to appreciate this ancient nexus between Europe, Africa, and the Middle East. This course will explore the value and limits of knowing people different from ourselves. This course meets the world diversity requirement. Three credits.

**SO 11 Introduction to 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 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. 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. This course meets the U.S. diversity requirement. Three credits.

**SO 166 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 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 à 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 228 Classical Social Theory**  
This course in sociological theory concentrates on the writings of Smith, Marx, Durkheim, and Weber, placing their theories in the context of the social, economic, political, and intellectual turmoil of the late 18th and early 19th centuries. The course includes a focus on the development of sociology as a discipline in the early 20th century and the enduring concerns of the perspective to analyze “modern” industrialized societies. (Prerequisite: SO 11) Three credits.

**SO 229 Contemporary Social Theory**  
This course focuses on contemporary American and European sociology and its development after 1945, examining critical social theory, structural functionalism, symbolic interactionism, ethnomethodology, feminism, world systems theory and post modernism. Contemporary application is a central concern in the course. (Prerequisite: SO 11) Three 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 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.

DEPARTMENT OF  
VISUAL AND  
PERFORMING ARTS

## Faculty

**Professors**  
P. Eliasoph  
Grossman, emeritus  
LoMonaco  
Schwab  
Torff  
Yarrington

**Associate Professors**  
Chamlin  
Mayzik, S.J.  
Nash, chair  
Porter  
Rose  
Scalese, S.J.

**Assistant Professors**  
J. Deupi  
Malone  
Sage  
Walker-Canton

**Lecturers**  
Belanger  
Connolly  
C. Cooney  
M. Cooney  
Covaci  
D'Angelo  
Dalen  
Davis  
V. Deupi  
Evans  
Ford  
Fumasoli  
Haas  
Joo  
Leavitt-Learson  
McDonald  
Mendelsohn  
Merry  
Messner  
Murchie  
Noyes  
Pilotti  
Pischikova  
Poe  
Ramirez  
Roth  
Schenfeld  
Schneck  
Snydacker

**Department Coordinator**, Caitlin Hughes: Canisius 3, extension 2459

**Studio Manager**, Katie O'Leary: Loyola 16, extension 3216

**Visual Resources Curator**, Carey Weber: Bellarmine Museum, extension 2499

**The Major**  
Visual and Performing Arts offers five different programs of study. Students may choose to major in: Art History (requires 30 credits), Music (requires 30 credits), New Media (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: B. Torff  
New Media: M. Scalese, 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.

**Learning Outcomes**  
All courses offered in Visual and Performing Arts emphasize 3-5 of the following learning outcomes:

- Students gain factual knowledge (terminology, classifications, methods, trends) of an art form (various aesthetics, paintings, styles, movements, etc.)
- Students learn fundamental principles, generalizations, or theories (such as awareness of metaphor and symbol in a particular art form.)
- Students learn to apply course material to improve thinking, problem solving and decisions (by making meaning of art, placing art in context, and understanding art as a human endeavor.)
- Students develop specific skills, competencies and points of view needed in the field most closely related to this course (such as identification, assessing and self-assessing quality.)
- Students develop creative capacities (inventing, designing, performing in arts, music, drama, etc., as well as taking a creative approach to any problem or task.)
- Students develop skill in expressing oneself orally or in writing.
- Students learn how to find and use resources for answering questions or solving problems (through different venues, websites, libraries, etc.)
- Students learn to analyze and critically evaluate ideas, arguments, and points of view (by synthesizing, discerning what is most important in works.)

**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 from an historical/theoretical point of view, 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/theory course. Courses that fulfill the history/theory requirement for the core curriculum are labeled "(H)"; those that fulfill the applied art requirement are labeled "(A)".

**Additional Fees**  
Studio art, new media, 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 Bellarmine Museum of Art stewards a rich collection of paintings, sculptures, and decorative art objects, including the Samuel H. Kress Collection of Italian Paintings, a large selection of historic plaster casts, a range of non-Western art objects, and a loan of twenty objects from the Metropolitan Museum of Art/The Cloisters Museum. The BMA mounts up to five temporary exhibitions each year.
- The Thomas J. Walsh Gallery features temporary exhibitions of modern and contemporary art.
- Experimental art galleries feature student work.
- Our historic plaster cast collection began in 1991 and it is comprised of long-term loans and gifts from the Metropolitan Museum of Art, representing masterpieces from ancient Greece, Rome, and Renaissance Italy. Additional gifts from the Metropolitan Museum of Art, the Acropolis Museum, and individual donors, have expanded the collection to eighty casts. The collection provides students in the Art History and Studio Arts programs, and Classical Studies, additional opportunities for study in the Bellarmine Museum of Art and the casts rooms in Loyola Hall.
- 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. The VRC has a burgeoning digital image library used by all of the faculty many of whom also access images through the university's subscription to ARTstor, an online repository of over 1,000,000 digital images.
- A computer-music lab for MIDI and other music-based computer software.
- The Aloysius P. Kelley proscenium theatre and the Wien Experimental Black Box theatre in 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, including an instructional television studio, a production television studio, a satellite uplink truck, and Campus Television Network head-end. Production capabilities are supported by state-of-the-art computer-based digital graphic design and editing 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.

Internships

Visual and performing arts majors are eligible for internship programs in the local and regional art communities. 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 theatres, and production companies.

Performance Opportunities

In addition to its regular courses, the Music Program sponsors a number of student performing groups including the Fairfield University Orchestra, Jazz Ensemble, Chamber Singers, and Pep Band. Members of these performing groups receive one credit for each semester. Students may apply up to six of these credits toward a major or minor in music; 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 that feature the work of advanced directing, acting and design 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  
J. Deupi  
P. Eliasoph  
Schwab

Lecturers  
Covaci  
V. Deupi  
Pilotti  
Pischikova  
Poe  
Snydacker

The field of art history provides essential tools for experiencing humanity's visible achievements. The Art History Program offers a complete academic curriculum covering the major periods of Western civilization, as well as courses on the arts of Asia, the Americas, and Africa. Students explore contemporary developments in art and art history within our increasingly global society

The Art History Program attracts many motivated and creative undergraduates who demonstrate, through critical analysis and application, their understanding of painting, sculpture, architecture, photography, and applied arts.

Among the many outstanding resources and programs available to art history students are: internships at the University's Bellarmine Museum of Art; specially arranged visits to major museums in New York and Connecticut with behind-the-scenes tours; internships at regional museums and cultural organizations; and research using the Bellarmine Museum's collection and the Plaster Cast Collection.

Many art history majors choose to enrich their experience further by spending a semester or year abroad. The skills learned in Art History are valuable for careers in teaching, museum and gallery curating, marketing and media, as well as nearly every job that requires observation.

Students who have taken art history core courses should be able to meet the following learning outcomes:

Demonstrate factual knowledge within the discipline of Art History; apply course material in order to improve critical thinking and problem solve (by making meaning of art, placing art in context, and understanding art as a human endeavor); find and use resources effectively to answer questions and solve problems; generate questions, evaluate research/information, and develop claims using evidence

and logical structure; analyze and critically evaluate ideas, arguments and points of view, by synthesizing and discerning what is most important.

Students who have taken upper-level art history seminars should be able to:

Analyze and critically evaluate traditions as systems and constructions of knowledge and power; develop writing and research skills, competencies and points of view necessary in the field of Art History; develop creative capacities in oral and written expression using the full resources of language in invention, drafting, revising, and editing.

Requirements  
Art History Major

For a 30-credit Art History major students:

1. Complete two of the following introductory courses (six credits)	
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 following 100-level courses (six credits)	
AH 100	Arts of India, China and Japan
AH 109	Jewish Art: Moses to Modernity
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 Art in Italy
AH 135	Renaissance and Baroque Architecture
AH 140	Baroque Art
AH 142	The Art of Early Modern Spain and Latin America
AH 150	Neoclassical and Romantic Art
AH 152	Modern Art
AH 161	American Architecture
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 180	Fundamentals of Architecture



- AH 191 Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems/Outcomes
- AH 195 Museum/Gallery Curating

3. Complete one of the following 200-level or 300-level courses (three credits)

- AH 209 The 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
- AH 275 Contemporary Art
- AH 282 Green Architecture
- AH 290 Special Topics Seminar
- AH 291 The History, Theory and Practice of Museums
- AH 292 Museums, Art, Ethics and the Law
- VPA 306 Arts Administration Principles and Practices

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)

- 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 count for the history/theory credit towards 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 begins with the origins of art-making in pre-historic, 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 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 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 142 The Art of Early Modern Spain and Latin America (H)**

This course surveys the art and architecture produced in the complex cultural landscape of early modern Spain and Latin America. Students will examine art in the context of Spain's multicultural past and its ever-expanding role in the Mediterranean and Atlantic worlds, as well as exploring the Pre-Columbian art of the Americas. 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 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 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 180 Fundamentals of Architecture (H)**

This course provides students with an introduction to the study of architecture, urban design, and the built environment through the analysis of architectural form and through consideration of architectural theory. Through a focus on design principals and vocabulary, students will examine the relationship between practice and theory in architecture. The intent of the course is to develop a profound awareness and understanding of the built environment through rigorous analysis, in situ observations, and studio-based investigations. Finally the course considers the challenges, choices, and responsibilities associated with the discipline today. 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 195 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 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 plaster casts. Students will assist with museum and website information. Students will clean and apply light restoration to plaster casts in preparation for their 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. (Prerequisite: one 100-level or lower art history course or permission of the instructor) 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. (Prerequisite: one 100-level or lower art history course or permission of the instructor) 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. (Prerequisite: one 100-level or lower art history course or permission of the instructor) 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. (Prerequisite: one 100-level or lower art history course or permission of the instructor) 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. (Prerequisite: one 100-level or lower art history course or permission of the instructor) Three credits.

#### **AH 282 Green Architecture (H)**

There has been a recent awareness of the need for an architecture that is sustainable and environmentally friendly. This course will focus on the latest sustainable design principles by studying a wide range of commercial, industrial, and residential “green architecture.” It will examine the Leadership in Environmental Engineering and Design (LEED) standards of the U.S. Green Building Council and look at the new aesthetic of Green Architecture. Students will survey work bringing these standards to college campuses across the country and submit a report summarizing their findings that will include recommendations to help make Fairfield University a greener campus. (Prerequisite: one 100-level or lower art history course or permission of the instructor) Three credits.

#### **AH 290 Special Topics Seminar (H)**

Students conduct an in-depth study of a specific subject in the history of art. (Prerequisite: one 100-level or lower art history course or permission of the instructor) Three credits.

#### **AH 291 The History, Theory and Practice of Museums (H)**

This two-track course focuses on both museology (the history and theory of museums, their operations and polyvalent roles in society) and museography (the practical application of museum theory). Such an approach will allow students to put the rapidly evolving field of museum studies into a meaningful context while simultaneously gaining a clearer understanding of contemporary industry standards and modes of best professional practice. Students who complete this course will be well equipped to evaluate museums - and their multi-faceted activities - with a critical eye and a well-informed mind. (Prerequisite: one 100-level or lower art history course or permission of the instructor) Three credits.

#### **AH 292 Museums, Art, Ethics and the Law (H)**

This course examines the complex legal and ethical issues surrounding the conception, creation, communication, display, reproduction, ownership, transfer, and protection of works of art. The first unit is devoted to defining “art” and discussing artists’ rights. The legal and ethical constraints affecting museums, collectors and the art market generally will be covered in the second unit, while the third unit will grapple with the problematic area of cultural property (with particular emphasis on looting, plunder, identity, trade, reparation, restitution and restitution). In each of these three segments, we shall read and discuss relevant case law, as well as a number of commentaries authored by leading experts in the field. (Prerequisite: one 100-level or lower art history course or permission of the instructor) 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)**

Internships allow students to gain hands-on experience in fields related to art history through supervised work for galleries, museums, auction houses, and other venues. Internships give students experience in a professional environment, help them to identify possible career paths, and give them skills that they do not acquire in the classroom. Students may apply for on-campus internships at the Bellarmine Museum or the Walsh Art Gallery in the Regina A. Quick Center for the Arts, or pursue placement in regional arts institutions. Internships require permission from the Art History program's internship coordinator before registration. Three credits.

#### **AH 320 Junior Seminar (H)**

Required of all art history majors in the fall semester of the junior year, this 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 written 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 and culminates in an in-depth research project. Three credits.

#### **VPA 306 Arts Administration Principles and Practices**

This course explores the fundamental principles associated with not-for-profit arts organizations. This course is for all arts students, as the study of arts administration core principles sets a foundation of essential knowledge vital for employment within a non-profit arts organization. Such training also is for practicing artists and those with for-profit intentions. Students will come away with knowledge and skills, as well as a strong self-awareness of their leadership and management capacities. (Prerequisite: At least 2 VPA courses in any combination of the five VPA programs: Art History, New Media, Music, Studio Art, Theatre). Three Credits.

## MUSIC

#### **Program Director**

Torff

#### **Faculty**

Grossman, *emeritus*

Nash

#### **Lecturers**

C. Cooney

M. Cooney

D'Angelo

Fumasoli

Murchie

Noyes

Schenfeld

Music allows for analytic, critical, and speculative humanistic inquiry, but is built on a foundation of mathematics and science. It allows creativity and personal interpretation and requires a rigorous understanding of syntax and abstract reasoning; it provides insight into culture and history and relates to and illuminates what is happening here and now; it is a language by which we can communicate with one another and is an art that expresses what words cannot.

As one of the original seven liberal arts, music maintains a place in the university as a subject of broad and passionate interest to educators, historians, performers, composers, and theorists, as well as those interested in arts management, recording, music industry, and the interaction of music with other arts such as film and theatre. At Fairfield, all of these form a community dedicated to furthering a knowledge and love of music. We not only want students to understand, evaluate, and analyze music, but also want to make music a meaningful part of their life. We want students to find the passion in music and to actively engage with the issues and the contexts surrounding, impacting, and influencing music.

The study of music is not just about preserving knowledge of the past - it is a field of study that provides forums for debate and action, and also delivers content that gives context to learning.

The goals of the Music program are to:

- offer students a variety of opportunities to develop musical skills and knowledge
- acquaint students with the growing scope and substance of musical thought and practice
- advance the historical, theoretical, and critical study of music

- equip students with technical, cognitive, and creative skills that will enable them to use their knowledge effectively in any field or discipline
- foster students' understanding of both the creative process in music and the products of musical creation
- develop the ability to write critically and analytically, and express a well-developed opinion both orally and in writing
- provide students the knowledge and modes of inquiry characteristic of other disciplines
- 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 catalog entry for Program in Education). Please contact Dr. Laura Nash or the chair of the Educational Studies and Teacher Preparation Department in GSEAP 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, MU 361, MU 362, and MU 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 Educational Studies and Teacher Preparation Department in GSEAP about this opportunity.

### Performing Ensembles

For information about performance ensembles, students are encouraged to contact Dr. Laura Nash, Music Program Director.

### Applied Music Lessons

The department provides private lesson instruction for all interested 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

### Visual and Performing Arts

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 2012-2013 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 or 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, Keyboard Harmony, and Improvisation
- MU 156 Intro to Music Technology: History and Practice
- 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 111 The Life and Music of George Gershwin

### Visual and Performing Arts

- 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 132 Critical Issues in American Popular Music: Blues to Hip Hop
- MU 157 Introduction to the Music Industry
- MU 202 Digital Audio Workstation

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 111 The Life and Music of George Gershwin
- MU 112 The Music of Black Americans
- MU 122 World Music History and Ensemble
- MU 132 Critical Issues in American Popular Music: Blues to Hip Hop
- MU 156 Intro to Music Technology: History and Practice
- MU 157 Introduction to the Music Industry

Earn six credits in MU 256 Jazz Ensemble or in individual lessons or take two additional music courses.

## Course Descriptions

**A= Applied**  
**H= History**

### 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 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 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, the impact of immigrants, war, women, and political agendas on the development of this genre, as well as popular American songwriters, singers, and styles. Through critical analysis, we will see the patterns that shaped the music of today. 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 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 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 132 Critical Issues in American Popular Music: Blues to Hip Hop (H)**

This course provides an in-depth look at the important musical, social, and racial issues in American popular music, from the media exploitation of the blues in the 1920s through current issues in hip hop. Subject areas will include blues and its origins, jazz and modernism, the obstacles of race in music, the death of rhythm and blues, rock's evolution in the '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 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 Intro to Music Technology: History and Practice (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 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 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.

#### **MU 245/FM 245 Survey of Film Music - "Hearing the Movies" (H)**

This course provides an overview of film music from 1900 to today. Students investigate the defining characteristics of the major historical periods of film music; explore the social and historical events that shaped the industry; learn to actively listen to a score; and discuss salient features of a given score. The object in this course is to develop skills in analyzing the sound track, music's role in the sound track, and the relation of sound track and image track on small-scale and large-scale (narrative) levels. The course develops critical listening and viewing skills as well as a film-music historical survey. (Prerequisite: MU 103 or MU 104 or NM 10) 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 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.

**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 Ensembles****MU 255 Symphony Orchestra (A)**

This ensemble helps instrumental musicians develop their skills further through public concert performances. Students learn ensemble performance ethics and stylistic interpretation, as well as performing pieces from a wide variety of genres and time periods. This course may be 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.

**VPA 306 Arts Administration Principles and Practices**

This course explores the fundamental principles associated with not-for-profit arts organizations. This course is for all arts students, as the study of arts administration core principles sets a foundation of essential knowledge vital for employment within a non-profit arts organization. Such training also is for practicing artists and those with for-profit intentions. Students will come away with knowledge and skills, as well as a strong self-awareness of their leadership and management capacities. (Prerequisite: At least 2 VPA courses in any combination of the five VPA programs: Art History, New Media, Music, Studio Art, Theatre). Three Credits.

**NEW MEDIA FILM, TELEVISION, AND RADIO****Program Director**

Scalese, S.J.

**Faculty**

Mayzik, S.J.

Walker-Canton

**Lecturers**

Connolly

Dalen

Davis

Evans

Haas

McDonald

Merry

Ramirez

**(Please Note:** A revised curriculum of the New Media Program is undergoing approval as this catalog goes to press. The curriculum below applies to majors in the classes of 2013-15. Majors in the class of 2016 should consult with their academic advisors to ensure they take the courses necessary for graduation in the new curriculum.)

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

(Please Note: A revised curriculum of the New Media Program is undergoing approval as this catalog goes to press. The curriculum below applies to majors in the classes of 2013-15. Majors in the class of 2016 should consult with their academic advisors to ensure they take the courses necessary for graduation in the new curriculum.)

### 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 Arts 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 104 African American Cinema  
FM 105 American Film Survey  
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 TV and Film  
FM 132 Directing for Film and Television

#### VI. One Elective Course

- 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 245 Survey of Film Music: "Hearing the Movies"  
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 since 1400  
AH 152 Modern Art  
AH 172 History of Photography  
MU 101 The History of Jazz  
MU 156 Intro to Music Technology: History and Practice  
SA 11 Foundation: Structure, Space and Environment  
SA 133 Photography I: Alternative Processes  
SA 136 Investigation of Text and Image  
TA 10 Intro to the Performing Arts  
TA 30 Acting I  
TA 230 Acting II  
VPA 306 Arts Administration Principles and Practices

- d. or from approved courses in other departments:  
Electives from Other Departments  
CI 251 New Chinese Cinema  
EN 171 Literature and the Visual Arts  
EN 283 Films and Novels in the Asian Diaspora: Challenges to Citizenship  
EN 291 Gender and Sexuality in Film and Literature  
EN/W 220 News Writing  
EN/W 329 Issues in News Writing (select sections)  
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  
SP 271 Hispanic Film

- e. or from the following Communication Department courses:  
Communication Electives  
CO 130 Mass Media and Society (most recommended)  
CO 201 Persuasion  
CO 202 Small Group Communication  
CO 220 Intro to Organizational Communication (recommended for students with interests in media management)  
CO 236 Gender, Sexuality, and Media (also counts for Women, Gender, and Sexuality 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. Two New Media Capstone Project  
NM 310 Senior Capstone Seminar I  
NM 311 Senior Capstone Seminar II

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 Arts 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

- V. Three Applied Production Courses from the following (TL 11 Art and Language of Television is prerequisite for all production courses)

- All Three are Required:  
FM 131 NonLinear Editing for TV and Film  
TL 130 Studio Television Production  
TL 230 Remote Television Production

#### VI. One Elective Course

- a. Choose from following advanced courses in television area:  
FM 132 Directing for Film and Television  
FM 202 Digital Audio Workstation  
FM 245 Survey of Film Music: "Hearing the Movies"  
TL 110 Special Topics in Television (applied)  
TL 133 Digital Graphics for New Media 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 since 1400  
AH 152 Modern Art  
AH 172 History of Photography  
MU 101 The History of Jazz

MU 156	Intro to Music Technology: History and Practice
SA 11	Foundation: Structure, Space and Environment
SA 133	Photography I: Alternative Processes
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 depts:  
Electives from Other Departments  
EN/W 220 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  
SP 271 Hispanic Film

e. or from the following Communication Department courses:  
Communication Electives  
CO 130 Mass Media and Society (most recommended)  
CO 201 Persuasion  
CO 202 Small Group Communication  
CO 220 Intro to Organizational Communication (recommended for students with interests in media management)  
CO 236 Gender, Sexuality, and Media (also counts for Women, Gender, and Sexuality 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. Two New Media Capstone Project  
NM 310 Senior Capstone Seminar I  
NM 311 Senior Capstone Seminar II

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 Arts 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. One Elective Course

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 since 1400  
AH 152 Modern Art  
AH 172 History of Photography  
MU 101 The History of Jazz  
MU 156 Intro to Music Technology: History and Practice  
SA 11 Foundation: Structure, Space and Environment  
SA 133 Photography I: Alternative Processes  
SA 136 Investigation of Text and Image  
TA 10 Intro to the Performing Arts  
TA 30 Acting I  
TA 130 Acting II

d. or from approved courses in other departments:  
Electives from Other Departments  
EN/W 220 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  
SP 271 Hispanic Film

Visual and Performing Arts

Visual and Performing Arts

e. or from the following Communication Department courses:

Communication Electives  
CO 130 Mass Media and Society (most recommended)  
CO 201 Persuasion  
CO 202 Small Group Communication  
CO 220 Intro to Organizational Communication (recommended for students with interests in media management)  
CO 236 Gender, Sexuality, and Media (also counts for Women, Gender, and Sexuality 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. Two New Media Capstone Project  
NM 310 Senior Capstone Seminar I  
NM 311 Senior Capstone Seminar II

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 Arts 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 104 African American Cinema  
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 TV and Film  
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 TV and Film  
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 New Media 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. 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 11 Lights, Camera, Audio (A)**

This course will introduce and familiarize students with all the production tools of the New Media film and television major program, including: every digital camera in the inventory; all available lighting instruments and equipment packages; all audio equipment in the inventory, including microphones, audio recorders, mixers, windscreens, etc. The course will feature multiple practicum assignments designed to give a thorough hands-on experience and to illustrate camera, lighting and audio theory. This course will count as an applied course for the Visual and Performing Arts core requirement, and it is an elective production course in the Film, Television and Radio Tracks for the New Media Film, Television and Radio major/minor. (Prerequisite: NM 10) 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: by permission only) One credit.

**NM 310 Senior Capstone Seminar I (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 synthesizes 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 the fall semester of their senior year. The capstone project is completed in NM 311 in the spring semester of a major's senior year. (Prerequisites: required production courses in major track concentration in addition to senior year status.) Three credits.

**NM 311 Senior Capstone Seminar II (A)**

This course completes work on the capstone project begun in NM 310 during fall semester and focuses primarily on production (filming and recording) and post-production (editing). It 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. It not only synthesizes ideas and skills already learned and mastered, but also pushes 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 graduate school. Offered spring semester. (Prerequisite: NM 310) 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 of 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, Quentin 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 104 African American Cinema (H)**

This course explores the historical, social and cultural significance of African American film from the silent era until present-day. Students will grapple with issues concerning the politics of representation of people of African descent in the American film industry. Through regular screenings, readings, short essays, group presentations, major research papers, and the integration of core course material, students will deepen their overall understanding of the impact of historical events and key filmic technological advancements on the establishment of the separate and unequal African American film industry. Three credits.

**FM 105 American Film Survey (H)**

American cinema has evolved from its origins as a technological novelty at the end of the 19th century into arguably the most distinctive art form of the past 100 years. In the process, it has become a key component of a multibillion-dollar, multinational industry that profoundly influences popular culture in the United States and around the world. This course examines important American films of the past 100 years in conjunction with the technological, economic, and cultural developments that have influenced their creation. Formerly taught as FM 102-American Films: Decades Survey, this course satisfies a history/theory requirement for New Media majors and minors, as well as a history requirement for VPA core. 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 133/TA 231 Acting for the Camera (A)**

This course is an experiential introduction to the specialized techniques used in successful on-camera acting. On-camera exercises will emphasize the importance of listening, truthful moment-to-moment response, and effective communication skills. Students will practice their skills and apply their training to commercials, current television scripts, and screenplays. Initial classes examine the difference between acting for the stage and acting for the camera. Students will practice a variety of on-camera styles including comedy, crime drama, and commercials. The course builds towards longer scene work from a screenplay. Topics include script analysis, nuance and depth of performance, and relaxation and confidence on-camera. (Prerequisite: TA 30) 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's 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 245/MU 245 Survey of Film Music - "Hearing the Movies" (H)**

This course provides an overview of film music from 1900 to today. Students investigate the defining characteristics of the major historical periods of film music; explore the social and historical events that shaped the industry; learn to actively listen to a score; and discuss salient features of a given score. The object in this course is to develop skills in analyzing the sound track, music's role in the sound track, and the relation of sound track and image track on small-scale and large-scale (narrative) levels. The course develops critical listening and viewing skills as well as a film-music historical survey. (Prerequisites: MU 103 or MU 104 or NM 10) Three credits.

#### **FM 301 Independent Study in Film**

Usually open only to students majoring or minoring in 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.

#### **VPA 306 Arts Administration Principles and Practices**

This course explores the fundamental principles associated with not-for-profit arts organizations. This course is for all arts students, as the study of arts administration core principles sets a foundation of essential knowledge vital for employment within a non-profit arts organization. Such training also is for practicing artists and those with for-profit intentions. Students will come away with knowledge and skills, as well as a strong self-awareness of their leadership and management capacities. (Prerequisite: At least 2 VPA courses in any combination of the five VPA programs: Art History, New Media, Music, Studio Art, Theatre). 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  
Ford  
Joo  
Mendelsohn  
Messner

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, Sited work and Interdisciplinary projects. 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. Along with intellectual rigor, the ability to empathize and develop a visual vocabulary as students create and review work is emphasized; sensitivity for the visual arts throughout cultures is supported as students deepen their understanding for their own work, and that of others.

The Studio Art Program 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:

<b>First Level</b>		
SA 105	Color Workshop	3 credits
SA 130	Painting I	3 credits
SA 131	Photographic and Digital Techniques in Printmaking	3 credits
SA 132	Sculpture I	3 credits
SA 133	Photography I: Alternative Processes	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

<b>Second Level</b>		
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 a minimum of one course in Art History		
AH 152, AH 164, AH 165, or AH 172 is required;		
AH 10, AH 11, AH 12, or AH 15 is recommended		
Subtotal history credits		6 credits
<b>Total:</b>		<b>33 credits</b>

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 is recommended		
Total:		3 credits
		<b>18 credits</b>

## Course Descriptions

A= Applied  
H= History

### Foundations 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

### Visual and Performing Arts

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 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, monoprints, 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: Alternative Processes (A)

This course covers alternative techniques in photography, including Cyanotypes, Kallitypes, collage, and instant photography. Additionally, students will have readings pertaining to the history of the medium, and will be introduced to contemporary concepts and use of the photographic image. A digital camera, while not required, will be useful. There are a small number of manual and digital loaner cameras available through the Studio Art Program, but loans are available on a first come basis. An additional \$50 fee for materials will be collected on the first day of class. Three credits.

### Visual and Performing Arts

#### 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. Students must provide their own digital camera. For this course, cameras must have a manual over-ride option. There are nine possible loaner cameras available through the Studio Art Program, but loans are available on a first come basis. An additional \$50 fee for materials will be collected on the first day of class. 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, silk-screen, 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 builds upon the fundamentals of digitally-based photography learned in Digital Photography, SA 134. It covers advanced and mixed media techniques. The course emphasizes the generation of ideas as the central component in the process of photography. A digital camera is required for this course. There are a small number of loaner digital cameras available for use. Typically offered spring semester. An additional \$50 fee for materials will be collected on the first day of class. (Prerequisite: SA 134) 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.

VPA 306 Arts Administration Principles and Practices

This course explores the fundamental principles associated with not-for-profit arts organizations. This course is for all arts students, as the study of arts administration core principles sets a foundation of essential knowledge vital for employment within a non-profit arts organization. Such training also is for practicing artists and those with for-profit intentions. Students will come away with knowledge and skills, as well as a strong self-awareness of their leadership and management capacities. (Prerequisite: At least 2 VPA courses in any combination of the five VPA programs: Art History, New Media, Music, Studio Art, Theatre). Three Credits.

THEATRE

Program Director  
LoMonaco

Faculty  
Porter  
Sage

Lecturers  
Leavitt-Learson  
Roth  
Schneck

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.

Goals for students taking theatre core courses are: to gain factual knowledge of all aspects of theatre in practice and theory; to develop the specific skills required for working theatre professionals; and to develop creative capacities as artists, thinkers, and problem solvers. In advanced courses, students' abilities are enhanced through rigorous engagement in analyzing, critically evaluating, and creating theatre art. All courses focus on the development of strong communication skills and help students become better writers, speakers, and collaborators.

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 *The Glass Menagerie* by Tennessee Williams, Sarah Ruhl's *Dead Man's Cell Phone*, Shakespeare's *Romeo & Juliet* directed by distinguished guest artist Barbra Berlovitz, *Machinal* by Sophie Treadwell, *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*; and *The Laramie Project* by Moises Kaufman. Fairfield also has its own improvisation company, On The Spot, an award-winning company 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 2010, the Theatre Program hosted the first guest artist residency in the history of Fairfield University. Founder and Artistic Director of the TONY-award winning Theatre de la Jeune Lune, Barbra Berlovitz, directed a contemporary-styled production of Shakespeare's *Romeo & Juliet* that responded to global events and issues of our time. She was joined by costume designer Sonya Berlovitz, who has designed for major theatre companies throughout the world, in creating this revolutionary production. Theatre Fairfield's production was the culminating event of The R&J Project, a campus-wide, multidisciplinary exploration of Shakespeare's play as it relates to young love, family and political turmoil, and issues of race, gender, and religion. Please visit the website [www.fairfield.edu/randj](http://www.fairfield.edu/randj) to see the total-ity of this extraordinary project.

In helping students 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 careers in all facets of the theatre industry as well as in public relations, communications, advertising, writing or publishing, marketing, education, public service, and law. The Theatre Program also advocates double majors and/or minors with other disciplines such as English, psychology, sociology, history, philosophy, communication, and modern languages, as well as with all programs in the School of Business. 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

- All incoming students are first registered as Comprehensive Majors.
- Students are presented with a series of questions to ponder, designed to help them discern their goals and career plans.
- 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.
- 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	<b>OR</b>		
TA 111	World Theatre	3 credits	
TA 120/			
EN 125	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:			
EN 141	Imagining Shakespeare	3 credits	
EN 213	Shakespeare I		
EN 214	Shakespeare II		
TA 110	<b>OR</b>		
TA 111	World Theatre		
TA 122	Asian Theatre		
TA 123/			
EN 120	American Women Playwrights	3 credits	
One Additional Performance Class:			
TA 230	Acting II		
TA 231/			
FM 133	Acting for the Camera	3 credits	
TA 240	Technique and Art in Directing		
TA 300	Special Topics		
One Additional Design/Tech Class:			
TA 153	Makeup and Costume Construction		
TA 157	Rendering and Drafting		
TA 158	Scene Painting		
TA 250	Advanced Stagecraft		
TA 255	Advanced Design		
TA 300	Special Topics		
TA 395	Technical Internship: Stage Management		

Plus

- A minimum of 12 Tech Points total in Freshman/ Sophomore Years
- A minimum of 12 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.

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	World Theatre	3 credits
TA 120/		
EN 125	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
Two Additional Advanced Performance Classes:		
TA 230	Acting II	6 credits
TA 231/		
FM 133	Acting for the Camera	
TA 240	Technique and Art in Directing	
One Additional Design/Tech Class:		
TA 153	Makeup and Costume Construction	3 credits
TA 157	Rendering and Drafting	
TA 158	Scene Painting	
TA 250	Advanced Stagecraft	
TA 255	Advanced Design	
TA 231/		
FM 133	Acting for the Camera	
TA 395	Technical Internship: Stage Management	
Plus		
A minimum of 12 Tech Points total in Freshman/ Sophomore Years		
A minimum of 12 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 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	World Theatre	3 credits
TA 120/		
EN 125	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:		
TA 153	Makeup and Costume Construction	9 credits
TA 157	Rendering and Drafting	
TA 158	Scene Painting	
TA 250	Advanced Stagecraft	
TA 255	Advanced Design	
TA 300	Special Topics	
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 three credits in TA 94 or TA 95 each academic year.

Theatre Minor (18 credits)

TA 11	Introduction to Theatre	3 credits
TA 30	Acting I	3 credits
TA 50	Backstage Fundamentals	3 credits
TA 120/		
EN 125	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.

Students earn course credit for such participation. This acknowledges and embraces the educational nature of production work.

- 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.
- 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.

Tech Points

Tech point 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	World Theatre, Beginnings to 1800
TA 111	World Theatre, 1800 to Tomorrow
TA 210	Theatre in Production
TA 300	Special Topics Seminar
TA 310	Technique and Theory of Production - Capstone
VPA 306	Arts Administration Principles and Practices

### Literature

TA 120/EN 125	American Drama
TA 122	Asian Theatre
TA 123/EN 120	American Women Playwrights
EN 141	Imagining Shakespeare
EN 213	Shakespeare I
EN 214	Shakespeare II

### Playwrighting

EN/W 204	Creative Writing: Drama
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### 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 231/FM 133	Acting for the Camera
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 157	Rendering and Drafting
TA 158	Scene Painting
TA 250	Advanced Stagecraft
TA 255	Advanced Design
TA 300	Special Topics

### Internships and Independent Studies

TA 395	Internship
TA 399	Independent Study

## Course Descriptions

A= Applied  
H= History

### TA 11 Introduction to Theatre (H)

This course challenges and expands upon previously conceived notions of theatre. Students will come to understand the unique contribution that theatre provides for human society, and ultimately become better audience members. Topics include: dramatic structure, genres, the actor/audience relationship, and the interpretation of the script by designers, actors, and directors. Emphasis is placed on improving analysis and writing skills. 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 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. 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, and basic costume construction. 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; 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 is

automatically 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 World Theatre, Beginnings to 1800 (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 World Theatre, 1800 to Tomorrow (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 125 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 Studies program. Three credits.

### TA 123/EN 120 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 discussed in light of the social, political, and economic climates that produced them. 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, Gender and Sexuality 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. This course focuses on the underlying theories and principles that affect theatre design, as well as the history of how design has been used in theatrical production. Focus will be placed on developing the skills designers employ: observation, analysis, research, visualization, conceptualization, communication, collaboration and creative thinking. 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, as well as developing creative thinking skills. Students serve as members of the paint crew for a Theatre Fairfield production. Projects emphasize 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 231/FM 133 Acting for the Camera (A)**

This course is an experiential introduction to the specialized techniques used in successful on-camera acting. On-camera exercises will emphasize the importance of listening, truthful moment-to-moment response, and effective communication skills. Students will practice their skills and apply their training to commercials, current television scripts, and screenplays. Initial classes examine the difference between acting for the stage and acting for the camera. Students will practice a variety of on-camera styles including comedy, crime drama, and commercials. The course builds towards longer scene work from a screenplay. Topics include script analysis, nuance and depth of performance, and relaxation and confidence on-camera. (Prerequisite: TA 30) 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 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, visual research, and creative thinking. 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 details for a theatre company as well as a selected 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, acting 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.

**VPA 306 Arts Administration Principles and Practices**

This course explores the fundamental principles associated with not-for-profit arts organizations. This course is for all arts students, as the study of arts administration core principles sets a foundation of essential knowledge vital for employment within a non-profit arts organization. Such training also is for practicing artists and those with for-profit intentions. Students will come away with knowledge and skills, as well as a strong self-awareness of their leadership and management capacities. (Prerequisite: At least 2 VPA courses in any combination of the five VPA programs: Art History, New Media, Music, Studio Art, Theatre). Three Credits.



PROGRAM IN WOMEN,  
GENDER AND  
SEXUALITY STUDIES

Faculty

**Director**  
Gudelunas (Communication)

**Coordinating Faculty**  
Arendt (Communication)  
Campbell (Nursing)  
Garvey (English)  
Harriott (Biology)  
Haas (New Media)  
Hohl (History)  
Kohli (Education)  
Lawrence (History)  
O'Driscoll (English)  
Orlando (English)  
Rajan (English)  
Rodrigues (Sociology and Anthropology)  
Walker-Canton (New Media)

Women, Gender and Sexuality Studies is an interdisciplinary program that challenges the cultural, intellectual, social and political assumptions about sex, gender and sexuality systems. A unique field, Women, Gender and Sexuality Studies draws on scholarship from multiple disciplines to develop its own theories, methods and epistemologies. The inextricable linkage of theory and practice forms the foundation of the field. Courses in the program critically engage issues of race, ethnicity, class, gender, sexuality and other key components of identity, and the ways they intersect.

The Women, Gender and Sexuality Studies program offers you opportunities to:

- Identify intersecting systems of power; including race, class, ethnicity, gender, sex and sexuality.
- Gain specialized knowledge and acquire proficiency in course content.
- Apply theories, methods and epistemologies to course materials and lived experience.
- Analyze and critically evaluate the implications of specialized knowledge put into practice.

As an interdisciplinary program, Women, Gender and Sexuality Studies offers a unique way to combine elements from other disciplines and bring them together in especially powerful ways: Women, Gender and Sexuality Studies encourages research and scholarship that integrate diverse ideas.

Women, Gender and Sexuality Studies

Requirements

For an 18-credit minor in Women, Gender and Sexuality Studies, students complete:

- Five courses, three of which must be gender-focused, and two others, which may be gender-focused or gender-component courses. Courses must be chosen from at least two disciplines.
- WS 301 WGS Capstone Seminar after completing the other five courses. With permission of the director, other capstone experiences that focus on women, gender and sexuality topics may be counted in place of WGS 301. If another capstone experience is substituted, then a sixth WGS course must be completed from the list of approved courses.

Course Offerings

Courses available for the Women, Gender and Sexuality 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
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Business

BU 325	Law, Women, and Work
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Classics

CL 123	Women in Classical Literature
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Communication

CO 236	Gender, Sexuality, and Media
CO 246	Family Communication
CO 323	Gender and Organizing

Economics

EC 114	The Economics of Race, Class, and Gender in the American Workplace
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English

EN 162	Irish Women Writers
EN 171	Literature and the Visual Arts
EN 216	The Victorian Epoch
EN 234	American Women Writers of the 19th Century
EN 263	African American Women Writers
EN 271	Comparative Renaissance
EN 275	Modern Women Writers
EN 283	Films and Novels in the Asian Diaspora: Challenges to Citizenship
EN 284	American Women Writers of Color
EN 291	Gender and Sexuality in Film and Literature

Women, Gender and Sexuality Studies

EN 314	Renaissance Eros
EN 353	Representations
EN 355	Gender Theory
EN 371	All About Eve
EN 374	The Woman Question: Early Feminism and 19th-Century Transatlantic Literature
EN 375	Caribbean Women Writers
EN 376	Global Women's Fiction
EN 377	Urban Texts & Contexts

History

HI 240	The Personal is Political: Women's Activism in the 1960s
HI 245	Feminism in the United States
HI 246	Excellent Women, Deviant Women: The Female Experience
HI 247	Family and Sexuality in U.S. History
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
SP 359	Culture, Civilization, and Literature in the Spanish-American Caribbean Region (when taught as "Gender, Class, and Race in the Spanish-Speaking Caribbean")

Music

MU 125	Women in Music
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New Media, Film, Television and Radio

FM 101	Filmmaker Studies (when taught as "Women Directors")
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Nursing

NS 314	Nursing of Women and the Childbearing Family
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Philosophy

PH 294*	American Philosophy
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Politics

PO 119	Sex, Sexuality and Gender
PO 136	Gender, War, and Peace (also IL 151)
PO 153	The Politics of Race, Class, and Gender
PO 170	The Battle over Family Values in American Politics
PO 220	Seminar on Feminist Theory

Religious Studies

RS 152	Women in the Bible
RS 203	Women in Judaism

College of Arts and Sciences

RS 204	Voices of Medieval and Modern 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
SO 239	Sociology of Gender and Sexuality

Theatre

TA 123	American Women Playwrights
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Women, Gender and Sexuality Studies

WS 299	WGS Studies Internship
WS 301	WGS Studies Capstone Seminar
WS 399	WGS Studies Independent Study

Course Descriptions

WS 299 Women, Gender and Sexuality Studies Internship

The internship program allows students to gain on-site experience that can be related to the discipline of Women, Gender and Sexuality Studies. Internship areas include health, publishing, communications, politics, and many other fields. Students consult the program director for a list of internship opportunities before registering for this course. Faculty supervision helps students integrate their experiences with the intellectual foundation acquired in their academic courses. Three credits.

WS 301 Women, Gender and Sexuality 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, Gender and Sexuality Studies Independent Study

By arrangement with Women, Gender and Sexuality Studies faculty, students may choose to work independently on special topics. See the program director for details. Three credits.

## COLLEGE OF ARTS AND SCIENCES FACULTY AND ADMINISTRATION

### Administration

**Robbin Crabtree, Ph.D.**

*Dean*

**Manyul Im, Ph.D.**

*Associate Dean*

**Aaron Perkus, Ph.D.**

*Associate Dean*

**James Simon, Ph.D.**

*Associate Dean*

**Dawn Quintiliani DeBiase M.S.W.**

*Assistant Dean*

**Susan Peterson**

*Assistant Dean*

### Faculty

**Jeffrey P. von Arx, S.J.**

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*Professor of the Practice of Biology*  
B.A., M.S., University of Bridgeport  
Ph.D., University of Massachusetts, Amherst

**Qin Zhang**  
*Associate Professor of Communication*  
B.A., M.A., Central China Normal University  
Ph.D., The University of New Mexico

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**Joseph E. Boggio**  
Professor of Chemistry, Emeritus

**Daniel S. Buczek**  
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**Vincent M. Burns, S.J.**  
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Professor of Chemistry, Emeritus

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**Edward M. Dew**  
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Professor of Philosophy, Emeritus

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Assistant Professor of English, Emeritus

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Associate Professor of Psychology, Emeritus

**Jiri Nedela**  
Assistant Professor of Communication, Emeritus

**Lisa Newton**  
Professor of Philosophy, Emerita

**Edward J. O'Neill**  
Associate Professor of Mathematics, Emeritus

**Walter J. Petry Jr.**  
Assistant Professor of History, Emeritus

**Raymond M. Poincelot**  
Professor of Biology, Emeritus

**Mariann S. Regan**  
Professor of English, Emerita

**Francis J. Rice**  
Professor of Biology, Emeritus

**Nicholas M. Rinaldi**  
Professor of English, Emeritus

**Joseph E. Sarneski**  
Professor of Chemistry, Emeritus

**Dorothy B. Shaffer**  
Professor of Mathematics, Emerita

**Jane L. Sutherland**  
Associate Professor of Fine Arts, Emerita

**Lik Kuen Tong**  
Professor of Philosophy, Emeritus

**Joan Walters**  
Professor of Economics, Emerita

**Robert M. Webster**  
Associate Professor of Modern Languages and Literatures, Emeritus

**Celia T. Wells**  
Associate Professor of English, Emerita

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Fairfield, CT

Edith Chaifetz  
Fairfield, CT

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Miami, FL

Dr. Jill Deupi  
Director of the Bellarmine Museum  
Fairfield University

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Kinnelon, NJ

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Wellesley, MA

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Fairfield University

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Waban, MA

Patricia Morales McGauley '94  
Waban, MA

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New York, NY

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New York, NY

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Harry A. Rissetto '65, P'00  
Arlington, VA

Edmund J. Sybertz '72  
Sudbury, MA

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# The Charles F. Dolan School of Business

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## A Message from the Dean

What do you want to be? The highly competitive, globally-oriented, tech-savvy business world seeks energized, knowledgeable, inspired undergraduates with rock solid ethics to be the business leaders of the future. This is who we'd like to help you become during your time at the Charles F. Dolan School of Business. Whether you see yourself as an entrepreneur, an accountant, an international business executive, a marketing professional, an information systems manager, or an expert in the world of finance, we can help take you there.

How do we do this? We do this, first, through our excellent faculty. Yes, this is a faculty that does cutting edge research and, through a world-class curriculum, will teach you the business concepts critical to your future career. But this is also a faculty with substantial real-world business experience who seek to create an active learning environment. Here, real organizational problems are brought into the classroom to be dissected and debated, often with the actual managers involved. The faculty is also vitally interested in you. In classrooms averaging less than 24 students, and in one-on-one advising sessions, faculty are available to discuss your current concerns, your developing ideas and future career dreams.

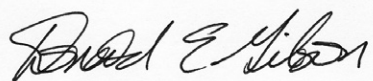
We do this by creating a community of students who have the opportunity to interact closely with faculty, alumni, and staff. Be part of the Investment Club, and test out your investing skills. Join the Marketing, Accounting, or Management Clubs. Engage in the Analysts Case Competition in New York or our new Business Plan competition for entrepreneurs.

We do this by partnering with local business leaders and alumni, drawing on Fairfield County's strategic location, home to more than 40 Fortune 500 headquarters located within 50 miles of the University. When you're here, the world of business is literally at your front door.

We do this, finally, by stressing excellence in all that we do. For the seventh year in a row, we are ranked among the Best Business Schools in the US (according to the *Princeton Review*), and fully accredited by the AACSB International, The Association to Advance Collegiate Schools of Business. Only ten percent of all business schools worldwide are so recognized.

What do you want to be? The Dolan School of Business offers you a range of choices, along with the resources and mentors to help you make that decision and reach your goals. We do it in an environment that takes its Jesuit foundations seriously, emphasizing a rigorous education, caring for our students, a concern for ethics and justice, and an understanding of the power of reflecting on your life.

We welcome you. We urge you to take advantage of all that this school offers, and make it your own.



**Donald E. Gibson, Ph.D**  
Dean, Charles F. Dolan School of Business



## CHARLES F. DOLAN SCHOOL OF BUSINESS

**Dean:** Donald E. Gibson, Ph.D.

**Associate Dean and Director of Graduate**

**Programs:** Mark Ligas, Ph.D.

**Assistant Dean and Director of Undergraduate**

**Programs:** Heather L. Petraglia

### Department Chairs

Accounting: Van Hise

Finance: Hlawitschka

Information Systems and Operations: He

Management: Tromley

Marketing: Rajamma

### Directors

Research: Bradford

International Studies: Jones

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, international business, management and marketing. Minors are available to all students in accounting, accounting information systems, business law and ethics, entrepreneurship, finance, information systems, management, marketing, and operations management.

All members of the business faculty serve 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 in 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
- Entrepreneurship
- 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, or School of Engineering 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 148) 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 an excellent opportunity for rewarding opportunities. 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. Internships for credit must be pursued in the major area of study. Once completed, students may pursue a second internship for credit in their business major or business minor. Internships do not fulfill any courses toward the major or minor; 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 (EC 278 may substitute for MA 217)

•Two semesters of a natural science.

**Area II: History and Social Science**  
•Two semesters of history. HI 10 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 101 is required.

•Two semesters of religious studies. RS 101 is required.

•AE 291 Business Ethics

**Area IV: English and Visual and Performing Arts**  
•EN 11 Texts and Contexts I

•EN 12 Texts and Contexts II

•One semester of English literature with a course number between EN 100-199. 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 art history, music history, theatre history, or film history.

**Area V: Modern and Classical Languages**  
•Two semesters of the same language at any level selected from 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 <sup>1</sup>	Introduction to Financial Accounting
AC 12 <sup>1</sup>	Introduction to Managerial Accounting
IS 100 <sup>1 or 2</sup>	Introduction to Information Systems
FI 101 <sup>2</sup>	Introduction to Finance
MG 101 <sup>2</sup>	Introduction to Management in Organizations
MK 101 <sup>2</sup>	Principles of Marketing
OM 101 <sup>2</sup>	Introduction to Operations Management
BU 211 <sup>3</sup>	Legal Environment of Business
MG 300 <sup>4</sup>	Business Strategies in the Global Environment

<sup>1</sup>These courses should be completed in the first year.  
<sup>2</sup>These courses should be completed in the second year.  
<sup>3</sup>This course may not be taken until the junior year.  
<sup>4</sup>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.

**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.

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.

Course Descriptions

**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 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****Professors**

Caster  
Massey  
Van Hise, chair

**Associate Professors**

Bradford  
Coyne  
Poli

**Assistant Professors**

Ebrahim  
Peck

**Assistant Professors of the Practice**

Drusbosky  
Mettler

**Lecturers**

Brenner  
Cassidy  
D'Agostin  
DeMelis  
Glinka  
Klein  
Maccarone  
Moyer  
Orticelli  
Sklar  
Yost

**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
- AC 265 or 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 265 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: C or better in AC 203) Three credits.

**AC 265 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 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 344 Individual Taxation: Socioeconomic Applications**

This course builds on the knowledge students obtained from AC 343 Federal Income Taxation I. In addition to reviewing the fundamentals of individual income tax theory and the associated various forms and schedules, the course will provide students with practical experience in preparing and filing individual tax returns and the procedures used to enforce the individual taxation system. Students will become familiar with using the tax forms, calculating different tax credits and deductions, and conducting research to answer tax questions. The course will also address different social, economic, and ethical perspectives of the taxation system. Students will apply professional tax software, and will be required to obtain the necessary certification and volunteer in a Volunteer Income Tax Assistance (VITA) site as tax preparers. (Prerequisites: AC 343; 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 380 Municipal and Not-for-Profit Accounting**

This course examines accounting theory and concepts, and the reporting principles promulgated by the Financial Accounting Standards Board (FASB) as they relate to voluntary health and welfare organizations, healthcare organizations and universities and all types of not for profit organizations. Learning will be enhanced by a service learning experience. (Prerequisites: AC 204; junior or senior standing) Three credits.

**AC 391-394 Accounting Internship**

Students gain practical experience in accounting. (Prerequisites: accounting major, junior standing, minimum overall GPA of 2.5) One to eight 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  
Martinez  
McDermott

**Assistant Professors**

Salavei Bardos  
Zhang

**Lecturers**

Clymer  
Maccarone  
Parisi  
Richardson

**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****FI 101 Introduction to Finance**

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 391-394 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. One to eight 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, chair  
Tellis  
Campbell

**Associate Professors**

Huntley  
Lee  
Ozcelik

**Assistant Professors**

Vinekar

**Lecturer**

McAdams  
McCabe  
Okrent

**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 391-394 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. One to eight 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 BUSINESS WITH CO-CURRICULAR MAJOR OR MINOR****Faculty**

Director Jones (Sociology/Anthropology)  
Associate Director Griffin

**Adjunct Faculty**

Daniel Bass  
Klaf

**Coordinating Committee**

Crawford (Sociology/Anthropology)  
Franceschi (Economics)  
Gil-Egui (Communication)  
Jung (Politics)  
Leatherman (Politics)  
Li (History)  
Martinez (Finance)  
McFadden (History)  
Micu (Marketing)  
Strauss (Management)  
Torres (Education)

**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 ourselves 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 Peace building; 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 struc-

tures, 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, the Fairfield Journal of Global Citizenship, internships and study abroad opportunities, and through work with our faculty in research projects and as student teaching assistants.

**Graduation with Honors**

Fairfield University has a campus chapter of Sigma Iota Rho, the national honor society for international studies. Students must have attained a junior standing and completed at least twenty-one hours of course work toward the International Studies/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 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.

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.

**Suggested Course of Study****Freshman Year**

- EC 11 and EC 12

**Sophomore Year**

- IL 50, 51 or 52 (take two of these in sophomore year if studying abroad in junior year)

**Junior Year**

- IL 50, 51 or 52 (complete any of these remaining foundational courses)
- Choose 2 electives from the thematic areas (one theory and one applied course)

**Senior Year**

- Complete any remaining electives from the thematic areas (one theory and one applied)
- IL 300 Capstone

**Course Offerings****Foundational Courses**

IL 50	People, Places and Global Issues
IL 51	Challenges of Global Politics (cross-listed with PO 130)
IL 52	Culture and Political Economy (cross-listed with AY 52)
EC 11	Introduction to Microeconomics (required for all business students)
EC 12	Introduction to Macroeconomics (required for all business students)
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 280	Global Leadership for Research and Project Development
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
PH 266	The Concept of Human Rights

**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 151/PO 136	Gender, War, Peace
IL 260/HI 274	Historical Perspectives on Contemporary Global Crises
IL 280	Global Leadership for Research and Project Development
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 152	International Human Rights
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 280	Global Leadership for Research and Project Development
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****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 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 151/PO 132 Gender, War, Peace**

This course examines the complexities and gendered impact of war on children, family and other social actors, drawing on a wide range of theories, concepts and case studies on violence, conflict escalation and peacebuilding. Part I examines the multifaceted forces of globalization, structural violence and gender based violence (GBV) that set up the gendered dynamics of war. Part II draws from this framework to understand the fluid contexts of gender and violence in war, including sexual violence. It looks at how people try to remain safe from armed conflict and marauding bands of rebels or soldiers, and the difficulties of sorting victim from perpetrator. Part III examines theories of social justice in the aftermath of war, and policies that can lead to improved security, safety, health, rehabilitation and reconstruction. Course requirements include exams and a research paper on the theory and policy implications of gender in war and its aftermath. The course meets the world diversity requirement. Three credits.

**IL 152 International Human Rights**

This course is devoted to an examination of basic human rights philosophy, principles, instruments and institutions. It introduces students to the origins and development of international human rights; the need to apply and enforce legal obligations and establish accountability for human rights violators; and the procedures enforced by the international community for human rights violation. Students will engage in focused discussions and debates on contemporary issues of human rights, such as Environmental Rights, Women's Rights, Rights Against Trafficking, and Economic Rights. The final part of the course includes a special focus on U.S Foreign Policies on Human Rights, concluding with Guantanamo. As part of the research requirements of the course, students will focus on human rights for which they want to be advocates and/or in which they want to be engaged. 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 280 Global Leadership for Research and Project Development**

The course equips students to prepare prestigious international grants and fellowship projects that will make a difference in the world. Students develop their own ethical global imagination on transformational leadership. The course covers a variety of theoretical approaches and methodologies for research and project development informed by feminist, gender, cultural competency, power, race, class, ability/disability, and critical pedagogical perspectives. The students choose the grant or fellowship that is the focus of their project, along with the particular topic (puzzle) and research question. (Prerequisite: junior standing or permission of instructor). 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.

**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.

**DEPARTMENT OF  
MANAGEMENT****Faculty****Professors**

Gibson  
Mainiero  
McEvoy  
Scheraga, chair  
Solomon  
Tromley

**Associate Professors**

Bhattacharya  
Cavanaugh  
Giapponi  
Schmidt  
Strauss

**Assistant Professor**

Sud

**Lecturers**

Baskin-Brooks  
Daulerio  
Day  
Roseman  
Vallera

**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: human resource management, business and society, or entrepreneurship.

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.

**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 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 336 Social Entrepreneurship
- MG 337 Technology Ventures
- MG 338 Managing a Family Business
- MG 350 International Law
- MG 355 Organizational Culture
- MG 360 Negotiation and Dispute Resolution
- MG 365 Ethics and Technology in Business
- MG 370 Managing Nonprofit Organizations
- 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 offers students a foundation in law and regulation, as well as ethics, applied to the business sector to better understand the social responsibility of business and the interdependent nature of business and society. For an 18-credit minor in business law and ethics, students 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
- 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.

**Entrepreneurship Minor**

This minor offers students across the University exposure to entrepreneurship, from concepts of creativity, technology, and innovation to implementing business plans. Students may explore opportunities in both the for- and non-profit sectors.

For a 15-credit Entrepreneurship Minor, students must complete:

- MG 335 Entrepreneurship and Small Business Management
- BU 211 Legal Environment of Business

\* Non-management majors choose one course from Group 1, two courses from Group 2. Management majors choose three courses from Group 2. No courses may double count for the entrepreneurship minor and the management major.

**Group 1**

- MG 101 Introduction to Management (allowed for non-DSB students only)
- MG 235 Managing Human Resources for Competitive Advantage
- MG 240 Leading and Managing People

**Group 2**

- MG 336 Social Entrepreneurship
- MG 337 Technology Ventures
- MG 338 Managing a Family Business
- BU 320 Employment Law and Discrimination in the Workplace

\*It is strongly recommended that students take the BU 211 Legal Environment of Business section with Entrepreneurship emphasis.

**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 boundary-less 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 336 Social Entrepreneurship**

This course examines the tremendous opportunities that exist for creating value in the social sector. Using entrepreneurial frameworks and business metrics, social entrepreneurs are effecting change in domains that markets have failed to address. The objective of this course is to sensitize students to ways that firms can influence societal outcomes while continuing to be revenue generating, self-sustaining enterprises. The primary learning strategy will be through case presentations and discussions of current social entrepreneurs and their organizations. During the term, students will develop a business plan to support a viable social enterprise. (Prerequisite: junior standing) Three credits.

**MG 337 Technology Ventures**

This course focuses on those skills necessary for success in technology entrepreneurship, beyond traditional business skills and entrepreneurial enthusiasm. These include managing an array of uncertainties including technology, market, resource and organizational. The primary objective of this course is to give students the formalized training necessary to understand and manage these uncertainties. Coursework will include exercises that require students to identify an unmet or underserved market need and a potential technological solution to serve this need with the goal of helping students establish the basis for new venture creation or product launch. This class will discuss both technology push and market pull innovations. The course will progress from technology development/acquisition, through market assessment, business model development, venture funding, and finally, preparation to launch. (Prerequisite: junior standing) Three credits.

**MG 338 Managing a Family Business**

This course provides a foundation for understanding family businesses, which represent over 80% of the world's free economies. The dynamics of first generation start-ups or multi-generational family businesses are often unique, yet tenuous to manage. Regardless of whether you are a member of the managing family or assuming a position within the firm, comprehension of the idiosyncrasies of successfully managing their complex operations is imperative. Through class discussions, case studies, articles, role plays and your research project based on auditing a locally-based family enterprise, this course will enable you to analyze and consider participating in a family business. Guest lectures from local family businesses will provide real-world application of the theories and concepts discussed in class. (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 370 Managing Non-Profit Organizations**

This course provides students with an understanding of the nonprofit sector and exposure to fundamentals in managing nonprofit organizations. It explores a broad range of topics including: the role of nonprofits in society, executive leadership and governance relationships in nonprofit organizations, the legal framework of nonprofits, human resource management of staff and volunteers, marketing and public relations, fundraising, budgeting and financial management, and strategic planning in the nonprofit sector. Special emphasis will be placed on leadership and the unique challenges that nonprofit leaders face in local, national, and global environments. (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 391-394 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) One to eight 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  
Micu  
Rajamma, chair

**Assistant Professors**

Bose-Godbole  
Lee-Wingate

**Visiting Assistant Professor**  
Neal

**Lecturers**

Herr  
Huetteman  
Smith  
Tarrant

### 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

### 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.

### Marketing

### 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 391-394 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) One to eight 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.

## CHARLES F. DOLAN SCHOOL OF BUSINESS FACULTY AND ADMINISTRATION

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**Joan L. Van Hise, C.P.A.**

*Chair, Accounting Department*  
*Associate Professor of Accounting*  
 B.S., M.B.A., Fordham University  
 Ph.D., New York University  
 C.P.A., New York

**Vishnu Vinekar**

*Assistant Professor of Information Systems and*  
*Operations Management*  
 B.S., Manipal Institute of Technology, India  
 M.S., Texas A&M International University  
 Ph.D., University of Texas at Arlington

**Ying Zhang**

*Assistant Professor of Finance*  
 B.S., JiNan University, Guang Zhou, China  
 M.S., University of Texas Arlington  
 Ph.D., University of Texas Arlington

## Faculty Emeriti

**Henry E. Allinger**

Assistant Professor of Accounting, Emeritus

**Robert L. DeMichiell**

Professor of Information Systems, Emeritus

**Lucy V. Katz**

Professor of Business Law, Emerita

**Robert W. Kravet**

Assistant Professor of Accounting, Emeritus

**Suzanne D. Lyngaas**

Assistant Professor of Accounting, Emerita

**Roselie McDevitt**

Assistant Professor of Accounting, Emerita

**Richard F. Tyler**

Assistant Professor of Management, Emeritus

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Consumer Finance  
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Global Chairman, Entertainment and Media Practice  
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- Kevin C. Piccoli '79**  
Deputy Director  
CFTC  
New York, NY
- Joseph D. Sargent '59, P'89, '86**  
Fairfield, CT
- Maive Scully '76**  
Senior Vice President & CFO (Retired)  
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Managing Director  
Goldman Sachs  
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Upper Montclair, NJ
- Christopher J. Stephens, Jr.**  
Senior Vice President  
Finance and CFO  
Barnes Group Inc.  
Bristol, CT

School of Engineering

2012-13

## A Message to Students

Welcome to the School of Engineering of Fairfield University. Here, we are devoted to serving students as they 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.



**Dr. Jack W. Beal**  
Dean, School of Engineering



## SCHOOL OF ENGINEERING

### Administration

**Dean:**

Jack W. Beal, 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 is the first-year course, Fundamentals of Engineering (EG 31), which is 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 professionals, 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](http://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.

## General Education Core Curriculum

The general education core curriculum provides a liberal education, drawing upon four major areas of knowledge. For each of these four areas of competency, Engineering majors select courses as follows.

### Area I: Mathematics and Natural Sciences

- Three semesters of Mathematics: MA 145, MA 146; MA 245. In addition, Computer Engineering majors also take MA 231, MA 321, and MA 351. Electrical Engineering majors also take MA 321 and MA 351. Mechanical Engineering majors also take MA 321. Software Engineering majors also take MA 231, MA 321, MA 351, and a MA elective.

- Two semesters of General Physics: PS 15/15 Lab, PS 16/16 Lab. Automated Manufacturing Engineering, Electrical Engineering, and Mechanical Engineering majors also take CH 111/111 Lab. Computer Engineering majors also take a 4-credit science/lab elective. Software Engineering majors also must take a science elective.

### Area II: History and Social Sciences

- Two semesters of History: HI 10 is required plus one 200-level History course. CL 115/116 (Greek and Roman Civilization) may be taken to fulfill this requirement.

- EC 11 Introduction to Microeconomics plus one Social Science elective.

### Area III: Philosophy and Religious Studies

- Two semesters of Philosophy: PH 101 is required plus one 200-level Philosophy course.

- Two semesters of Religious Studies: RS 101 is required plus one 200-level Religious Studies course.

- AE 287 Engineering Ethics.

### Area IV: English and Visual and Performing Arts

- EN 11 Texts and Concepts I.

- EN 12 Texts and Concepts II.

- One semester of English literature with a course number between EN 100-199. 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 literature.

- One semester of visual and performing arts history - art history, music history, theatre history or new media film, television, and radio history,

- CD 211, Engineering Graphics I. Software Engineering majors take a second semester in Visual and Performing Arts.

### Area V: Modern and Classical Languages

- Engineering majors are exempt for the Modern and Classical Languages requirement.

### Diversity Requirements

All full-time and part-time students must complete one U.S. and one World Diversity course from a designated list of courses.

## Undergraduate Programs

The School of Engineering offers undergraduate programs leading to the Bachelor of Science in Engineering degree 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, Fundamentals of Engineering, and complete the degree requirements with the team-based Senior Design Project. EG 31 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:

- The traditional 4-year full-time program
- The 3/2 five-year program
- The part-time evening program

### The Full-Time Traditional Program

This program leads to a B.S. in Engineering 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; databases, data warehousing and data 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

Students may earn an associate 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 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 98-102 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.

Graduate Programs

The School of Engineering offers four master of science in engineering 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 Automated Manufacturing, Database Management, Information Security, Network Technology, and Web Application Development. For information about these programs, please see the School of Engineering graduate catalog, or visit the School's website at [www.fairfield.edu/engineering](http://www.fairfield.edu/engineering).

AUTOMATED  
MANUFACTURING  
ENGINEERING

Faculty

Lecturers  
Bauer  
Botosani, Chair  
Craciun  
Lutian  
Savage  
Wojna

Bachelor of Science

Automated Manufacturing Engineering 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 automated manufacturing engineering. This program places an emphasis on the application of computer systems to modern manufacturing by means of such topics as robotics, computer-aided design (CAD), application of hydraulics and pneumatics in Automation (H&P), programmable logic controllers (PLC), computer-aided manufacturing (CAM), and computer integrated manufacturing (CIM), Logic in Automation, Automation Instrumentation, Automation Process, Network Automation Systems.

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 engineering 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 automated manufacturing engineering and automation systems engineering are available in this program, with a focus on robotics and automation, feedback and product and process design, and automation process. 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 145	Calculus I: Engineering & Physics Majors	4
PS 15	General Physics I	3
PS 15L	General Physics I Lab	1
EG 31	Fundamentals of Engineering	3
PH 101	Introduction to Philosophy	3
EN 11	Texts and Contexts I	3
Total 17		

Year 1 - Spring Semester		Credits
MA 146	Calculus II: Engineering & Physics Majors	4
PS 16	General Physics II	3
PS 16L	General Physics II Lab	1
EG 145	Mathematical Analysis	3
CD 211	Engineering Graphics I	3
EN 12	Texts and Contexts II	3
Total 17		

Year 2 - Fall Semester		Credits
MA 245	Calculus III: Engineering & Physics Majors	4
ME 201	Engineering Statics	3
MF 230	Computer-Aided Manufacturing (CAM) I	3
CH 111	General Chemistry I	3
CH 111L	General Chemistry Lab I	1
MF 207	Materials Science	3
Total 17		

Year 2 - Spring Semester		Credits
ME 203	Kinematics and Dynamics	3
MF 240	Computer-Aided Manufacturing (CAM) II	3
MF 261	Automation Logic Design	3
RS 101	Exploring Religion	3
AH	Art History Elective	3
Total 15		



Year 3 - Fall Semester		Credits
MF 316	Automation Instrumentation & Measurement	3
MF 317	Automation Process Design	3
EE 213	Introduction to Electric Circuits	3
EE 213L	Electric Circuits Lab	1
MF 354	Product and Process Design for Manufacturing	3
HI 10	Origins of the Modern World	3
Total 16		

Year 3 - Spring Semester		Credits
MF 318	Applications of Hydraulics and Pneumatics in Automation	3
MF 250	Programmable Logic Control (PLC) Systems	3
MF 250L	Programmable Logic Control (PLC) Systems Lab	1
MC 396	Mechatronics Applications	3
GE	General Elective	3
HI	History Elective	3
EC 11	Intro to Microeconomics	3
Total 19		

Year 4 - Fall Semester		Credits
MF 315	Computer-Integrated Manufacturing (CIM)	3
MF 319	Network Systems Automation	3
EG 390	Senior Design Project I	3
MF	Major Elective	3
RS	Religious Studies Elective	3
AE 287	Engineering Ethics	3
Total 18		

Year 4 - Spring Semester		Credits
EG 391	Senior Project II	3
MF	Major Elective	3
PH	Philosophy Elective	3
SS	Social Science Elective	3
EN 100		
-199	English Core Literature	3
Total 15		

### Automated Manufacturing Engineering Electives

Automated Manufacturing		Credits
MC 290	Engineering Systems Dynamics	3
ME 311	Machine Design	3
ME 318	Finite Element Analysis	3
MF 350	Advanced Programmable Logic Control (PLC) Systems	3
MF 350L	Advanced Programmable Logic Control (PLC) Systems Lab	1
MF 351	Manufacturing Systems I	3
MF 352	Manufacturing Systems II	3
MF 353	Manufacturing Processes and Materials	3
MF 361	Automation and Robotics I	3
MF 362	Automation and Robotics II	3

Automation Systems		Credits
MC 300	Feedback and Control Systems	3
MF 350	Advanced Programmable Logic Control (PLC) Systems	3
MF 350L	Advanced Programmable Logic Control (PLC) Systems Lab	1
MF 355	Product Planning, Control and Forecasting	3
MF 361	Automation and Robotics I	3
MF 362	Automation and Robotics II	3

### Certificate in Automated Manufacturing Engineering

Engineers with the requisite background may opt for a Certificate in Automated Manufacturing Engineering consisting of a minimum of four courses, e.g., MF 230, MF 240, MF 250 with Lab, and MF 318, or other electives.

## COMPUTER ENGINEERING

### Faculty

#### Professors

Beal  
Lyon, chair

#### Lecturers

Cavallo  
Craciun  
Lopes  
Mandello

### Bachelor of Science

The Computer Engineering Program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. Computer engineering is an interdisciplinary degree program that enables its graduates to design and develop computer-based systems. In the computer engineering curriculum, theoretical work is integrated with experiential learning and design activity. Demand for engineers who can do both hardware and software is consistently strong and is expected to persist.

The Department of Computer Engineering supports the mission of the University through its undergraduate program by providing students with appropriate curricula and educational experiences. To accomplish the mission, the faculty, with advice from students, alumni and employers, determine a set of Program Educational Objectives. The Program Educational Objectives are broad statements that describe what graduates are expected to attain within a few years following graduation. The program prepares our alumni to achieve the following Program Educational Objectives.

- Domain Knowledge: Alumni apply their in-depth understanding in areas of computer systems to solve computer systems related problems with real-world constraints (i.e., constraints on performance, budget, and scheduling, etc). They solve problems in a modern technological society in the professional environment of their employment, as productive engineers and/or enter and succeed in a graduate program.

- Professional Practice: Alumni practice engineering design, problem-solving skills and aptitude for innovation and communication skills as they function effectively, both individually and within multidisciplinary teams.

- Lifelong Learning: Alumni continue to develop engineering design abilities, problem-solving skills, and aptitude for innovation and communication skills as they function effectively, both individually and within multidisciplinary teams.

- Engineering Citizenship: Alumni practice professional ethics with social responsibility in the framework of a global technical community. Alumni promote justice in all matters and are of service to the community.

Computer Engineering students obtain a background in the next generation of hardware and software computer technologies. They learn computer design, computer science, electrical engineering, physics, mathematics and the liberal arts.

Computer engineering students obtain depth in the domains of computer-based systems that impact areas of biomedical engineering, and mathematics. Graduates of the program have enough credit hours to get a minor in mathematics. Our close interactions with industry enables employment of our graduates in all sectors of industry, government, and academe. They are active in the areas of hardware and software design and information technologies, and take the lead in the research and development of new computer systems and applications.

### Computer Engineering Curriculum (132 Credits)

Year 1 - Fall Semester		Credits
MA 145	Calculus I: Engineering & Physics Majors	4
PS 15	General Physics I	3
PS 15L	General Physics I Lab	1
EG 31	Fundamentals of Engineering	3
PH 101	Intro to Philosophy	3
EN 11	Texts and Contexts I	3
Total		17

Year 1 - Spring Semester		Credits
MA 146	Calculus II: Engineering & Physics Majors	4
PS 16	General Physics II	3
PS 16L	General Physics II Lab	1
SW 131	Fundamentals of Programming for Engineers	3
HI 10	Origins of Modern World	3
EN 12	Texts and Contexts II	3
Total		17

Year 2 - Fall Semester		Credits
MA 245	Calculus III: Engineering & Physics Majors	4
EE 213	Introduction to Electric Circuits	3
EE 213L	Electric Circuits Lab	1
RS 101	Exploring Religion	3
MA 231	Discrete Mathematics	3
SW 232	Advanced Programming and Data Structures	3
Total		17

Year 2 - Spring Semester		Credits
MA 321	Ordinary Differential Equations	3
EE 221	Frequency Domain Circuit Analysis	3
HI	History Elective	3
SCEL	Science Elective	4
EC 11	Introduction to Microeconomics	3
Total		16

Year 3 - Fall Semester		Credits
CR 245	Digital Design I	3
CR 245L	Digital Design I Lab	1
EE 346	Embedded Microcontrollers	3
EE 346L	Microcontrollers Lab	1
MA 351	Probability and Statistics	3
EN 100-199	English Core Literature	3
GE	General Elective	3
Total		17

Year 3 - Spring Semester		Credits
CR 246	Digital Electronics Design II	3
CR 320	Computer Networks	3
CR 333	Biomedical Visualization	3
PH	Philosophy Elective	3
GE	General Elective II	3
Total		15

Year 4 - Fall Semester		Credits
EG 390	Senior Design Project I	3
CR 331	Biomedical Signal Processing	3
CR 346	Computer Systems Architecture	3
EG 325	Engr. Applic. of Numerical Methods	3
RS	Religious Studies Elective	3
Total		15

Year 4 - Spring Semester		Credits
EG 391	Senior Design Project II	3
AE 287	Engineering Ethics	3
CD 211	Engineering Graphics I	3
CR 332	Biomedical Imaging	3
SSE	Social Science Elective	3
AH	Art History Elective	3
Total		18
Grand total		132

#### Science Elective (4 credit hours, minimum)

Physics		
PS 285	Modern Physics	3
PS 204	Modern Experimental Methods Lab	2

Chemistry		
CH 111	General Chemistry I	3
CH 111L	General Chemistry Lab I	1

Biology		
BI 170	Gen. Biology I w/lab	4

## ELECTRICAL ENGINEERING

### Faculty

#### Professors

Hadjimichael  
Taylor

#### Associate Professor

Talty

#### Assistant Professor

Munden

#### Lecturers

Botosani  
Craciun  
Denenberg  
Govil

### Bachelor of Science

The electrical engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The electrical engineering courses have a strong design component. Students learn the theory in the classroom and put it into practice in the laboratory, resulting in an electrical engineering graduate who is ready to put these skills into practice in an industrial environment. The electrical engineering curriculum blends theoretical knowledge with hands-on experiential learning. An interdisciplinary team-based senior design project completes the technical education.

The educational objectives of the Bachelor of Science degree program in Electrical Engineering are as follows:

- Domain Competence:** BSEE program alumni apply their technical skills in the design and management of electrical systems. They balance technical requirements, quality control, scheduling and cost constraints in the design process.
- Professional Practice:** BSEE program alumni practice the profession of electrical engineering as an individual contributor to their discipline or as a contributing member of an interdisciplinary team in a competent and efficient manner.
- Lifelong Learning:** BSEE program alumni maintain membership in professional societies as part of their commitment to lifelong learning about their profession and its relationship to society.
- Engineering Citizenship:** BSEE program alumni practice in an ethical and professional manner and are constantly aware of the impact of their efforts on social welfare, safety, and the environment. They promote justice and are of service to their community.

For the first year of study, all our engineering programs place major emphasis on the fundamentals of engineering and computer science, mathematics, and the basic sciences to provide the background for later engineering science and design courses. Following preparatory work, the fundamentals of electrical, computer, mechanical, and materials engineering concepts are developed. Advanced courses in electrical and computer engineering further develop knowledge in these engineering disciplines. The Electrical Engineering program places much 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 that area. (see below)

#### Electrical Engineering Curriculum (134 credits)

Year 1 - Fall Semester		Credits
MA 145	Calculus I: Engineering & Physics Majors	4
PS 15	General Physics I	3
PS 15L	General Physics I Lab	1
EG 31	Fundamentals of Engineering	3
PH 101	Introduction to Philosophy	3
EN 11	Texts and Contexts I	3
Total		17

Year 1 - Spring Semester		Credits
MA 146	Calculus II Engineering & Physics Majors	4
PS 16	General Physics II	3
PS 16L	General Physics II Lab	1
SW 131	Fundamentals of Programming for Engineers	3
EN 12	Texts and Contexts II	3
EG 145	Mathematical Analysis	3
Total		17

Year 2 - Fall Semester		Credits
MA 245	Calculus III Engineering & Physics Majors	4
EE 213	Introduction to Electric Circuits	3
EE 213L	Electric Circuits Lab	1
CH 111	General Chemistry I	3
CH 111L	General Chemistry Lab I	1
ME 201	Engineering Statics	3
RS 101	Exploring Religion	3
Total		18

Year 2 - Spring Semester		Credits
MA 321	Ordinary Differential Equations	3
EE 221	Frequency Domain Circuit Analysis	3
HI 10	Origins of Modern World	3
ME	Mechanical Engineering Elective	3
PH	Philosophy Elective	3
AH	Art History Elective	3
Total		18



Year 3 - Fall Semester		Credits
EE 231	Intro to Electronics Circuits & Devices	3
EE 231L	Electronics Circuits Lab	1
EE 301	Signals and Systems I	3
MA 351	Probability and Statistics	3
CR 245	Digital Design I	3
CR 245L	Digital Design I Lab	1
EN 100-199	English Core Literature	3
Total		17

Year 3 - Spring Semester		Credits
EE 331	Analog Electronics Design	3
EE 331L	Analog Electronics Lab	1
GE	General Elective I	3
HI	History Elective	3
CD 211	Engineering Graphics I	3
MC 300	Feedback and Control Systems	3
Total		16

Year 4 - Fall Semester		Credits
EE 321	Electromagnetic Fields	4
EG 390	Senior Design Project I	3
EC 11	Introduction to Microeconomics	3
EE	Major Elective 1	3
RS	Religious Studies Elective	3
Total		16

Year 4 - Spring Semester		Credits
EG 391	Senior Design Project II	3
EE	Major Elective 2	3
GE	General Elective II	3
AE 287	Engineering Ethics	3
SSE	Social Science Elective	3
Total		15

Electrical Engineering Electives

Biomedical Engineering		Credits
CR 331	Biomedical Signal Processing	3
CR 332	Biomedical Imaging	3
CR 333	Biomedical Visualization	3

Communications		Credits
EE 350	Analog Communication Systems	3
EE 373	Microwave Structures	3
EE 383	Wireless Systems	3

Computer Engineering		Credits
CR 310	Voice and Signal Processing	3
CR 311	Image Processing	3
CR 320	Computer Networks	3

Design		Credits
EE 346	Embedded Microcontrollers	3
EE 346L	Microcontrollers Lab	1
EE 382	Advanced Electrical Project	3

Electrical

Digital Signal Processing		Credits
EE 350	Analog Communication Systems	3
EE 352	Digital Communications	3

Microelectronics & Nanoelectronics		Credits
EE 315	Nanoelectronics I	3
EE 316	Nanoelectronics II	3
EE 335	Microelectronics	3

Power Systems		Credits
EE 360	Power Electronics	3
EE 360L	Power Electronics Lab	3
EE 361	Green Power Generation	3
EE 385	Power Generation and Distribution	3
EE 386	Fault Analysis of Power Systems	3

Systems and Controls		Credits
EG 325	Engineering Applications of Numerical Methods	3
MF 361	Automation and Robotics I	3

Note: In addition to the undergraduate courses listed, advanced juniors and seniors are allowed to take appropriate graduate courses as electives with the permission of the department chair and the instructor.

Mechanical

MECHANICAL ENGINEERING

Faculty

Professors  
Zabinski

Associate Professors  
Etemad, chair

Assistant Professors  
Reckinger

Lecturers  
Anekwe  
Bauer  
Buchko  
Chen  
Cupic  
Dornfeld  
McFadden  
Medalis  
Muccio  
Roux  
Schaer  
Sharifi  
Wojna

Bachelor of Science

The mechanical engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. This engineering discipline has a very broad spectrum of applications in all aspects of modern technology. Students undertake studies in statics and dynamics, CAD, materials science, solid and fluid mechanics, thermodynamics, heat transfer, machine design, and system dynamics. A team-based senior design project completes the technical education.

The mechanical engineering curriculum is constructed to include abundant experiential learning. This is accomplished through the integration of synchronized laboratory experiences within the framework of the theoretical courses in the basic curriculum, and by making use of well-equipped laboratories and computing facilities.

Mechanical Engineering Program Educational Objectives

The Mechanical Engineering Department is committed to graduating engineers who:

- Apply engineering science to analyze and design energy and mechanical systems.
- Pursue engineering careers or advanced studies in mechanical engineering or related technical fields.
- Employ effective communication skills as a team member or team leader in an ethical and professional manner with a sense of social responsibility.
- Engage in lifelong learning by contributing to their chosen field, actively participating in professional societies and broadening their professional knowledge with formal and/or informal continuing education.

The mechanical engineering curriculum is constructed to include abundant experiential learning. This is accomplished through the integration of synchronized laboratory experiences within the framework of the theoretical courses in the basic curriculum, and by making use of well-equipped laboratories and computing facilities.

Mechanical Engineering Curriculum (134 credits)

Year 1 - Fall Semester		Credits
MA 145	Calculus I: Engineering & Physics Majors	4
PS 15	General Physics I	3
PS 15L	General Physics I Lab	1
EG 31	Fundamentals of Engineering	3
PH101	Introduction to Philosophy	3
EN 11	Texts and Contexts I	3
Total		17

Year 1 - Spring Semester		Credits
MA 146	Calculus II: Engineering & Physics Majors	4
PS 16	General Physics II	3
PS 16L	General Physics II Lab	1
EG 145	Mathematical Analysis	3
CD 211	Engineering Graphics I	3
EN 12	Texts and Contexts II	3
Total		17

Year 2 - Fall Semester		Credits
MA 245	Calculus III: Engineering & Physics Majors	4
ME 201	Engineering Statics	3
ME 206L	Mechanics Lab	1
CH 111	General Chemistry I	3
CH 111L	General Chemistry Lab I	1
MF 207	Materials Science	3
EC 11	Introduction to Microeconomics	3
Total		18

Year 2 - Spring Semester		Credits
MA 321	Ordinary Differential Equations	3
ME 203	Kinematics and Dynamics	3
ME 308	Strength of Materials	3
ME 307L	Dynamics Systems Lab	1
RS 101	Exploring Religion	3
AH	Art History Elective	3
Total		16

Year 3 - Fall Semester		Credits
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 10	Origins of the Modern World	3
PH	Philosophy Elective	3
Total		16

Year 3 - Spring Semester		Credits
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
RS	Religious Studies Elective	3
Total		16

Year 4 - Fall Semester		Credits
MC 290	Engineering Systems Dynamics	3
ME 349	Heat Transfer	3
ME 350L	Energy Transfer Lab	1
ME	Major Elective	3
EG 390	Senior Design Project I	3
GE	General Elective	3
Total		16

Year 4 - Spring Semester		Credits
EG 391	Senior Design Project II	3
ME	Major Elective	3
AE 287	Engineering Ethics	3
SS	Social Science Elective	3
EN 100-199	English Core Literature	3
GE	General Elective	3
Total		18

Electrical

Mechanical Engineering Electives	
Energy Systems:	
ME 346	Energy Conversion
ME 351	Gas Dynamics
ME 353	Computational Fluid Dynamics
ME 354	Heat and Mass Transfer
ME 362	Turbomachinery
Controls Systems:	
MC 300	Feedback and Control Systems
ME 320	Vibration Analysis
ME 321	Advanced Kinematics
ME 322	Advanced Dynamics
Mechanics and Manufacturing:	
CD 212	Engineering Graphics II
ME 312	Advanced Machine Design
ME 319	Applications of Finite Element Analysis
ME 327	Applications of Fracture Mechanics in Engineering Design
ME 330	Mechanics of Composite Materials
ME 382	Independent Study, Advanced Mechanical Project

Note: In addition to the undergraduate courses advanced juniors and seniors are allowed to take appropriate graduate courses as electives with the permission of the department chair and the instructor.

Software

SOFTWARE ENGINEERING

Faculty

Associate Professor  
Yoo, chair

Assistant Professor  
Rusu

Lecturers  
Corcoran  
Galasso  
Govindaraja  
Guelakis  
LaMastra

The Software Engineering program is accredited by the Engineering Accreditation Commission of ABET, [www.abet.org](http://www.abet.org).

The Software Engineering program offers both a Bachelor of Science in Engineering degree and a five-year Bachelor/Master dual-degree track. For the latter program see details later in this section.

Bachelor of Science

The mission of Fairfield University is to educate its students through a variety of scholarly and professional disciplines. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. Fairfield recognizes that learning is a life-long process and sees the education which it provides as the foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. The Software Engineering program supports the mission of the University by providing a curriculum focusing on the most advanced practices of software engineering through continued assessment by employers, alumni, faculty and students. The educational objectives of the program are to produce graduates within three years of graduation who will:

- be employed in fields of software engineering.
- continue the process of life-long learning through formal and informal education.
- communicate effectively.
- practice professional ethics with social responsibility.

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 technol-

ogy 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.

Software Engineering Curriculum (132 credits)

Year 1 - Fall Semester		Credits
MA 145	Calculus I: Engineering & Physics Majors	4
PS 15	General Physics I	3
PS 15L	General Physics I Lab	1
EG 31	Fundamentals of Engineering	3
PH 101	Intro to Philosophy	3
EN 11	Texts and Contexts I	3
Total		17

Year 1 - Spring Semester		Credits
MA 146	Calculus II: Engineering & Physics Majors	4
PS 16	General Physics II	3
PS 16L	General Physics II Lab	1
SW 131	Fundamentals of Programming for Engineers	3
RS 101	Exploring Religion	3
EN 12	Texts and Contexts II	3
Total		17

Year 2 - Fall Semester		Credits
MA 245	Calculus III: Engineering & Physics Majors	4
MA 231	Discrete Mathematics	3
SW 232	Advanced Programming and Data Structures	3
SW 304	Web Development	3
EC 11	Intro to Microeconomics	3
Total		16

Year 2 - Spring Semester		Credits
SW 327	Operating Systems and Programming	3
CR 245	Digital Design I	3
CR 245L	Digital Design I Lab	1
GE	General Elective I	3
SW EL	Major Elective	3
EN 100-199	English Core Literature	3
Total		16

Year 3 - Fall Semester		Credits
SW 201	Software Engineering Methods	3
SW 355	Database Management Systems	3
MA 351	Probability and Statistics	3
HI 10	Origins of the Modern World	3
SSE	Social Science Elective	3
PH	Philosophy Elective	3
Total		18



Year 3 - Spring Semester		Credits
SW 202	Software Design Methods	3
MA EL	Math Elective*	3
CR 346	Computer System Architecture	3
SW 399	Algorithms	3
HI	History Elective	3
AH	Art History Elective	3
Total		18

Year 4 - Fall Semester		Credits
SW 205	Software Testing and Maintenance	3
EG 390	Senior Design Project I	3
CR 320	Computer Networks	3
SC EL	Science Elective	3
RS	Religious Studies Elective	3
Total		15

Year 4 - Spring Semester		Credits
SW 204	Software Project Management	3
EG 391	Senior Design Project II	3
GE	General Elective 2	3
VP	Visual and Performing Arts Elective	3
AE 287	Engineering Ethics	3
Total		15

\* Math Elective: MA 211, MA 235 or MA 321 recommended

**General Electives (6 credits)**  
Software engineering program provides various elective courses and it is recommended for software engineering students to choose the general electives from the courses to bring the students depth in the computing and software engineering fields.

General electives and a major elective will be chosen under advisement of department chair or academic advisor.

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 512	Web Development II with ASP.NET
SW 516	High Performance Database Web Applications

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 Electronics Design II
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	
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 98-102 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 145	Calculus I:	
	Engineering & Physics Majors	4
PS 15	General Physics I	3
PS 15L	General Physics I Lab	1
EG 31	Fundamentals of Engineering	3
PH 101	Introduction to Philosophy	3
EN 11	Texts and Contexts I	3
Total		17

Year 1 - Spring Semester		Credits
MA 146	Calculus II:	
	Engineering & Physics Majors	4
PS 16	General Physics II	3
PS 16L	General Physics II Lab	1
SW 131	Fundamentals of Programming for Engineers	3
RS 101	Exploring Religion	3
EN 12	Texts and Contexts II	3
Total		17

Year 2 - Fall Semester		Credits
MA 245	Calculus III:	
	Engineering & Physics Majors	4
MA 231	Discrete Mathematics	3
SW 232	Advanced Programming and Data Structures	3
SW 304	Web Development	3
EC 11	Intro to Microeconomics	3
Total		16

Year 2 - Spring Semester		Credits
SW 327	Operating Systems and Programming	3
CR 245	Digital Design I	3
CR 245L	Digital Design I Lab	1
GE	General Elective I	3
SW EL	Major Elective	3
EN 100-199	English Core Literature	3
Total		16

Year 3 - Fall Semester		Credits
SW 201	Software Engineering Method	3
SW 355	Database Management Systems	3
MA 351	Probability and Statistics	3
HI 10	Origins of the Modern World	3
SSE	Social Science Elective	3
PH	Philosophy Elective	3
Total		18

Year 3 - Spring Semester		Credits
SW 202	Software Design Methods	3
MA EL	Math Elective*	3
CR 346	Computer Systems Architecture	3
SW 399	Algorithms	3
AH	Art History Elective	3
HI	History Elective	3
Total		18

Year 4 - Fall Semester		Credits
SW 205	Software Testing and Maintenance	3
SW	Graduate Elective 1	3
CR 320	Computer Networks	3
SC EL	Science Elective	3
RS	Religious Studies Elective	3
Total		15

Year 4 - Spring Semester		Credits
SW 204	Software Project Management	3
SW	Graduate Elective 2	3
GE	General Elective 2	3
VP	Visual and Performing Arts Elective	3
AE 287	Engineering Ethics	3
Total		15

Year 5 - Fall Semester		Credits
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		Credits
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

**Major Electives**  
For Electives see list under the 4-year B.S. program in Software Engineering.

## 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.

### Electrical Engineering

The curriculum for the associate degree in electrical engineering is outlined below. The credits required for this degree amount to approximately one-half of those for the B.S. degree in electrical engineering.

#### Electrical Engineering Curriculum (67 credits)

Year 1 - Fall Semester		Credits
MA 145	Calculus I: Engineering & Physics Majors	4
PS 15	General Physics I	3
PS 15L	General Physics Lab I	1
EG 31	Fundamentals of Engineering	3
PH 101	Introduction to Philosophy	3
EN 11	Texts and Contexts I	3
<b>Total</b>		<b>17</b>

Year 1 - Spring Semester		Credits
MA 146	Calculus II: Engineering & Physics Majors	4
PS 16	General Physics II	3
PS 16L	General Physics Lab II	1
SW 131	Fundamentals of Programming for Engineers	3
EN 12	Texts and Contexts II	3
EG 145	Mathematical Analysis	3
<b>Total</b>		<b>17</b>

Year 2 - Fall Semester		Credits
MA 245	Calculus III: Engineering & Physics Majors	4
EE 213	Introduction to Electric Circuits	3
EE 213L	Electric Circuits Lab	1
CH 111	General Chemistry I	3
CH 111L	General Chemistry Lab I	1
ME 201	Engineering Statics	3
RS 101	Exploring Religion	3
<b>Total</b>		<b>18</b>

Year 2 - Spring Semester		Credits
EE 221	Frequency Domain Circuit Analysis	3
MA 321	Discrete Mathematics	3
ME 241	Principals of Thermodynamics	3
EE	Major Elective	3
GE	General Elective	3
<b>Total</b>		<b>15</b>

### Mechanical Engineering

The curricula for the associate degree program in Mechanical Engineering is outlined below. The credits required for this degree amount to approximately one-half of those for the B.S. degree in mechanical engineering.

#### Mechanical Engineering (68 credits)

Year 1 - Fall Semester		Credits
MA 145	Calculus I: Engineering & Physics Majors	4
PS 15	General Physics I	3
PS 15L	General Physics I Lab	1
EG 31	Fundamentals of Engineering	3
PH 101	Introduction to Philosophy	3
EN 11	Texts and Contexts I	3
<b>Total</b>		<b>17</b>

Year 1 - Spring Semester		Credits
MA 146	Calculus II: Engineering & Physics Majors	4
PS 16	General Physics II	3
PS 16L	General Physics II Lab	1
EG 145	Mathematical Analysis	3
CD 211	Engineering Graphics I	3
EN 12	Texts and Contexts II	3
<b>Total</b>		<b>17</b>

Year 2 - Fall Semester		Credits
MA 245	Calculus III: Engineering & Physics Majors	4
ME 201	Engineering Statics	3
ME 206L	Mechanics Lab	1
CH 111	General Chemistry I	3
CH 111L	General Chemistry Lab I	1
MF 207	Material Science	3
HI 10	Origins of Modern World	3
<b>Total</b>		<b>18</b>

Year 2 - Spring Semester		Credits
ME 203	Kinematics and Dynamics	3
ME 308	Strength of Materials	3
ME 307L	Dynamics Systems Lab	1
EC 11	Introduction to Microeconomics	3
ME	Major Elective	3
GE	General Elective	3
<b>Total</b>		<b>16</b>

## Associate Degrees

## 3/2 Engineering

## 3/2 ENGINEERING PROGRAM BA/BS DEGREES

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.

### Special Requirements:

- MA 332, 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; CR 245 Digital Electronics Design I and CR 245L Digital Design I Laboratory.
- Students who intend to major in chemical engineering must take CH 12 and CH 12L General Chemistry II and General Chemistry Lab II.
- 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) and, if possible, PS 285 Modern Physics.

Year 1 - Fall Semester		Credits
MA 145	Calculus I: Engineering & Physics Majors	4
PS 15	General Physics I	3
PS 15L	General Physics I Lab	1
EG 31	Fundamentals of Engineering I	3
PH 101	Introduction to Philosophy	3
EN 11	Texts and Contexts I	3
<b>Total</b>		<b>17</b>

Year 1 - Spring Semester		Credits
MA 146	Calculus II: Engineering & Physics Majors	4
PS 16	General Physics II	3
PS 16L	General Physics II Lab	1
SW 131	Fundamentals of Programming for Engineers	3
EN 12	Texts and Contexts II	3
RS 101	Exploring Religion	3
<b>Total</b>		<b>17</b>

Year 2 - Fall Semester		Credits
MA 245	Calculus III: Engineering & Physics Majors	4
ME 201	Engineering Statics	3
ME 206L	Mechanics Lab	1
EE 213	Introduction to Electric Circuits	3
EE 213L	Electric Circuits Lab	1
HI 10	Origins of the Modern World	3
SW 232	Advanced Programming and Data Structures	3
<b>Total</b>		<b>18</b>

Year 2 - Spring Semester		Credits
MA 321	Ordinary Differential Equations	3
CD 211	Engineering Graphics I	3
RS	Religious Studies Elective	3
EN 100-199	English Core Literature	3
AH	Art History Elective	3
EL	Engineering Elective	3
<b>Total</b>		<b>18</b>

Year 3 - Fall Semester		Credits
MA/SC	Math/Science Elective	3
EL	Engineering Elective	3
CH 111	General Chemistry I	3
CH 111L	General Chemistry Lab I	1
GE	General Elective I	3
EL	Engineering Elective (ME 241 recommended)	3
<b>Total</b>		<b>16</b>

Year 3 - Spring Semester		Credits
EL	Engineering Elective	3
AE 287	Engineering Ethics	3
SSE	Social Science Elective (EC 11 recommended)	3
GE	General Elective 2	3
HI	History Elective	3
PH	Philosophy Elective	3
<b>Total</b>		<b>18</b>



## MINOR IN ENGINEERING

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, CR 245, EE 231, CR 246.
- Interests in computer engineering are satisfied with the sequence CR 245, CR 246, CR 3XX and EE 3XX course.
- 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 315, EE 316.
- In the area of biomedical engineering the course sequence is CR 331, CR 332, CR 333 and an approved elective.

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, ME 201, MF 207.

## Minor in Engineering

The recommended four-course sequence for the minor may be chosen from among those listed below, with indicated prerequisites:

EG 31	Fundamentals of Engineering	3
CD 211	Engineering Graphics I	3
EE 213	Introduction to Electric Circuits (Requires PS 16 or equivalent)	3
EE 213L	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 & Devices (Requires EE 213)	3
EE 231L	Electronic Circuits Lab (EE 231 is co-requisite)	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 Electronics Design II (Requires CR 245, CR 245L)	3
CR 320	Computer Networks (By permission*)	3
ME 201	Engineering Statics (Requires PS 15 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 111)	3
MF 250	Programmable Logic Control Systems (Requires EE 213)	3
MF 250L	Programmable Logic Control Sys. Lab (MF 250 is co-requisite)	1
SW 201	Software Engineering Methods (Requires SW 131)	3
SW 202	Software Design Methods (Requires SW 131)	3
EG 210	Nanoscience and Nanotechnology I	3
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
CR 333	Biomedical Visualization (Requires SW 131 or equivalent)	3
CR 331	Biomedical Signal Processing (Requires SW 131 and MA 146 or MA 122)	3
CR 332	Biomedical Imaging (Requires CR 331)	3

\* Assuming satisfactory prerequisite

## Course Descriptions

### UNDERGRADUATE 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 Fundamentals of Engineering

This course provides core engineering knowledge and competencies in a highly interactive class format. Topics include professional skills such as technical writing and presentation, guidelines for professional engineering practice, and career preparation. Introduction to the fields, roles, and industries of engineering also serves as a basis for selection of engineering major field. Hands-on team projects are core learning experiences. They form a structured introduction to the implementation of principles of design and engineering methodologies, system engineering management, and presentation skills. Guest presenters and field trips augment this course, which is taught by interdisciplinary faculty teams. (Co-requisites: PS 15) Three credits.

#### EG 145 Mathematical Analysis

In this course students will learn mathematical and numerical methods such as root finding, differentiation, integration, and systems of linear equations and how to apply these methods to solve scientific problems. Additionally, the course will cover probability and statistics. The programming languages that will be used in this course are MATLAB, Visual Basic and Advanced Excel. (Prerequisites: MA 145 or equivalent; Co-requisite: MA 146) Three 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 325 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 131 or equivalent demonstrated programming language skills) Three credits.

#### EG 390-391 Senior Design Project I & II

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 a working prototype complete the course requirements. Students begin this two-semester course in the fall term. (Prerequisites: completion of all non-elective courses prior to EG 390 and completion of adequate program requirements to enable graduation within one year of course completion) Three credits per semester; six credits total.

### Engineering Graphics and CAD Descriptions

#### CD 211 Engineering Graphics I

This is a basic course in engineering graphics principles and is taught simultaneously with SolidWorks, a 3D modeling design application. Using traditional and computer design, the course stresses geometric constructions, orthographic projection, dimensioning, sectional views, 3D part modeling, assembly modeling, drafting and engineering drawings, animation and geometric tolerancing. The course stresses aesthetics and technical sketching. You will gain a working knowledge of SolidWorks in engineering design. Three credits.

**CD 212 Engineering Graphics II**

This course introduces CATIA Version 5; the leading CAD/CAM/CAE application used by automotive, aerospace, shipbuilding, and consumer goods industries. It provides mechanical, electrical, automotive, aerospace, and marine engineers and architects with the design tools to take products from concept to completion - in one seamless application. This course covers basic solid modeling concepts of individual sheetmetal and machined parts from detailed drawings. "Complex Shape Modeling" using "wireframe concepts" and "surface-based" modeling is covered. Building of assemblies of components and control of their positioning and orientation, as well as motion simulation is covered. Fully detailed production drawings of components and assemblies are also covered. Three credits.

**Computer Engineering Courses****CR 245 Digital Design I**

An introduction to computer hardware design. Topics include: digital design principles, Boolean algebra, combinational logic design, sequential logic design, registers, counters, memory, multiplexers, finite state machines, radix conversion, and programmable logic devices. Students learn to write, implement, and simulate elementary digital design. 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 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: SW 232, and MA 145 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, and theory of two-dimensional in space and time. Students write high-performance image-processing programs 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: SW 131 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: SW 131 or permission of the instructor) Three credits.

**CR 331 Biomedical Signal Processing**

This course presents an overview of different methods used in biomedical signal processing. Signals with bio-electric 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: SW 131 or CS 142 or SW 408 and MA 146 or MA 122; or permission of the instructor). Three credits.

**CR 332 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 CR 331) Three credits.

**CR 333 Biomedical Visualization**

This course is an introduction to 3-D biomedical visualization. Various technologies are introduced, including UltraSound, MRI, CAT scans, PET scans, etc. Students will learn about spatial data structures, computational geometry and solid modeling with applications in 3-D molecular and anatomical modeling. (Prerequisite: SW 131 or equivalent) 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 245) 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.

**Electrical Engineering Courses****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 146, 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 to simulate and analyze circuit performance. (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 245, 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 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 315 Nanoelectronics I**

Building on the two introductory courses in nanotechnology, this course is the first of two that describe how nanotechnology can be integrated into the electronics industry. The unique electrical, mechanical, and optical properties of structures in the nanometer range and how they may be applied to electronics products are discussed. Principles of electronic materials, semiconductor devices, and microfabrication techniques will be extended to the nanoscale. Students will increase their knowledge of electronic structure, quantum mechanics, and the behavior of optoelectronic and low-dimensional systems. Students make extensive use of the available literature to seek out potential applications of nanotechnology. Intended for students interested in the minor in nanotechnology - Nanoelectronics track. Also open to interested graduate students in ECE. Lecture course. (Prerequisite: EG 212 or permission of the instructor). Three credits.



**EE 316 Nanoelectronics II**

This second course in Nanoelectronics emphasizes present and potential applications of nanotechnology in the various fields of next-generation electronics. The course will discuss topics relevant to electromagnetism at the nanoscale, MEMS/NEMS, nanosensors, nano-optics, molecular electronics, and nanoelectronic interfaces with biology. Student teams will survey the available literature and companies involved in designing and manufacturing devices with Nanoelectronics as a core to select a product for analysis in terms of technical and economic advantages, and present their findings. Teams of students also conceptualize a potential product, and perform the same analysis. Intended for students interested in the minor in nanotechnology - Nanoelectronics track. Also open to interested graduate students in ECE. Prerequisite: EE 315. Three 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 matter; 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, MA245 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: CR 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 circuits. (Co-requisite: EE 346) One credit.

**EE 350 Analog 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 352 Digital Communications**

This course is designed to explore current digital communications features, including network communications between computers. It includes discrete time signals and systems, Z-transforms, discrete Fourier transforms, fast Fourier transforms, digital filter design, and random signals. Fundamentals of sampling principles and channel coding are utilized to develop common baseband and digital modulation techniques (ASK, FSK, PSK, PCM, and delta modulation). Transmission over bandwidth constrained channels, and signal detection and extraction. Multiplexing and multiple access networks are also analyzed. The lecture material is illustrated with practical examples. (Prerequisite: EE 301 or equivalent.) Three credits.

**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 361 Green Power Generation**

This course compares various methods of green power generation including solar power, wind power, water power, and several others. This course covers how power is generated from these sources, the startup costs, the efficiency, and the practicality. These methods are compared to the present most common method of using oil and gas to heat water into steam to turn turbines. The student does not necessarily need a background in engineering and any necessary background material will be covered to the understanding of all. Three credits.

**EE 373 Microwave Structures I**

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. (Prerequisite: EE 321) Three credits.

**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 383 Wireless Systems I**

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 213) Three credits.

**EE 385 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.

**EE 386 Fault Analysis in Power Systems**

This course covers three types of faults in electrical power grids: open lines, lines shorted to ground, and lines shorted to each other. Methods of locating faults are covered along with an analysis of the effects of such faults. Methods of protection and fault isolation are also covered. (Prerequisite: EE 385) Three credits.

**Mechanical Engineering Courses****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, ensuring relevance to the statics problems. Students perform lab experiments to support lecture theories and prepare professional-level reports. (Prerequisites: PS 15, PS 15L, MA 146) 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, ensuring relevance to the kinematics and dynamics problems. (Prerequisites: ME 201, MA 245) Three credits.

**ME 206L Mechanics Laboratory**

Students do mechanics experiments for two- and three-dimensional structures under static loading conditions. Concepts include vectors, equilibrium, moments, truss analysis, forces, and center of gravity of objects. This course includes topics in engineering materials, such as hardness, toughness, microscopic analysis, machinability and thermal properties. The course introduces strain gages, instrumentation and statistical data analysis. Students perform experiments and prepare laboratory reports. (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; and enthalpy and entropy as applied to aero-thermal components. Tables of thermodynamic properties, ideal gases and elements of cycle analysis, and applications of thermodynamic cycles, such as Carnot and Rankine, are discussed. (Prerequisites: PS 15, PS 15L; MA 245) Three credits.

**ME 307L Dynamics Systems Lab**

Students perform experiments covering the concepts of kinematics, dynamics, and mechanisms. Concepts included are: Newton's Laws, momentum, mechanical energy, impact, and friction. The course includes concepts in the area of strength of materials, such as: stress, strain, loading, modulus of elasticity, and fatigue. It also covers analysis of beams, photoelastic studies, and statistical data analysis. Students complete written lab reports. (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 245; 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 columns, cylinders, fasteners and springs. In team reverse-engineering projects, students apply the course topics to real hardware. The course emphasizes computer techniques and responsible design (safety factors and ethics). (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 and responsible design. (Prerequisite: ME 311) Three credits.

**ME 318 Finite Element Analysis**

An introduction to concepts in finite element analysis; this course covers one- and two- dimensional element formulation and structural analysis. This finite element analysis is extended to three dimensional problems in dynamic systems and control, design and manufacturing, mechanics and materials, and fluids and thermal systems. This course will provide an overview of the complimentary topic of computational fluid dynamics (CFD). Students solve problems both manually and with the use of modern computer finite element software, ANSYS and FLUENT. (Prerequisites: MA 321, CD 211, and ME 308) Three credits.

**ME 319 Applications of Finite Element Analysis**

This course examines applications of finite element analysis in modern engineering including structural analysis, fluid flow and heat transfer. It is an introduction to the concepts of dynamics as applied to structure. Finite element formulations covering 1-, 2- and 3-dimensional elements as well as energy methods are developed. Students develop techniques for application of finite element method in structural design, dynamic system response, fluid and thermal analyses. Application of methodology to fluid flow is presented. Students solve example and design problems manually and using modern finite element analysis software, ANSYS and FLUENT. (Prerequisites: ME 318) 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, the 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. (Prerequisites: ME 203 or equivalent) Three credits.

**ME 327 Applications of Fracture Mechanics in Engineering Design**

This course covers fracture mechanics concepts for design, materials selection, and failure analysis. The fundamental principles of fracture parameters and criteria, stress field at the tip of a crack, fracture toughness, thickness effect, plastic zone concept, and crack growth under cyclic loading and aggressive environment will be presented. Emphasis will be placed on the practical applications of fracture mechanics by incorporation of design problems and laboratory demonstrations in the course. (Prerequisite: ME 308, or equivalent) Three credits.

**ME 330 Mechanics of Composite Materials**

This course covers structural advantages of composite materials over conventional materials. High strength-to-weight ratios, analysis of fiber-reinforced, laminated

and particle materials. 3-D anisotropic constitutive relations. Classical; lamination theory and boundary conditions for composite beams, plates and shells. Boundary value problems and solutions for static loads, buckling and vibrations. Higher order theories incorporating shearing deformation and layer wise theories. Inter laminar stresses and edge effects. Response of composite structures to static and dynamic loads. Study of thermal and environmental effects and failure criteria. (Prerequisite: MF 207) Three credits.

**ME 342 Applications of Thermodynamics**

This course 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 equation, 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) Three credits.

**ME 346 Energy Conversion**

This course covers the major topics in energy conversion, including fuels used in energy conversion; solar energy; gas turbine engines and applications; internal combustion engines; heat pumps; classic and novel power and refrigeration cycles; system analysis; system economics; and environmental considerations. The course includes computer simulation of power plant performance to optimize energy conversion efficiency. A research report on one of the emerging sources of energy is an essential part of this course. (Prerequisite: ME 349) 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; losses in fluid flow systems; fluid dynamics; the momentum theorem in turbomachinery; and introduction to compressible fluid flow. This course emphasizes design solutions using computer analysis and synthesis. The course includes a design project of a system that applies the principles of fluid flow. (Prerequisite: ME 241) 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. Also, students determine the efficiency of a centrifugal pump, plot PV diagrams for the Otto Cycle, and study a Pelton Wheel Hydraulic Turbine. The course emphasizes statistical analysis, test planning, data evaluation, and report writing. (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; 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. This course includes a practical design project of a system that applies the principles of heat transfer. (Prerequisites: ME 342, ME 347) Three credits.

**ME 350L Energy Transfer Lab**

A laboratory experience for engineering students utilizing hands-on experiments to explore energy transfer methods related to transmitted forces in vibrating systems, as well as thermal transfer gradients in mechanical, electrical, and electronic systems. Students use simulation and modeling software for many experiments, including conduction and convection heat transfer processes. The course emphasizes statistical analysis, instrumentation, and report writing. (Co-requisites: MC 290, ME 349) One credit.

**ME 351 Gas Dynamics**

This course reviews fundamental concepts and equations of fluid dynamics. One dimensional compressible flow solutions with and without friction are covered. Equations of conservation of mass, rate of strain tensor, Navier-Stokes equations, mechanical and thermal energy equations with derivations are discussed. Equations are presented in Cartesian and orthogonal curvilinear coordinate systems. Boundary layer theory is covered. Students will discuss laminar and turbulent viscous flow solutions, including boundary layers, Couette, & Poiseuille flows. In addition to analytical closed form solutions, an introduction to computational methods is presented. (Prerequisite ME 347 or equivalent) Three credits.

**ME 353 Computational Fluid Dynamics**

Introduction to computational methods used for the solution of advanced fluid dynamics problems. Emphasis on concepts in finite difference methods as applied to various ordinary and partial differential model equations in fluid mechanics, fundamentals of spatial discretization, numerical integration, and numerical linear algebra. A focus on the engineering and scientific computing environment. Other topics may include waves, advanced numerical methods (like spectral, finite element, finite volume), non-uniform grids, turbulence modeling, and methods complex boundary conditions. (Prerequisite ME 347 or equivalent) Three credits.

**ME 354 Heat and Mass Transfer**

This course covers the concepts of conduction, convection, and radiation heat transfer as well as mass transfer. Boiling and condensation; design and performance of selected thermal systems (including heat exchangers); and laminar and turbulent flows as related to forced and free convection are all studied. Mathematical modeling of engineering systems using modern analytical and computational solution methods are also covered. This course carries a design/research project. (Prerequisite: ME 349 or equivalent) Three credits.

**ME 362 Turbomachinery**

The theoretical basis and the fundamentals of modern turbomachinery for aerospace (helicopter, aircraft) and power generation (marine, industrial) applications are studied. Brayton engine cycle analysis and performance improvement are reviewed. Applications of the principles of fluid mechanics and thermodynamics to the design of turbines and compressors are examined, as well as component analysis and velocity diagram for axial compressors, centrifugal compressors and axial turbines. Discussion of combustion and environmental emissions. This course carries a design/research project (Prerequisite: ME 347 or equivalent) 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.

**Manufacturing Courses****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. (Co-requisites: CH 111, CH 111L.) 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 146) 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 261 Automation Logic Design**

This course introduces binary numbers, Boolean algebra and Karnaugh maps; how these support the design of digital logic and how this platform transfers to ladder logic; both of which are used in the design and control of automation systems. Use of classic methods of using binary logic levels to control a process is applied and the development of Boolean algebra for the solution of automation problems (Prerequisite: PS 16) 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 316 Automation Instrumentation and Measurement**

This course is designed to provide theoretical and practical knowledge in the selection, application, installation and use of instrumentation in automation processes. Students learn about the theory and application of measuring properties such as pressure, temperature, flow, level, vibration, load and strain. Also, topics such as calibration, sensors, gauges and computer applications are included. Introduction to LabView and other data acquisition software is part of the curriculum. (Prerequisite: PS 16) Three credits.

**MF 317 Automation Process Design**

This course will discuss the criteria for automating manual operations. The intent is to call attention to some of the important considerations which must be given to processes employed using automation principles. Areas of concentration are Transportation, Utilities, Defense, Facility Operations and Home Automation. Information Technology (IT) encompasses a broad spectrum of computer technologies used to create, store, retrieve and disseminate information. It is in the area of IT where most of the more flexible and non-industry-specific advances are now being made. Manufacturing applications also will be discussed, including Flexible Manufacturing Systems (FMS), Computer Integrated Manufacturing (CIM), Computer-Aided Manufacturing (CAM), Numerically Controlled (NC) equipment. The course will distinguish which processes adapt the specific automation category. Programmable automation and artificial intelligence will be discussed. (Prerequisite: MF 240) Three credits.

**MF 318 Applications of Hydraulics and Pneumatics in Automation**

This course introduces the integration of fluids and mechanics theory to real-world applications. The primary topics include piping, hydraulic fluids, pumps, diverting valves, actuators, ISO symbols and system design with safety as a priority. Upon completion, students will have an understanding of how fluid power is applied in automation and developed to satisfy industrial requirements. The course consists of lectures, group discussions, case studies, a term project, computer simulation and laboratory. (Prerequisite: PS 16) Three credits.

**MF 319 Network Systems Automation**

This course will discuss the networks used in automation, principles of operation, and use of them. Students will be exposed to the five level of automation from device level to enterprise level; fieldbus and profibus; networks detecting machinery faults; networked smart sensors systems; and the peer-to-peer intelligent transducer networks. The course will also introduce students to local area networks and data communication. 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, and 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 and distributive control. State-of-the-art software used: MultiSim, LabView, Cosivis, Veep, Automation Studio, and RS Logix 500. It will also include: 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, and 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 353 Manufacturing Processes and Materials**

This course will provide basic knowledge of conventional and non-conventional manufacturing processes, as well as the design, engineering, and economic properties of conventional and non-conventional materials. Topics to be considered are the influence of processing on materials and properties, and the role of process in design of products. Included are processes such as casting, forging, sheet metal fabrication, plastic forming, injection of plastic and metals, power metal joining, machining. (Prerequisite: MF 207) 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: MF 240) Three credits.

**MF 355 Product Planning Control and Forecasting**

This course will consider modern operations of both manufacturing and service sectors of the world economy. Topics to be included are: concepts of planning and control of production systems; design of control systems and operation planning; demand forecasting; inventory control; operations planning; scheduling; dynamic control; production planning of product mixes; economical lot sizes and vendor supplies. Where possible computer models will be used. (Prerequisite: MF 354) 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.

**Mechatronics Courses****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, MC 290 or EE 301) Three credits.

**MC 396 Mechatronics Application**

This course covers development of mechatronics theory and applications to systems dependent upon the integration of mechanical, electrical and computer engineering. Students assemble hardware components to create a product design that fulfills a specified task in a mechatronics system. Students develop design skills in mechanisms, electrical devices, and software to create, test, and verify system function. Sessions include lab projects. Three credits.

**Software Engineering Courses****SW 131 Fundamentals of Programming for Engineers**

This course introduces the object-oriented programming. Topics include data types, control structures, arrays, I/O, file handling, GUI, and the OOP concept of encapsulation, inheritance, polymorphism, packages, interfaces, and inner classes. Three credits.

**SW 201 Software Engineering Methods**

This course explores the requirements gathering, system analysis, and software design methods of software application following the software processes required for the production of high quality software. Techniques for creating documentation and using software development tools will be presented. Students will gain experience in software project management, requirements, analysis, and safety issues in software development; interpersonal skills for management and team membership; and the software engineering discernment of systems architecture. (Prerequisite: SW 232) Three credits.

**SW 202 Software Design Methods**

This course is the continuation of SW 201 with in-depth projects and further discussions of design and implementation topics. Through the use of case studies and project work that has the student gradually building a large design specification, students will achieve an understanding of how complex applications are designed and built. (Prerequisite: SW 201) Three credits.



**SW 204 Software Project Management**

This course explores and practices fundamental project management skills and life cycles required for both the successful management and development of software. Quality management principles of Personal Software Process (PSP) and Team Software Process (TSP) are introduced and practiced. Students will learn how to develop a project plan, scope a project, identify project activities, create work breakdown structures, estimate and schedule resources, construct and analyze project network diagrams, finalize project schedule and cost based on resource activity, recruit team members, organize and manage a project team, monitor and control progress, understand critical path project management, and have knowledge of both agile and traditional project management methods. (Prerequisite: SW 202) Three credits.

**SW 205 Software Testing and Maintenance**

This course will cover in-depth methods for software testing, reliability and maintenance of software. Students will learn the principles of software testing and how to apply software testing techniques to the development of quality software and how to deploy software systems, maintain, enhance and reuse software systems. (Prerequisite: SW 202) Three credits.

**SW 232 Advanced Programming and Data Structures**

This course covers Abstract Data Structures such as Queues, Stacks, Heaps, Linked Lists, Trees, Graphs, Hash tables and sortings. Students apply data structure concept in advanced programming. (Prerequisite: SW 131) 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, usability, search engine optimization, and client-side dynamic Web pages. (Prerequisite: SW 131) 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 Operating Systems and Programming**

This course introduces the internal operation of modern operating systems and students learn how to program on non-Windows OS platform. The topics cover a brief history of operating systems, the major components of modern operating systems, and the object-oriented methodology on UNIX-like platform. Various UNIX tools will be used in the course and participants study examples using object-oriented programs as well as large system integration by object-oriented methodology. (Prerequisite: SW 232) Three credits.

**SW 348 Server Management**

Server Management is a course designed to provide the student with the tools necessary to manage Windows 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: SW 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 399 Algorithms**

This course introduces various algorithms and analyzes the complexity and efficiency of the algorithms. Topics cover classic and heuristic algorithms, algorithm analysis, searching, sorting and parsing techniques, and theoretical foundation. Student gains experience of analyzing algorithm efficiency and performance through problem solving and programming projects. (Prerequisite: SW 232) Three credits.

**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 408 Java for Programmers I**

This programming course introduces Java fundamentals. Topics include the Java elements: objects, classes, data types, operators, control structures, and container data structures. The course views object-oriented programming as integral, teaching it throughout. Accordingly, it includes the concepts of encapsulation, inheritance, polymorphism, packages, interfaces, and inner classes. The course teaches screen design using graphical user interfaces and includes data handling concepts such as input from the keyboard, output to the screen, input from files and output to files. The course also introduces the concept of multi-threading in preparation for follow-up studies. Lab included. Three credits.

**SW 409 Java for Programmers II**

This course covers advanced topic of Java programming. Topic covers multithreading, networking, nested references, design patterns, JDBC, persistence, I/O and advanced GUI such as swing. Data structure concepts such as linked list, tree and basic searching and sorting algorithms will be covered. Lab included. (Prerequisite: SW 131 or SW 408 or permission of the instructor) 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 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 tools, techniques, and processes used in the design and development of data warehouses. Students will examine how to successfully gather, structure, analyze, and understand the data to be stored in the data warehouse, discuss techniques for modeling the data in the data warehouse, discuss the ETL process and describe techniques for presenting and analyzing the data in the warehouse. Capacity planning and performance monitoring will be discussed. Microsoft Analysis Services and Sybase ASIQ will be examined as approaches for implementing a data warehouse. (Prerequisite: SW 402) Three credits.

**SW 512 Web Development II with ASP.NET**

This course teaches site developers how to create a robust, scalable and data-driven ASP.NET website. Students learn how to create ASP.NET applications using a text editor and the command-line tools, as well as using Visual Studio. Topics include the .NET framework, web forms, validation controls, database connectivity, web services, component development, user controls, custom server controls, and best practices. At the end of the course, students are able to describe the issues involved in creating an enterprise website, creating and publishing a website, creating interactive content for a website, adding server scripting to a web page using ASP.NET, implementing security in a website, and reading and writing information to a database from ASP.NET. (Prerequisites: SW 406 or SW 403 or permission of instructor) Three credits.

**SW 516 High Performance Database Web Application**

This course is an introduction to the PHP programming language. Topics include installation and configuration with the Apache http server, variables and data types, language syntax, control structures, functions, strategies and tools for handling input and generating output, error handling, sending e-mail, manipulating dates and times, string manipulation and regular expressions, and SQL and MySQL database access. The course also covers advanced topics such as MVC model-based web application development using framework and packages from the PHP Extension and Application Repository (PEAR). At the conclusion of the course, students are able to design and implement scalable data-driven web applications. (Prerequisites: SW 304) Three credits.

**SW 518 Data Mining and Business Intelligence**

This course examines business intelligence concepts, methods and processes used to improve data-centric business decisions and support solutions with a particular focus on data mining techniques. Students will first examine the principles and practices of gathering and retrieving large volumes of data for analysis and synthesis. Next, analytical techniques for extracting information from large data sets will be examined. In particular, the data mining techniques of classification, estimation, prediction, and clustering will be examined. During the course, knowledge management will also be reviewed, and how organizations manage and use the knowledge that they acquire. Data presentation will be discussed. 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 workplaces 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 and****SW 551 Capstone Professional Project I and II**

In these two semester capstone courses, students form teams, perform a technical study, and design software systems based on either their customer's requirements, develop, test, and deploy software systems. The results of these projects provide a library of case studies, designs, and software development techniques, and project management skills 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. (Prerequisites: SW 401 and completion of 18 credits MSSE courses at the minimum.) Six credits for the two-course sequence.

**SW 596 Network Routing and Switching**

The course presents concepts and develops skills needed in designing, implementing, and troubleshooting local and wide-area networks. Students design and configure LAN, WAN using routers/switches and learn the components of wireless networks, and how to configure and troubleshoot a network and optimize its performance. The course provides also 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.

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# School of Nursing

## 2012-13

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## A Message from the Dean

On behalf of the faculty and staff, it is my pleasure to welcome you as a member of our School of Nursing community where excellence, innovation and creativity are ideas we put into practice daily. We are committed to preparing nursing leaders for today and tomorrow's health care needs.

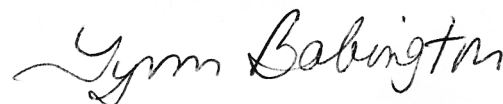
Nursing is a profession dedicated to the advancement of health and health care through science and its application. At a time when nursing education and practice is transforming before our eyes - with the Affordable Care Act and Institute of Medicine report on the Future of Nursing providing a context and blueprint for action - we are determined to prepare nurses who will continue to shape health care in this evolving environment. Nurses will provide critical leadership and be among the architects of change, with greater emphasis on prevention and universal access to cost-effective, culturally competent, high quality care.

The Jesuit tradition of academic rigor and personal reflection guide nursing education at Fairfield. With a rich foundation in the Core, students apply their knowledge in ethics, communication, spirituality and culture to their increasing competence in learning to be a nurse. A global understanding of health care with a strong focus on issues of justice and equality prepare our graduates to be innovative leaders.

Our goal is to provide each student with an educational experience that is individualized and empowering. This is accomplished by effectively linking classroom and clinical experiences with expectations for competence, compassion and justice in health care within the context of the highest academic standards. Interdisciplinary collaboration within and outside the university, opportunities to care for patients in over 50 health care agencies along with the opportunity for international study abroad allow students to build skills in collaboration, advocacy and leadership.

What truly distinguishes us though is our unwavering commitment to our students and their careers. As you gain new knowledge and skills, you will experience the dedication our faculty members have to your development. I encourage you to get to know them - they are leaders not only of the School, but of the entire nursing profession. As leading educators and scholars, they contribute research and life-saving knowledge for the benefit of society.

The time you spend with us is sure to provide you with many opportunities. I invite you to take full advantage, establish your career in nursing and prepare for the challenges that await you. Learn, explore, and achieve! It's our goal to support you every step of the way.



**Lynn Babington, Ph.D., RN**  
Dean, School of Nursing



## THE SCHOOL OF NURSING

### Faculty

**Dean:** Lynn Babington

**Assistant Dean for Academic Programs and Undergraduate Program Director:** Theresa Tavella Quell

**Adult Program Director:** Carole A. Pomarico

#### Professors

Grossman  
Kazer  
Lippman  
Wheeler

#### Associate Professors

Kris  
Shea

#### Assistant Professors

Conelius  
Deshefy-Longhi  
Gerard  
Mager  
Mannister  
Moriber  
O'Shea  
Planas  
Pomarico

#### Assistant Professors VA Nursing Academy

Dalton  
Greiner  
Lovanio  
Murphy

#### Assistant Professor of the Practice

Chaplik

#### Visiting Professors

Connery  
Madaffari  
Sumpio

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 nursing 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 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, 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 at the Center.

The School of Nursing facility houses multimedia classrooms, faculty offices, conference rooms, and a tiered lecture hall. The Robin Kanarek Learning Resource Center fills the entire second floor of the building. Recently updated, the Learning Resource Center has state of the art media and technology to provide flexibility in offering classes and clinical simulations. Fully equipped with demonstration stations and a full line of SimMan® patients, settings simulate obstetrics, neonatal ICU, pediatrics, medical surgical nursing, and home care. Three interconnected rooms provide a fully equipped ICU and operating room. This focus on simulation based learning gives students access to controlled clinical situations that develop students' patient-case, critical-thinking, and decision-making skills in a risk-free environment.



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 views nursing as the art and science of reflective practice in caring for vulnerable populations. Individuals 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 and well-being. 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. Health and well-being are influenced by many variables including quality of life. When recovery from illness is not possible, death itself is viewed as the final opportunity for growth.

Students are viewed as holistic individuals who are seeking to develop multifaceted roles and 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 baccalaureate-prepared entry-level practitioners or master's/doctorally prepared advanced-level practitioners, 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, nurses are professionals who 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.

## Guiding Principles for the Nursing Programs

### 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; that is, those populations that experience actual or potential threats to health or well-being. Provision of care to vulnerable populations is a particular concern to nursing.

Nurses have a moral and ethical obligation to provide and advocate for optimal health care for all members of society regardless of differences in culture, race, gender, socioeconomic status, religion, and age. 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. Holism is an approach to assessment and management of patient-centered care that considers the biological, psychological, sociocultural, and spiritual needs of patients, and searches for the deeper and more complex roots of ill health beyond the individual. Interactions among and between people and the environments in which they live are considered in planning and providing quality nursing care. The holistic approach supports and relies upon the therapeutic nurse-patient relationship and a focus on wholeness, harmony and healing.

### Reflective Practice

Nurses diagnose human responses to actual and potential health problems, identify individual strengths and nursing care needs, and plan and deliver culturally sensitive care that promotes, maintains, or restores health. Nursing practice integrates scientific problem solving with holistic caring. Reflective practice emphasizes a combination of rational and intuitive processes that allow students to discover the links between theory and practice, help them to develop their skills in creating holistic, individualized, and flexible plans of care, and enhance their acceptance of professional responsibility. It incorporates approaches such as reflection-on-action, reflection-in-action, and reflection-before-action. Reflective practice leads to greater awareness of individual beliefs, biases, and existing knowledge base, development of creative and critical

## Curricula

thinking processes, changes in perspectives, attitudes, and behaviors, and enhanced personal and professional identity development. The establishment of a pattern of reflective practice encourages lifelong learning and ultimately advances the discipline of nursing through greater knowledge production and opportunities for leadership.

### Professionalism

Characteristics of professional nursing practice include critical thinking, clinical reasoning, decision-making, and accountability. Behaviors integral to professional nursing's role are advocacy, political activism, effective communication, collegiality, commitment to life-long learning, scholarship, and the upholding of standards as defined by the profession. Nurses function as integral members of interprofessional teams and collaborate with other health care providers, patients, family and community members. Their role involves responsibilities for teaching, making referrals, and strategizing to shape health policy at local, state, national, and international levels. The purpose of this collaborative, interprofessional activity is to improve care and address quality and safety issues 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 health care, 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.

### Baccalaureate Program Outcomes

- Demonstrate effectiveness in planning and providing holistic evidence-based nursing care for diverse individuals and populations.
- Create an environment for the provision of care within clinical microsystems with attention to quality, safety, information systems and health care ethics.
- Use clinical reasoning, critical thinking, and ethical decision-making based on nursing science, related theory, and current evidence, to inform the delivery of care across the lifespan.
- Participate in inter- and intra-professional communication and collaboration in partnership with individuals and populations to deliver evidence-based, patient-centered care.
- Translate knowledge from research, benchmarking, quality improvement and other relevant sources into practice to address health related problems.

- Synthesize knowledge from the humanities and sciences in planning and providing care that is guided by the values of altruism, autonomy, human dignity, integrity, global citizenship, and social justice.
- Demonstrate professional growth, through the cultivation of self-awareness, responsibility, accountability, creativity, leadership and commitment to lifelong learning.
- Advocate for patients, consumers, and the nursing profession through involvement in the political process, and health/patient care policies and practices.

## School of Nursing Curriculum

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 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.

### 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, and all costs associated with clinical placements (e.g., parking fees) are the responsibility of the student.

## Electives

Two electives in the curriculum provide students with an opportunity to explore topics of interest including the liberal arts, nursing, and minor options.

## Standards for Admission and Progression at Fairfield University School of Nursing

At Fairfield University School of Nursing, students are required to successfully complete clinical practice 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 accommodations. 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 accommodations 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 Disability Support Services [http://www.fairfield.edu/adss\\_index.html](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 synthesize material for problem solving and evaluation of patient situations and own performance.

- Ability to assess, plan, establish priorities, implement and evaluate patient outcomes.

- Ability to calculate appropriate dosages for specific medications.

- Ability to use good judgment in establishing priorities and making appropriate decisions in client care.

### 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 ambulating, positioning, and assisting with activities of daily living as needed.

- Fine motor skills needed for basic assessment such as palpation, auscultation, and percussion.

- Mobility sufficient to carry out patient care procedures such as suctioning, positioning, and drawing up medication into a syringe.

## 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.

### Prerequisites

The science and psychology courses are sequential and are prerequisites to designated nursing courses. Strong foundational knowledge in the science and psychology courses is critical to success in the nursing program. Thus, students may not progress to the next semester with an incomplete in a prerequisite course. 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 (including a repeated course) may repeat the course once. A grade of less than C in three or more prerequisite courses will result in dismissal from the School of Nursing.

## Nursing Courses

Nursing courses are sequential, beginning with foundational courses and progressing to increasing levels of complexity and challenge throughout the program. As students move through the curriculum, new content is integrated and builds upon previously learned material. Thus, all students must earn the minimum grade of C+ (77) in all nursing courses to progress to the next semester and continue in the program. 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

All clinical agencies require documentation of various professional and health information for nursing students. 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 or CPR/AED for Lifeguard Certification course offered through the American Red Cross. All health requirements and OSHA training requirements must be met each year prior to clinical practice.

To attend clinical, students must have 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. History of disease is not acceptable as proof of immunity; laboratory results of blood titers must be provided. The flu vaccine is recommended, however, it is mandated by some agencies. CertifiedBackground.com is the immunization tracking system used by Fairfield University nursing students to house their health information. Students are responsible for uploading information to them and keeping all required information updated throughout their clinical experience.

## Student Background Checks and Drug Testing

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. Some agencies require drug testing. Students unable to comply with agency requirements will be dismissed from the program. All costs associated with agency requirements are the responsibility of the student.

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 on the National Council of State Boards of Nursing website: <http://www.ncsbn.org>.

Graduation from the nursing major does not ensure eligibility for state licensure. A candidate who has been convicted of a felony or another crime in any state may be required to submit documentation about this conviction to the State Board of Nursing in which licensure is sought. Each State Board of Nursing reserves the right to make a decision on whether to grant licensure to practice as a registered nurse.

Scholastic Honors

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 of Nursing

The Mu Chi Chapter of the Sigma Theta Tau International Honor Society of Nursing was established at Fairfield University in 1992. Since then, the Chapter has grown to nearly 1000 members. The Society is committed to fostering nursing leadership, research and creativity. Standards for membership include demonstrated excellence in scholarship and/or exceptional achievement in nursing.

BACHELOR OF SCIENCE - MAJOR IN NURSING

Curriculum Plan for Full-time Undergraduate Students

First Year - Fall Semester		Credits
PH/RS 101	Philosophy or Religious Studies	3
EN 11	Texts and Contexts I	3
ML/VPA	Language or Visual and Performing Arts	3
BI 107	Anatomy & Physiology I	4
MA 19/CH 84	Introduction to Calculus or Chemistry	3/4
Total		16/17

First Year - Spring Semester		Credits
NS 110/NS 112	Introduction to Professional Nursing or Healthcare Delivery Systems	3
EN 12	Texts and Contexts II	3
ML/VPA	Language or Visual and Performing Arts	3
Bi 108	Anatomy & Physiology II	4
CH 84/MA 19	Chemistry or Introduction to Calculus	4/3
Total		17/16

Sophomore Year - Fall Semester		Credits
NS 112/NS 110	Healthcare Delivery Systems or Introduction to Professional Nursing	3
NS 303	Basic Concepts of Pathophysiology and Pharmacology	3
PY 163/BI 151	Developmental Psychology or Microbiology	3/4
RS/PH 101	Religious Studies or Philosophy	3
HI 10/MA 17	Europe and the World/Statistics	3
Total		15/16

Sophomore Year - Spring Semester		Credits
NS 270	Health Assessment	4
NS 272/NS 305	Geriatric Nursing or Mental Health Nursing	4
BI 151/PY 163	Microbiology or Developmental Psychology	4/3
MA 17/HI 10	Statistics/Europe and the World	3
Total		15/14

Junior Year - Fall Semester	Credits
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NS 301	Wellness to Illness	4
NS 305/NS 272	Mental Health Nursing or Geriatric Nursing	4
NS 307	Therapeutic Nursing Interventions	3
PH/RS	Philosophy or Religion Elective	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 100-199	English Core Literature	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: 130  
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.

**National University of Ireland, Galway**  
The Nursing Semester Study Abroad Program is open to Fairfield University nursing students who have successfully completed the spring semester of the sophomore year, have an overall GPA of at least 3.0, and are recommended by their faculty advisor and dean. Students must also have a GPA of 3.0 or better in the sciences, with no repeated core science courses. In addition, students must have a minimum average grade of B- (80) in all nursing courses at the midpoint of the fall semester of junior year. Normally, a maximum of 12 students will be permitted to study abroad in any semester.

Full-time undergraduate students enroll in liberal arts, healthcare and professional nursing courses in an international setting in the spring of the junior year. While abroad, students will be required to complete selected ATI subject area tests. Upon return, students complete a medication and skills review, enroll in a 6-week summer course on campus from mid-May to mid-July, and continue in the traditional nursing progression with some minor curriculum adjustments. Students are responsible for the cost of the course and housing for the summer.

**Managua, Nicaragua**  
A Nursing study abroad program is offered during spring break for full time undergraduates, second degree, and RN-BSN nursing students enrolled in NS 330, Public Health Nursing. Students collaborate with social work students from Universidad de Centroamerica (UCA) and community leaders to address health problems. This experience fulfills the required public health clinical hours. Students need to commit to group meetings prior to and following Spring break.

**Non-Nursing options**  
The University offers many intercession and summer programs that offer exceptional learning opportunities beyond the classroom. An overall GPA of 2.8 is required to study abroad in short-term and summer programs. Students can choose to study in a variety of countries in South or Central America, Europe, the United Kingdom, Middle East, Asia, Africa or Australia.

**Nursing Study Abroad - Curriculum Plan  
(full-time undergraduates beginning 2016)**
**First Year - Fall Semester Credits**

PH/RS 101	Philosophy or Religious Studies	3
EN 11	Texts and Contexts I	3
ML/VPA	Language or Visual and Performing Arts	3
BI 107	Anatomy & Physiology I	4
MA 19/CH 84	Introduction to Calculus or 3/4 Chemistry	

**Total 16/17**
**First Year - Spring Semester Credits**

NS 110/NS 112	Introduction to Professional Nursing or Healthcare Delivery Systems	3
EN 12	Texts and Contexts II	3
ML/VPA	Language or Visual and Performing Arts	3
BI 108	Anatomy & Physiology II	4
CH 84/MA 19	Chemistry or Introduction to Calculus	4/3

**Total 17/16**
**Sophomore Year - Fall Semester Credits**

NS 112/NS 110	Healthcare Delivery Systems or Introduction to Professional Nursing	3
NS 303	Basic Concepts of Pathophysiology and Pharmacology	3
PY 163/BI 151	Developmental Psychology or Microbiology	3/4
HI 10/MA 17	Europe and the World/ Statistics	3
RS/PH 101	Philosophy or Religious Studies	3

**Total 15/16**
**Sophomore Year - Spring Semester Credits**

NS 270 Health	Assessment	4
NS 272/NS 305	Geriatric Nursing or or Mental Health Nursing	4
BI 151/PY 163	Microbiology or Developmental Psychology	4/3
MA 17/BI 10	Statistics or Europe and the World	3

**Total 15/14**
**Junior Year - Fall Semester Credits**

NS 301	Wellness to Illness	4
NS 305/NS 272	Mental Health Nursing or or Geriatric Nursing	4
NS 307	Therapeutic Nursing Interventions	3
HI History	Elective	3
PH/RS	Elective	3
<b>Total</b>		<b>17</b>

**Junior Year - Spring Semester Credits**

NU 216	Research Methods	3
NU 230	International Nursing (WDiv)	6
NU 248	Social Sciences II (Ethics)	3
EN EL	English Core Literature	3
SS EL	Social Science Elective	3

**Total 18**
**Summer Session (upon return) Credits**

NS 312	Patterns of Illness I 5	
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**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
<b>Total</b>		<b>13</b>

**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
PH/RS	Philosophy or Religious Studies Elective	3

**Total 14**
**Total Credits: 130**
**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 who hold an associate degree in nursing allows students to pursue a B.S. in nursing. 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 in the RN to B.S. program may attend on a part-time basis. Classes are available during the academic year and in the summer. Registered nurses must have successfully completed an associate degree or diploma program and possess a RN license. Students interested in the Second Degree program, a 15-month full time accelerated program, must hold a bachelor's degree in any field. Core and prerequisite courses must be completed prior to the start of the program.

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 RN to B.S. in Nursing Program must matriculate after successful completion of NS 250, Professional Nursing or NS 252, Health Assessment for RNs.

**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.

**Partnership Programs**

Fairfield University School of Nursing has a partnership with the Connecticut Community College Nursing Program, Bridgeport Hospital and St. Vincent's College. This program provides a seamless transition from associate to bachelor's degree in nursing and grants 34 credits in advanced placement nursing.

**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**

RN to BSN students meet the U.S. diversity requirement through enrollment in NS 250, Professional Nursing. 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

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	4
NS 307	Therapeutic Nursing Interventions	3
Total 17		
Fall 1		Credits
NS 301	Wellness to Illness	4
NS 303	Basic Concepts of Pathophysiology & 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 & 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

RN to BS Core Courses

Humanities: 12 courses distributed as follows:

- English (EN 11 and EN 12, totaling six 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 humanities, 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 By Articulation or Partnership		30-34 credits

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 BI 107) 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. (Prerequisites: CH 84 or BI 107) 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) 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; Pre- or co-requisites: BI 108, BI 151, PY 163) 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, PY 163) Four credits (42 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 particular 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. (Pre- or co-requisite: NS 270) 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. (Prerequisite: NS 270; Pre- or co-requisite: NS 272) 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: BI 107, CH 84, NS 110, NS 112; Pre- or co-requisites: BI 108, NS 270, 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, MA 19 or higher; Pre- or co-requisite: NS 272) 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, intrapartum, and postpartum 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 325 or NS 250) 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 310, NS 325 or NS 252) 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 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.



## SCHOOL OF NURSING FACULTY AND ADMINISTRATION

### School of Nursing Faculty 2012-13

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